

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most important means of International communication. People from all over the world speak English when they meet each other in every international meeting, workshop, conference, or commerce. In every products' leaflet we could see some sentences or words of English. It is because English is the biggest language in the world. English becomes the most essential language in the world. Almost all people from many different countries use it to communicate. For that reason, it is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. As the consequence, all countries in the world use English as one of the subjects studied at school. The purpose is to make the young generation competent in English eventhough passive or active English, whether to speak fluency or just to understand what people say or to write their opinion to express their idea.

Indonesia as a developing country tries to bring the next generation to really master and have ability in English. English is the first foreign language taught at every school in Indonesia. The main purpose of teaching English as a foreign language in Junior high school is providing the competence of the students to achieve communication competence of English skills such as listening, speaking, reading and writing. To achieve this purpose, Indonesia

sets its educational curriculum which is including the teaching English as foreign language. It is one of compulsory subject studied from junior and senior high school up to the university while for elementary school English is used as local or additional subject. English has been studied for six years in Elementary school.

There are four skills in teaching English they are: listening, speaking, writing and reading. The students should master the four basic skills so they are able to master English effectively and communicatively. These skills can be defined into two groups. The first is receptive skill and the second is productive skill. Receptive skills are reading skill and listening skill, while the productive skills are writing skill and speaking skill.

As one of the four English basic skills, speaking is probably often considered to be the most important one. People said that someone has already mastered a language if he or she is able to speak the language fluently. Oral communication is the most important one because it is used by people in order to maintain their social relationship. In doing so, they need speaking skill in order to perform communication. According to Richards and Renandya (2011:29) "A large of percentage of the world's language learners study English in order to develop proficiency in speaking". Brown (2001:267) states "speaking is one of the required skill in performing oral communication. It is the least one has to master in order to perform in a language".

According to Harmer (in Cahyono, 2011:31, there are three reasons why people communicate: first, people communicate because “they want to say something”. It means there is desire from the speaker has in order to convey messages to other people; second, people communicate because “they have some communicative purposes”. Communicative purpose means what the speakers said there would be a result of what they say; the third, the speakers want to express a request, need a help other, want to command if they want other people to do something; the third, the desire to say something and the purpose in conducting communicative activities. As they have language storage, they will select language expressions appropriate to get messages across to other people.

Edge (1999:17) says that “communication is the goal of language teaching”. Other linguist also has the same opinion, Richard (1990:34) says “Competence of speaking skills in English is priority for many second language or foreign language learners. Learners are consequently often evaluated their success in language learning as well as the effectiveness of English course on the basis of how well they have improved in their spoken language proficiency”. Moreover, Riggerback and Lazaraton (2011:29) “Students of second language or foreign language education programs are considered successful if they can communicate or able to communicate effectively in the language”. We can not deny if that statement is correct. The students said that they master English if they have been fluent in speaking

skill. People usually learn English because of some reasons, in some way, they want to be able to communicate or be able to speak English as well.

The students usually have some motivation why they want to be able in speaking such as: they want to be able to watch foreign film without necessary to read the translation, they can sing their favorite song in English with good pronunciation, they want to know some information assessed from the internet, they want to have chat with foreigner in social media etc. They said that to be able to speak English skill is proud thing to have. It indicates the students' first appearance in speaking ability. People will judge someone master in English because their good performing of speaking fluency. It means that speaking a language fluently is frequently the ultimate goal to be attained in mastering a language.

Similar to speaking, in fluency there are several aspects that will be used to decide how good one's speaking fluency is. Canale and Swain (1980:33) "There are four competences included in communicative competence such as: grammatical well-formedness, discourse competence, sociolinguistic competence, and strategic competence". Grammatical competence means mastery the linguistic code, morphological, the ability to recognize the lexical, syntactic, and phonological features of language to form words and sentences. Sociolinguistic competence refers to the require of understanding in social context in which language is used. Shumin (2002:207) "Understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during

the interaction and how to respond nonverbally according to the aim of the speaking”. Strategic competence means the ability to keep the conversation keep going.

Communication act that all the conditions attached to speaking as a communication act exist for translation as well. Tarone, Cohen, and Dumas (1976:76) state that communicative strategy is “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target rules have been formed”. Palmberg (1978:1) says that “communication strategies is those devices a second language learner uses in attempting to express precise meaning in target language”.

Dornyei and Scott’s taxonomy (1997) reviewed articles and summarized the taxonomies and definitions of communication strategies proposed by researchers in the field. They extended taxonomy of problem solving strategies in speaking skill, they classified the communication strategies according to the manner of problem management. That is how communication strategies contribute to resolving conflicts and achieving mutual understanding.

However, the fact shows that students’ English speaking fluency is still below the standard. The teacher should present interesting method of teaching to attract the student interest and motivation in joining the teaching and learning process. Mostly the teachers used old fashioned method in the class. Students are only required to memorize the speaking expression without

practicing. This kind of method severely limits students chance of practicing their speaking fluency.

MTs Negeri Miri which consists of 12 classess still has difficulty for the speaking skill eventhough there is conversation class (*kelas unggulan*) there. The students still have difficulty to speak up or to express their idea in speaking. In this occasion, they sometimes use some communication strategies to make their conversation smooth. By knowing the varieties of communication strategies used by the students it can be useful for the teacher to give positive suggestion for the students to develop their speaking skill. It can be useful for the students either to make their speaking skill communicatively. Based on the explanation above, the writer is interested in investigating the communication strategies used by the students, which can solve some problems faced by them. So, the writer conducted the research entitled *Communication Strategies Used By the Eight Grade Students in Speaking Class of MTs Negeri Miri Academic Year of 2015/2016*.

B. Problem Statement

Based on the background of the study, the writer formulates the problems of this study as follow:

1. What are the kinds of communication strategies used by the students of eight grade in MTs Negeri Miri?
2. What is the most frequent communication strategy used by the eight grade students of MTs Negeri Miri ?
3. What are the students' reasons of using the communication strategies?

C. Objective of the Research

The objectives of this study can be stated as follows:

1. to find out kinds of communication strategies used for the eight grade students in MTs Negeri Miri,
2. to know the most frequent communication strategy used by the eight grade students in MTs Negeri Miri,
3. to describe the students' reasons of using the communication strategies of eight grade students in MTs Negeri Miri.

D. Scope of the Analysis

The analysis only focuses on the communication strategies used by the eight grade students in performing one task of retelling story in speaking class of MTs Negeri Miri academic year of 2015/2016 by using Dornyei and Scott's taxonomy. The researcher tries to find out the dominant communication strategies used and also the students' reasons of using the strategies in communication to increase their speaking ability in English.

E. Benefits of the Study

In this study the writer expects that the thesis has benefits both theoretical and practical benefits.

1. Theoretical Benefit

The research hopes that this study can give information for the readers who want to be able to speak fluently. He can learn and then use some communication strategies to make their communication become communicative. Another function is also to provide suggestion for the

teacher related to teaching and learning process especially in teaching speaking skill.

2. Practical Benefit.

a. For the teachers

The study is intended to be a source of information for the English teachers in improving students' speaking fluency. They can probably give explanation more about communication strategies could be used in speaking and as a reference for a better teaching speaking class.

b. For the students

It can provide a more interesting situation in the classroom so that the students will be more interested in joining the class to promote their oral fluency in learning English. They will feel easy to master the language, especially in speaking skill by using some communication strategy. It shows kind of communication strategies suggested to maintain the conversation.

c. For other researchers

This thesis result hopefully as a reference and gives more information to solve the problem of speaking skill. The problem could be coped by communication strategies, because for most Indonesian students speaking fluency still below the standard.