

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is known as a productive skill used as the communication tool through an oral form. As the first manifestation of language, speaking places the first rank in communication compared with the other skills. It can be proven that most of the communication interaction is done by a human through speaking. In the communication, there is no good speakers or listeners of a language. There is still a people who can not speak a target language such perfectly and can use appropriately in the communication. Moreover, learning purposes of language are firstly focused on the ability to communicate in speaking.

Communication involves the exchange of both verbal and nonverbal messages. The speaker uses also nonverbal practices, for example eye contact, facial appearances, and body act. These days, how to make perfect communication in the target language learning becomes more important. As a fact, communication strategies have turned to a significant point for the learners and teachers in studying foreign language. In order to communicate effectively, we have to use communication strategies.

According Tarone (1980) in Lin Wei (2011:15), communication strategies is a mutual attempt in the communication between two interlocutors to make a deal on an importance communication. We realize that both speaker and the listener are included; the responsibility of both speaker and listener is successful communication. At the point, when the participants know about that they do not seem to understand the meaning of language each other, they will depend to a number of the strategies, for example, paraphrase, and avoid a topic.

Brown (1994) in Lin Wei (2011:15) communication strategies refers to the actual process of transfer an interlingual language and setting of learn as a students who tries to get a meaning of message through to the audiencer.

Faerch & Kasper (1983) in Yani Zhang (2007:44) communication strategies is a potential conscious plans for solving an individual presents as a problem in reaching a particular meaning of communicative goal. Then Corder (1977) in Yani Zhang (2007:44) communication strategies refers to a systematic technique which employed by the speaker to express the meaning while they found some difficulty in communication.

Shtavica (2015:10) said that another important issue regarding communication strategies is the advancement of learners communicative competence. Furthermore, language proficiency plays an important part because learners stop speaking and hardly recognize what to say when they attempt to ask questions in English or discuss any topic. The definitions above reveal the same goal of communication strategies..

Bachman (1990) in Thao (2005:16) defined the term “communicative language ability” as the synthesis of competence and the use of the knowledge in the appropriate context in order to gain achievement in communication goals. This is the base of strategic competence, and to a greater extent, communication strategies.

Michael Canale (1983:43) in Fauziati (2016:68–69) stated about communicative competencethat includes 4 types of knowledge and skills, as follows,

1. *Grammatical competence* is the ability how to use the language in correct or accuracy in the use of language.
2. *Sociolinguistic competence* is the learners skill to use a language correctly in the specific communicationor appropriacy in the use of language.
3. *Discourse competence* is the learner ability to use the new target language in the spoken or written.
4. *Strategic competence* is a strategies for an effective communication when the learnersdo not know the vocabulary that shows inadequacyin communication.

This is what actually involved in a foreign language learning, based on Ellis (1996:74) in Fauziati (2016:66) the purpose of a foreign language

learning is concerned with the skill how to use language in all communicative situations.

In this research, the researcher will analyze data by using the Dornyei's taxonomy of communication strategies. The researcher uses Dornyei's because it's a good example of communication strategies to understand what is the meaning of language use in communication strategies according to Fauziati (2015: 38). The purpose of this type of communication strategies is to prevent the communication from the interruption and keeping the communication going on.

According to the problems above which have been already discussed, the researcher in the current research focused on the communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Kottabarat Surakarta in the academic year 2017 / 2018. The researcher wants to analyze communication strategies at formal school that is SMP Muhammadiyah *Program Khusus* Kottabarat Surakarta because the researcher wants to identify and described the types of communication strategies which are applied by the eighth grade students. As we know SMP Muhammadiyah *Program Khusus* Surakarta has a speaking activity named English Camp for the students every Friday afternoon. At English Camp the students can be divided into some speaking classes consisting of 15 students each class. The English Camp activity is held to improve the eighth grade students speaking skill for their preparation for doing Edu Trip to Singapore at February 2018. The tutor of English Camp is not only the English teacher at SMP Muhammadiyah *Program Khusus* Surakarta, but the English students from Universitas Muhammadiyah Surakarta at fifth semester consist of 5 English Students. This can make the class interesting because the teacher is not only their own English teacher. This also makes the students become interested in joining English camp because the tutor is from English department students. This case gives an impact that the students have an English speaking ability above an average than the other students in general.

Based on the description of phenomena above the researcher wants to identify what communication strategies are applied by the students as a study entitled “COMMUNICATION STRATEGIES APPLIED BY THE EIGHTH GRADE STUDENTS IN SPEAKING CLASS AT SMP MUHAMMADIYAH PROGRAM KHUSUS SURAKARTA.”

B. Scope of the Study

The researcher limits the current research on communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah Program Khusus Kottabarat Surakarta. The location of this research is in SMP Muhammadiyah Program Khusus Surakarta. Researcher focuses on the types applied by the students and the most dominant type of communication strategies applied by the eighth grade students. The theory of Dornyei taxonomy is used to analyze the data.

C. Problem Statement

The problems of this research are as follows:

1. What are the types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta?
2. What is the most dominant types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta?

D. Objective of the Study

This study is aimed at :

1. identifying the types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta.

2. describing the most of dominant types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta.

E. Significance of the Study

This research paper has some significance:

1. Practically

- a. For the teacher/lecturer

From information in this research, the teacher and lecturer can provide the students with appropriate materials to stimulate them to speak that focus on the use of language. Furthermore, this research can be a reference for the teachers and lecturer about communication strategies applied by the students and be an information for better teaching speaking process.

- b. For the students

As a result of the research, this research can be a knowledge for the students about communication strategies that applied by them and can motivate and develop their speaking ability to be better.

2. Theoretically

This research has some theoretical significance as follows:

- a. This research may enrich an education about communication strategies for an English Education students in academic learning.

- b. This research can be used as references for the future researcher who wants to analyze the study about the topic of communication strategies.

F. Research Paper Organization

The boundary of this research paper is arranged systematically. The following research paper organization can be divided into 5 chapters and each chapter is sub-divided into further divisions. In brief explanation, the research paper organization is as follows:

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

Chapter II consists of previous study, underlying theory of speaking Skill, communicative competence, communication strategies, and taxonomies of Communication Strategies.

Chapter III is research method. It covers type of the study, subject of the study, object of the study, place and time of the study, data, and sources of data, the method of collecting data, technique for analyzing data, and credibility of data.

Chapter IV is research finding and discussion. It covers research finding, types of Communication Strategies, dominant type of communication strategies, and research discussion.

Chapter V is conclusion, pedagogical implication, and suggestion.