

CHAPTER 1

INTRODUCTION

A. Background of the Study

The main goal of learning a foreign language was to be able to communicate. Through communication, people sent and received messages effectively and negotiate meaning (Rubin & Thompson, 1994, p.30). People could be able to deliver their ideas by communication. Nowadays, in line with English as international language, the way to communicate effectively such oral language in foreign language learning became much more important than reading and writing. Speaking skill had become crucially important in English as a second or foreign language (Widiati & Cahyono, 2006). Speaking was the way to deliver the ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with, Pollard (2008, p. 33). In order to speak, one should not only know the language, but also social and pragmatic rules to perform appropriate structures of the language (Martinez-Flor, Uso-Juan & Alcon-Soler, 2006).

Enabling students to speak in the class could sometimes be extremely hard to do. In fact, majority of students even the first semester students of university level seemed that they were being shy and less confident to speak English. It was caused they get difficulty to convey the message in EFL/ESL speaking. They did not know how to say the message in appropriate words although they have some ideas and intend to express it. This condition tended

to create ineffective communication. It was in line with Harmer's explanation (2007, p. 345) that students were often reluctant to speak because they were shy and were not predisposed to expressing themselves in front of other people, especially when they were being asked to give personal information or opinions. As a result, when students got a problem in communication, communication strategies could be used by them to overcome it. Students with difficulties in oral language such as having limited knowledge to express their intended messages needed to use strategies called by Communication Strategies.

The term of communication strategies or the strategies of second language communication was firstly used by Selinker (1977) to refer to one of the processes that was responsible for producing interlanguage error. He defined the communication strategy as "an identifiable approach by the learner to communicate with native speakers of the target language" (1977, p. 33).

There were several prominent ones who had analyzed communication strategies in their studies. The first was conducted by Zhang Ya-ni who wrote a paper entitled "Communication Strategies and Foreign Language Learning" published in the *US-China Foreign Language Journal* in April 2007. The purpose was to facilitate learners' communicative competence in English. The author concluded that by giving suggestions of training communication strategies, creating an English-speaking environment was as well as officially highlighting communicative competence.

The second was conducted by Khoiriyah in 2015. Her study entitled “Communication Strategies Applied by High Level of EFL Students in Extensive Speaking Class” was published on Nusantara of Research of Universitas Nusantara PGRI Kediri. The study is case Study. The purpose set to describe the types of communication strategies applied by high level of EFL students in extensive speaking class and to identify the types of communication strategies which were frequently used by high level of EFL students in extensive speaking class. Third grade of English department at Nusantara PGRI Kediri University students of EFL were assigned to participate in the present study. The participants' speaking performances were analyzed qualitatively using Dornyei's (1995) taxonomy of Communication Strategies (CSs). The results of the study revealed that the context of communication plays a significant role in the use of communication strategies. The high level students applied seven communication strategies out of the twelve types of communication strategies such as: Message Abandonment, Topic Avoidance, Use of Non-Linguistic Signal, Literal Translation, Code Switching, Appeal for Help, and Stalling for Time Gaining. The most frequently used were Time Gaining and Non-Linguistic Signal strategies.

The third research was done by Oktavia Herawati in 2015. She set her research entitled “Communication Strategies Used By The Eighth Grade Students Of Smp N 1 Surakarta In Developing Speaking Skill”. The data were taken by the researcher through observation, and recorded using tape

recorder. They were analyzed by Tarone's theory of communication strategies. Triangulation was used to make credibility of the data. The findings showed that the respondents use all the type of communication strategies with the most dominated by native language switching. paraphrasing, coinaging, native language switching, miming and appealing for assistance were used to develop speaking skill through reaching communicative competence.

The fourth was the research entitled "Communication Strategies in Speaking English as a Foreign Language in the Swedish 9th Grade National Test Setting" that was conducted by Monica Lindblad in 2011. The research aimed to show how a group of fairly fluent students tackled the oral part of their national test and what strategies they used to overcome linguistic difficulties. The data was taken by making film of the five group of students in speaking test and questionnaire about their experience. The research showed that the most frequently used strategies were pauses, unfilled and filled, but that for other strategies the individual differences were great. It also showed that group dynamics played an important role when they were doing the test and students who were not able to do the test with people they normally talked to do worse in the test setting and that the performance of both boys and girls suffered when they were being put in mixed groups.

The fifth was reseach which was conducted by Mariza Méndez López from Universidad de Quintana Roo. Her research was published on the MEXTESOL Journal, Volume 35, Number 1 in 2011. The research entitled

“Speaking Strategies Used by BA ELT Students in Public Universities in Mexico” aimed to find out which speaking strategies were most used by UQROO BA ELT and BA ELT students. Researcher used questionnaires focusing on their use of speaking strategies. The results showed that the strategies used most by students were asking for repetition; use of paraphrasing or synonyms for unknown words; and asking for message clarification.

The next research was conducted by Tan Kim Hua, Nor Fariza Mohd Nor, and Mohd Nayef that was published on GEMA Online Journal of Language Studies Volume 12 (3) in September 2012. The research “Communication Strategies Among EFL Students - An Examination Of Frequency of Use and Types Of Strategies Used” set to examine the differences in the use of communication strategies between high and low proficient speakers. This study adopted both quantitative and qualitative data collection and analysis techniques. Triggered by the communicative strategies proposed by Tarone (1980), Tarone (1977), Faerch and Kasper (1984), and Willems (1987), this study was designed to elicit and describe the CSs used by the international students at Universiti Kebangsaan Malaysia. The participants were a group of ten low proficient Arabic speakers of English and a group of ten high proficient Chinese and Arabic speakers of English. Data elicited from audio recordings of oral group discussions and a self-report questionnaire was used to identify communication strategies used. The findings showed that the subjects resorted to ten out of the twelve types of

communication strategies specified by Tarone (1980), Faerch and Kasper (1983), and Willems (1987). The most frequently employed communication strategy was code switching; an interlingual strategy and the least used strategy was word coinage; an intralingual strategy. Further investigation indicated that different levels of oral proficiency influenced the use of communication strategies from two aspects. They were the frequency of use and the selection of types of communication strategies. This implied that international students studying at Universiti Kebangsaan Malaysia (UKM) needed to be made aware of the use of communication strategies depending on their level of proficiency and the fact that raising the awareness of both low proficient and also high proficient speakers to strategies that were used by speakers of different proficiency levels might well help easy communication.

The seventh research was led by Agatha Sylvia Nani I. Tiono entitled “The Types of Communication Strategies Used by Speaking Class Students with Different Communication Apprehension Levels in English Department of Petra Christian University, Surabaya”. The study aimed to find out the types of Communication Strategies used and mostly used by students with high and low levels of Communication Apprehension. The study was qualitative by using recording tool, Personal Report of Communication Apprehension (PRCA-24) by Mc Croskey, and Retrospective Questionnaire. The results showed that students with high Communication Apprehension level used more numbers of Communication Strategies.

The other study came from Aasa Moattarian and Mohammad Hassan on Sheikhbahee EFL Journal, Vol. 2, No. 1, in January 2013. Their study entitled “Communication Strategies Used in Oral and Written Performances of EFL Learners from Different Proficiency Levels: The Case of Iranian EFL University Students” set to analyze Iranian EFL learners’ use of CSs in oral and written performances at two levels of proficiency. In analyzing, the participants’ oral and written performances were analyzed quantitatively and qualitatively using Dornyei’s (1995) taxonomy of CSs. The results of the study revealed that the context of communication played a significant role in the use of communication strategies. The use of CSs by participants’ significantly varied by their level of proficiency. The most frequent problem areas were 'lexical gaps', 'problems in discourse management', and 'uncertainty in conveying the message', which could be considered by language teachers and material designers.

The ninth research was conducted by Raed Latif Uгла, Nur Ilianis binti Adnan and Mohamad Jafre Zainol Abidin on the International Journal of English Language Education, Vol. 1, No. 1 in 2013. The research entitled “Study of the Communication Strategies Used by Malaysian ESL Students at Tertiary Level” focused on investigating the kinds of communication strategies (CSs) used by Malaysian ESL students. This research used questionnaire adopted from Dornyei and Scott’s taxonomy of CSs (1995) to elicit the findings. The results obtained showing different kinds of CSs used by Malaysia ESL students.

The tenth, Rahma Awadh Al Alawi with her research entitled “Communication Strategies used by Omani EFL students” which was published on the Pyrex Journal of English and Literature Vol 2 (1) pp. 001-011 in January 2016. It aimed to investigate the use of communication strategies (CSs) by 60 students of English as a foreign language (EFL) at Ibri College of Technology in Oman. The Data elicited from audio recordings of picture description task and semi-structured interview had been categorized according to a taxonomy compiled from various pre-existing taxonomies of such strategie. The results obtained showing considerable variation across the range of CSs used by Omani students. Further investigation indicated learners’ levels of proficiency influenced the use of communication strategies, with higher proficiency learners making more use of approximation and circumlocution, while lower proficiency learners used more avoidance strategies and L1-based strategies.

There were many researches that were compiled by the previous researchers about the communication strategies in developing speaking skill. For the recent research, the researcher tried to held research at the State Islamic Institute of Surakarta (IAIN Surakarta), especially for the Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* faculty. It was unique object to study because this program had a lot of students with good quality of English language. They were accepted in this college based on the academic report from Senior High School, namely SPAN. The students signed in this college by using academic report and acreditation of their

school, especially for Grade 1A and 1B. So the researcher interested to make a study and analyze the communication strategies among the students when they had performance in front of classrooms.

Based on the previous study above, the recent researcher took the communication strategies used by the Islamic Guidance and Counseling Program Students in speaking skill. The object of study was Students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018. So this study was compiled by entitling “Communication Strategies in Developing Speaking Skill Used by Students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in Academic Year 2017/2018”

B. Problem Statement

In this study, the researcher tried to solve research problems. The problems in this research stated in three questions, those were:

1. What were the types of communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018?
2. What were the dominant types of communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling

Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018?

3. What were the factors to use communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018?

C. Research Objective

The research objectives were as follows:

1. To investigate the types of communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018.
2. To investigate the dominant type of communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018.
3. To analyze the factor using communication strategies in developing speaking skill used by students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018.

D. Scope of the Research

In this study, the analysis was limited on the communication strategies used by students in speaking English at the first grade of Class 1A and 1B, Islamic Guidance and Counseling Program Students of Ushuluddin and Dakwah Faculty at IAIN Surakarta in academic year 2017//2018. The data were taken from students' performance in form of word and videos or recording.

E. Benefit of the Study

In this study, researcher expected that the research had benefits both theoretical and practical.

1. Theoretically, the benefit concerned on the communication strategies in learning speaking by using role playing. The readers get further information and knowledge about communication strategies and it was useful in teaching and learning activity. The result of the study provided available reference of English learning process in speaking skill.
2. Practically, especially the English teacher, they realized the important of English teaching learning process in speaking skill to encourage the students in the classroom and for the students, they could be motivated to be active in the classroom.

F. Research Paper Organization

The organization of this thesis was arranged in five chapters. Chapter I contained introduction; covers and background of the study, problem statement research objectives, scope of the research, benefit of the study, and thesis organization. Chapter II discussed about the previous study, review of the related literature, communication competence, taxonomies of communication strategies, and teaching speaking and communication strategies. Chapter III provided research method, type of research, object of research, data and subject data, technique of collecting data, technique of analysis data, and research procedures. Chapter IV discussed about the research findings and the discussion. Chapter V provided the research conclusions, pedagogical implications, and recommendations. In addition this thesis was also completed by bibliography and appendix.