

CHAPTER I

INTRODUCTION

A. Background of the Study

Department of English Education in Muhammadiyah University of Surakarta is developing English lesson to produce the graduates that are competent, respectable, experienced, skillful, and trained. Department of English Education in Muhammadiyah University of Surakarta teaches students to be a professional English teacher. It is important to master English for students of English Education Department in most of subject in learning process. To be a professional English teacher, it is important to be able to communicate effectively.

Bailey and Savage (1994: vii) in Fauziati (2010: 15) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Those four skills are listening, speaking, reading and writing. It means that learners should be able to make themselves understood, using their current skills. To most people then mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Selinker (1972) in Dornyei & Scott (1997: 175) coined the term “communication strategy” in his seminal paper on “interlanguage”, discussing “strategies of second language communication” as one of the five central processes involved in L2 learning. According to Selinker (1977) in Fauziati (2010: 55) who first used the term communicative strategies or strategies of second language communication to refer to one of the processes that is responsible for producing interlanguage errors. He defined communicative strategy as “an identifiable approach by the learner to communicate with native speakers of the target language.” (Fauziati, 2010)

Canale and Swain (1980: 6) propose that communicative competence “refer to relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of

language use.” Later in their article they add a third component, strategic competence. Then, on 1983, Canale revises this framework further.

Here, strategic competence refers to a speaker’s ability to adapt their use of verbal and non-verbal language to compensate for communication problems caused by the speaker’s lack of understanding of proper grammar use or insufficient knowledge of social behavioral and communication norms. Strategic competence, along with grammatical competence and sociolinguistic competence constitute a framework for determining a language learner’s proficiency in communication as posited by Michael Canale and Merrill Swain (1980: 28). A fourth component, discourse competence, was later added by Canale in 1983 (Canale, 1983: 36).

Rubin & Thompson (1994: 30) cited by Fauziati (2010: 166) state that it is through communication that people send and receive messages effectively and negotiate meaning. Communication is the exchange of information between a sender and a receiver, or in teaching-learning process is between teacher and learner. It is used that you only had to worry about the way you communicated face-to-face or on paper. It is important for people to understand every content of the information. This is where the role of communication strategies become important. In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification (Wikipedia, 2015: 1).

Communication strategies may be viewed as attempts to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language interlocutor in real communication situations (Fauziati, 2010: 66). These are used by speakers when faced with some difficulty due to the fact that their communication ends go beyond their communication means or when confronted with misunderstanding by another speaker. Communication strategy plays a significant role in second language acquisition (SLA). According to Tarone (1980) in Lin Wei (2011: 1), expresses that any kinds of communicative strategies can contribute to successful SLA.

Every learner has different way to make an understanding in learning English, especially they who do not use English as their first language. Nowadays, Indonesian learners which are most of them use Indonesian language will find difficulty to get information clearly without any tools such as dictionary when they are talking with interlocutor or foreign. It is because they do not have self-confidence or maybe they hesitate to speak with other friends or capably interlocuter. Nowadays, there is no one who really master language perfectly and use it appropriately in all social interaction. In the process of communication, we may have a great number of problems. To cope with this problem, we have to use communication strategies in the way to improve learner's communicative competence. Without such strategies, learners are likely to avoid second language risk-taking as well as specific conversation topics or situations.

As foreign learners, students of English Education Department of Muhammadiyah University of Surakarta need to develop their English as well as they communicate using Indonesian language. Communication strategies become part of developing language learning especially in spoken language. As Savignon (1983) cited by Pratiwi (2015: 53) states that most of communication strategies developed unconsciously but as language learner, to learn it consciously will be helpful to improve the fluency in delivering idea in speaking. Based on that, the writer thinks that using such strategies in communication makes learner get some benefits. They can learn what they think it is suitable with themselves to communicate with the others effectively and appropriately.

The writer focuses on the communication strategies which are applied in the students' process of second language learning in speaking class. There are some reasons why the writer took this research on speaking class. First, to survey what strategies that learner used to achieve their meaning when they talk to the other. Second, to investigate what kind of communication strategies are suitable with Indonesian learners. All of aspects in communication strategy used by students are investigated by the writer in this research, which takes a title **“NATURALISTIC STUDY ON COMMUNICATION STRATEGIES USED BY SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA”**.

B. Problem Statement

The problem of this research paper is related to the communication strategies used by second semester students in Speaking class of Muhammadiyah University of Surakarta. The research problem of this research is What are communication strategies used by students in Speaking II class of English department of Muhammadiyah University of Surakarta? Based on this research problem, the writer raises the research question as follows:

1. What types of communication strategy are used by the students?
2. How is the frequency of the communication strategies used by the students?
3. What is the dominant type of communication strategy used by the students?

C. Limitation of the Study

The limitation of research paper is as follows:

1. Subject of the Study

The subject of this study is the second semester students of Speaking class in Muhammadiyah University of Surakarta in 2015/2016 academic year. The researcher takes two classes of Mr. F in Speaking II as the subject of the research: they are class H and I.

2. Object of the Study

The object of this study is communication strategies used by the second semester students of Speaking class in Muhammadiyah University of Surakarta in 2015/2016 academic year.

D. Objective of the Study

In conducting the study the writer has certain purposes or objectives as the main target to gain in this research paper. The purpose of the study is as follows:

1. To describe the types of communication strategy used by students in Speaking II class of English department of UMS.
2. To describe the frequency of the communication strategies used by students.
3. To describe the dominant type of communicatin strategy used by students in Speaking II class of English department of UMS.

E. Significance of the Study

This research paper is expected to give some significance as follows:

1. Practical Significance
 - a. For the lecture, this study shows the problem that student face in communicating their ideas through speaking. As the result, this study can be a reference for the better teaching speaking.
 - b. For the student, it shows the varieties of communication strategies used by them, therefore it shows what kinds of communication strategies are suggested to maintain the conversation.
2. Theoretical Significance
 - a. The result of the research can be used as the reference for those who want to conduct a research in English skills in learning English process.
 - b. The result of the research can be useful for students of English education in their learning process

F. Research Paper Organization

The outline of this research paper is arranged systematically. The following research paper organization consists of five chapters and each chapter is sub divided into further divisions. In brief the research paper organization can be arranged as follows:

Chapter I contains background of the study, previous study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II consists of previous study, communicative competence, theories of communication strategies, and taxonomies of communication strategies.

Chapter III is research method. It covers type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV describes data analysis and discussion. It consists of description of data, analysis of data, and discussion.

Chapter V is conclusion and suggestion. In this part the writer concludes the result of the whole research and gives suggestion related with the result.