

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Muhammadiyah University of Surakarta (UMS) belongs to one of several Universities in Surakarta. UMS established on 18<sup>th</sup> September 1958. Previously, UMS begins from subdivision of Teacher Training and Education faculty of Muhammadiyah University of Jakarta which is established in Surakarta on 1957. Firstly, UMS only has 51 students, 6 employees, and 7 lecturers that become initial fund to build UMS.

Nowadays, UMS has been developed. It becomes famous time to time. The students continuously increase every year. The applicants is not only from Surakarta, but comes from many countries in the world. Further, the major in UMS is also developed. Now, UMS has 12 faculties for undergraduate, 10 faculties for post graduate, and 1 faculty for doctoral programme. Recently, UMS has reached new achievement by becoming top ten best University in Indonesia year 2015 based on QS World University Rankings.

Today, teacher becomes one of occupation that has a lot enough opportunity. That is why, I argue that Teacher and Training of Education faculty always gets a great number of students every year. One of the most popular major in Teacher and Training of Education faculty is Department of English Education. In 2012 the students nearly reached 300, and it increases continuously. The goals of Department of English Education is to make students to be professional English teacher with Islamic and global insight.

English becomes global that is widely learned and must be learned, because English has been internationalized. It can be seen that every sector of our life is nearly surrounded by English. Bailey and Savage (1994: vii) in Fauziati (2010: 15) state that “speaking in a second foreign language has often been viewed as the most demanding of the four skills”. It is because speaking is the primary way the people communicate with other around the world.

Learning speaking as second or foreign language is not easy. The writer claims that learning all foreign language is not easy, and vice versa. The big problem which is faced by Indonesian when learning foreign language is confidence, lack of vocabulary and knowledge. Since learning speaking is not easy, it is better for the teacher master

what is the component of speaking. The teacher should be communicative and has long-plan strategies for the learners.

For most people, speaking English is difficult. Most of them know and understand what the native say, but they did not know how to reply even make conversation in English. So, the writer argue that learning speaking should have several strategies that usually known as communication strategy. It was Selinker (1977) who first used the term communicative strategies or strategies of second language communication to refer to one processes that is responsible for producing interlanguage error. He defined communicative strategy as “an identifiable approach by the learner to communicate with native speakers of the target language” (1977: 37) in Fauziati (2010: 167).

According to Ladouse in Nunan, (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a squance or ideas fluently. It means that speaking is a tool for communication and to measure how well someone’s ability in acquiring second language. As the student of Department of English Education, speaking skill should be the one that should be practiced and performed in daily. This is to habituate us to speak English and also to overcome the problem which has written above.

Communication strategy is used to facilitate the people to speak. It explained the step how to speak English. Most of someone’s communication strategies develop unconsciously, through assimilation of role models-person we admire and some extend and success experienced in the past (Savignon, 1983: 40). Since English becomes important part in this world, it is better for us to learn English as early as possible. The more grown up the more world develop. It also becomes important requirement in the job competition.

According to Fauziati (2010: 176) “communication strategy is one of the components of communicative competence”. Communication strategies is the requirement for someone who wants to learn language. Without communication strategies learning language is not complete. Practice in communication strategy can be combained with activities to aid the development of learners’ vocabulary. It means that the learners must be practice speaking foreign language to improve their speaking and develop their vocabularies. It is a good way to develop their ability, between speaking and mastering vocabulary. Both of them are important to be mastered.

Further, the component that should be filled is strategic competence. It was recognized by Canale and Swain (1980: 30) in Fauziati (2010: 168). According to them, four different components make up communicative competence. They refer to communication strategies as “strategic competence”. The four components of communicative competence are: (1) grammatical competence, as the knowledge of the language code, (2) discourse competence, as the ability to combine language structures into different types of cohesive texts, (3) sociolinguistic competence, as the mastery of the sociostructural code of language, (4) strategic competence which refers to the knowledge of verbal and non-verbal communication strategies.

Microteaching is one of courses in Teacher Training and Education faculty in Muhammadiyah University of Surakarta. Besides, it is the requirement for the students to take teaching apprentice in the next semester. Thus, it can be concluded that as English department students, all of the students should use English during microteaching. Microteaching is also a good way to train self confidence and also improving teaching skill of the students. Furthermore, it also help them increase their knowledge, collect more vocabulary, and train to arrange the right sentences in the right tenses. Another benefit of microteaching is the students learned about the methods of learning that can be applied later. By microteaching students got many experiences and the students able to explore their own self during teaching.

The research about communication strategies has been conducted by many writer. But the writer expected that this research will bring a good enough result too, like that has been conducted before. This research is also important, because it gives information about the types of communication strategies which is used by the students especially in microteaching class. The reason why the writer conducted her research in microteaching class because the writer did not found the reasearch about communication strategy conducted in microteaching before. Hence, the writer want to know how is communication strategy used by the students in microteaching class, in other hand it will be a new research in communication strategy. From the reason above, the writer decided to conduct a research on communication strategis in English Department in University Muhammadiyah of Surakarta entitled: **NATURALISTIC STUDY ON COMMUNICATION STRATEGY USED BY SIXTH SEMESTER STUDENTS IN MICROTEACHING CLASS OF ENGLISH DEPARTMENT OF UNIVERSITY MUHAMMADIYAH OF SURAKARTA.**

## **B. Problem Statements**

The problem of this research paper is related to the communication strategies used by the sixth semester students in microteaching class of English department of UMS. The research problem of this research is what communication strategy used by sixth semester students in microteaching class of English department of University Muhammadiyah of Surakarta. Based on this research problem, the writer raise the research questions as follows:

1. What are the types of communication strategies used by the sixth semester students in UMS especially in microteaching class?
2. How is the frequency of communication strategy used by the sixth semester students in UMS especially in microteaching class??
3. What is the dominant type of communication strategies used by sixth semester students in microteaching class of English department of Muhammadiyah University of Surakarta?

## **C. Objectives of the Study**

From the problem statement above, the objective of the study are as follows:

1. To describe the types of communication strategy used by the sixth semester students in microteaching class of UMS.
2. To describe the frequency of communication strategy used by sixth semester students in microteaching class of UMS.
3. To identify the dominant strategy which is used by the sixth semester students of UMS.

## **D. Limitation of the Study**

From the problem statement above, the objective of the study are to:

1. Subject

The subject of this study is sixth semester student of microteaching class in Muhammadiyah University of Surakarta 2015/ 2016 academic year. The researcher takes two classes of microteaching as the subject of the research.

2. Object

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

## **E. Benefits of the Study**

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

### **1. Practical Significance**

- a. For the lecturers, this study shows the problem that student face in communicating their ideas through speaking. In the end, this study can be refernces for the better teaching speaking.
- b. For the students, it also can be reference for the students to choose communication strategies, because this research contain of kinds of communication strategies.
- c. For the readers, the result of this research will give some new knowledge for the readers about communication strategies. It is also can be applied for his/her child later.

### **2. Theoretical Significance**

The result of the studymay give some information about kinds of communication strategies used to people every day and as reference to other researhers who want to study about communication strategies.

## **F. Research Paper Outline**

The writer organizes this paper in order to make it easier to understand. The following shows the content of this research paper.

Chapter I consists of background of the study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper outline.

Chapter II consists of previous study and underlying theory. This chapter deal with theories of communicative competence, theories of communication strategies, and taxonomies of communication strategies.

Chapter III is research method. It covers type analysis, 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 descriptions of data, analysis of data, and discussion.

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