CHAPTER I

INTRODUCTION

A. Background of the Study

  Muhammadiyah University of Surakarta is one of the Islamic Universities in Indonesia. Muhammadiyah University of Surakarta is located in Solo, central Java. Muhammadiyah University of Surakarta has many faculties, one of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty. Teaching Trainer and Education faculty itself is divided into some Departments. One of the departments in Teaching Trainer and Education is Department of English Education. English Department in Muhammadiyah University of Surakarta is developing English lesson to produce the graduate that are expected to have the qualities of being competent, respectable, experienced, skillful, and trained. The English Department in Muhammadiyah University of Surakarta is directed to be a center of excellence in English learning and teacher training.

  As Bailey and Savage (1994: vii) state that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (Fauziati, 2010: 15). The four skills are listening, speaking, reading and writing. It means that the learners should be able to make themselves understood, using their current skills.

  Speaking is an important skill in language learning, it is a tool for communication. When we speak we produce the text and it should be meaningful. Speaking is an important from of communication in daily life. In the international relationship, English speaking ability is very important skill to enable us participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a good conversation in the language. As a students in English Department have to master all of the skills, especially in

speaking skill. There are many ways to develop the speaking skills. One of the ways is Microteaching.

Microteaching is one of the courses in School of Teacher Training and Education in Muhammadiyah University of Surakarta. Microteaching is given to the students in the sixth semesters before they join apprentice. Microteaching is very important for the students. By Microteaching the students can teach the other friends in front of the class. Besides that, the students get the experiences become a teacher. Microteaching also has many benefits to the students. One of the benefits is to build the mental of students, self-confidence, and increase the knowledge. It can also develop the student's skill such as speaking skill. In microteaching class the students must use of variations of Communication Strategies when they are conducting teaching practice.

Selinker (1977:37) state that communicative strategy is "an identifiable approach by the learner to communicate with native speakers of the target language". Tarone (1981: 63) describes communicative strategies as a systematic attempt by the learners to express and decode meanings in the target language in situations where the appropriate systematic target language used has not been formed. Communicative strategies therefore serve to compensate for the inadequacies of speakers and listeners in the target language, which is being used. (Fauziati, 2010: 167). It means that communicative strategies may be viewed as attempt to bridge the learner to communicate with native speakers of the target language in real communication situations.

According to Fauziati (2010: 176), "communication strategy is one of the components of communicative competence". Learning a language is not complete without learning communication strategy even though if learners have learnt grammar, vocabulary, and some useful expressions for conversation. Practice in communication strategy can be combined with activities to aid the development of learners' vocabulary (Fauziati, 2010: 177). It means that the

learners must be active to practice speak foreign language to develop their vocabularies.

Students of English Department of Muhammadiyah University of Surakarta are as foreign language learners, their English are developing. Communication strategies are part of the development of language learning especially in spoken language. Both native and non-native speakers use communicative strategies, but non-native speakers use them more frequently. Most of someone's communication strategies develop unconsciously, though assimilation of role models-person we admire and some extend and success experienced in the past (Savignon, 1983: 40). Based on the description above, this study intends to analyze communication strategies used by sixth semester students in Microteaching class of English Department of Muhammadiyah University of Surakarta.

B. Research Question

Based on the background of the study above the problem of this study is "What is the communication strategies used by sixth semester students in Microteaching class?

To explain the problem statement, the study formulates the research questions as follows:

1. What are the types of communication strategies used by students conducting teaching practice in Microteaching class?
2. What is the dominant type of communication strategies used by those students?

C. Limitation of The Study

The limitation of research paper is as follows:

1. Subject

    The subject of this study is the students who conducted the teaching practices at the front class.

2. Object

    The object of this study is communication strategies used by students of Microteaching class of English Department Muhammadiyah University of Surakarta.

D. Objective of the Study

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

1. To describe the types of communication strategies used by sixth semester students conducting teaching practice in Microteaching class.
2. To identify the dominant type of communication strategies used by sixth semester students conducting teaching practice in Microteaching class.

E. Benefit of the Study

The results of this study will have several benefits:

1. The results of the study will add the body of knowledge in sociolinguistics.
2. It will give some information about kinds of communication strategies used by teacher candidate in Central Java context.
3. It can be used as a reference for future studies in similar field.

F. Research Paper Outline

The organization of study is given in order to make the readers know and understand the content of this thesis easily. The organization of this study is given as follow:

Chapter I is introduction of the research. It describes the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper outline.

Chapter II is reviews of related literature. It describes the theories related to this study, they are previous study and underlying theory. Underlying theory consists of speaking theories, communicative competence theories, communication strategy theories, and taxonomies of communication strategies.

Chapter III is research method concerning with the research method. It covers type the research, subject and object of the research, setting of the study, data and data source, data collection technique, data analysis technique and trustworthiness.

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

Chapter V is conclusion and suggestion. It concludes the result of the whole research and gives suggestion related with the result. In addition, pedagogical implication is discussed.