CHAPTER 1
INTRODUCTION

In this chapter, the researcher is described Background of the Study, Problem Statement, Limitation of the Study, Objective of the Study and Benefits of the Study.

A. Background of the Study

Communication is very important in everyday life. It is use as tool to deliver idea, reasoning and many more. People are trying to communicate around the world, in order to understand one and another, they have to acquire foreign language. They usually use first language or second language to communicate each other. English become the most dominant language in world both in first language or second language. It is use in many sectors such as education, business, politics, social, hospitality and many more. Usually, a country which has qualified human used high English proficiency in order to earn high revenue. Since Indonesia wants to increase the English proficiency for the people, English become the foreign language in Indonesia and has been learned since in the beginning of the school.

Most of EFL in Indonesia do more oral communication in their daily life, even though speaking English was very challenging. They seldom speak English when communicating with their friends in school or in their daily life because it is difficult for them to speak it out rather than write it. According to Hasibuan as cited in Wijayanto & Hastuti (2021) most of Indonesian English Foreign Learner (EFL) avoid to speak English because they were afraid of making mistakes due to their pronunciation or their linguistic grammar. Ardianto (2016) also stated in his research, most of Indonesian EFL might find problems conveying their ideas and thoughts in the target language. This happens when the learners cannot select or use appropriate words, idioms, structures, phrases, or the combinations of those language features. Padmadewi as cited in Mukminatien et al. (2016) based on her investigated, the learners who attending the speaking class often feel anxious because of the pressure with the speaking tasks that required them to attend the speaking class individually and spontaneously in limited time.

Based on phenomena above, Canal and Swain as cited in Rabab'ah (2016) defined Communication Strategies in order to compensate the learner who has linguistic competence inadequate in communicating. Tarone as cited in Pasila et al. (2017) describes Communication Strategies as "a systematic attempt by the learner to express and decode meanings in the target language in situations where the appropriate systematic target language used has not been formed". Meanwhile Ellis as cited in Nurteteng (2018) stated that Communication Strategies

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are the ways done by the speaker in order to make the conversation go on when the speaker is facing the difficulty in saying the utterance because of the inadequate knowledge. Based on Littlewood as cited in Nasrullah (2017) Communication Strategies are the ways that learners use in reach the meaning by coping with the situation when they face the difficulties in delivering the target language. According to Canale and Swain as cited in Rabab'ah (2016) Communications Strategies mean as the way which the speaker takes to reach the meaning deal in communication through verbal and non-verbal communication strategies. In a simple perspective, Communication Strategies can be known as the way learners can make their partners understand the message that they try to say in English when they are facing some difficulties in communicating.

There were some types of Communication Strategies which is defined by the researcher and can be used for EFL speaker in communicating. Hungarian researcher named Dornyei as cited in Fauziati (2015) found twelve (12) Communication Strategies with varying degrees of application, they are Message Abandonment, Topic Avoidance, Circumlocution, Approximation, Use of all-purpose Word, Word Coinage, Use of non-linguistic Means, Literal Translation, Foreignizing, Code Switching, Appeal for Help and Use of Filler. The other taxonomy is defined by Littlewood as cited in Nasrullah (2017) there are eight (8) classification of Communication Strategy, they are Avoiding Communication, Adjusting the Message, Paraphrase, Approximation, creating a New Word, switching to the Native Language, Non-Linguistic Resources and Seeking help. According to Avval (2012) in her research, she defined Communication Strategies such as Linguistic Strategies which is divided into Paraphrase (Approximation, Circumlocution, Explicitation, Word Coinage, Exemplification), Word for Word Translation, Avoidance (Topic Avoidance and Message Abandonment), Appeal for Help, Use for all Purposes Word, Use of Opposite or Negative and Use of Key Word, meanwhile the Non-Linguistic Strategies is divided into Use of Sound, Use of Body Gesture, Use of Picture or Drawing and Use of Hand Object Facilities or Equipment.

There is many research of Communication Strategies used by EFL in Indonesia. In line with Zaitun et al. (2014) she found some Communication Strategies used by the students of Muhammadiyah University of Jakarta, the result of this study was literal translation found as the most frequent strategy used by the students and the least strategies are word coinage, appeal for help and clarification request were only used once by the students. The other research conducted by Ahmed & Pawar (2018) showed the most of students in Radfan College with low skill in English preferred to employ avoiding the topic, message abandonment and switching into mother tongue, respectively as Communication Strategy. In the other hands, students with

more competence in English were employing more Communication Strategies: paraphrasing of meaning, switching into mother tongue, nonverbal signals and avoidance; respectively. The next research is conducted by Yusparizal et al. (2018) and aimed to find out the types of Communication Strategies used by female and male ELT students at Universitas Negri Malang. It is also investigated their perception on the using of Communication Strategies while doing an oral communication. It is applied a descriptive qualitative design with purposeful sampling technique. Based on the data analysis, from 12 Communication Strategies both female and male only used 10 Communication Strategies in their conversations. It is also found that both female and male ELT students used Communication Strategies to maintain the conversation, to negotiate the meaning, to solve the problem and to enhance the effectiveness of communication.

Communication Strategies often used by EFL in communicating, but most of them do not know whether they actually used it to reach the goal of their communication while they found the difficulties in speaking their ideas. This phenomenon also found in Malimpa (Mahasiswa Muslim Pecinta Alam) as a nature enthusiast organizer which will held MUIE 2 (Malimpa UMS International Expedition). MUIE 2 is an outdoor activity in mountaineering division of Malimpa which will be held in Chimborazo, Equator and due to this activity, Malimpa held Friday English Zone Program in order to increase their ability in English while communicating with foreigner. This became interesting thing for the researcher in analyzing the Communication Strategies used by them and the reason why did they use those Communication Strategies. Malimpa was consisting of different faculties students of Muhammadiyah University of Surakarta, there would be more Communication Strategies used by them because they had different English communication level. In everyday life, their English practice is generally low. Friday Speaking Zone is one of the ways to improve their English due to preparation of MUIE 2.

Based on the background above, the researcher focused to identify some Communication Strategies used by Malimpa (Mahasiwa Pecinta Alam) Organizer of Muhammadiyah University of Surakarta in improving the speaking ability for MUIE 2 and to know the reason why did they use those Communication Strategies. The differences between this research with the other research is the taxonomies used to analyze the data is using Dornyei's taxonomy and the participants in this research is Malimpa (Mahasiswa Muslim Pecinta Alam) organizer in Muhammadiyah University of Surakarta who will take MUIE 2 to Chimborazo, Equator. Therefore, this research will expand the research in Applied Linguistic field especially in finding Communication Strategies used Dornyei's taxonomy. Based on all of the phenomena

above, the researcher conducted the title of this research would be: **COMMUNICATION STRATEGIES USED BY 2021 MALIMPA (MAHASISWA PECINTA ALAM) ORGANIZER OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN IMPROVING THE SPEAKING ABILITY FOR MUIE 2**

B. Limitation of the Study

This research subject limitation is 7 persons of 2021 Malimpa organizer of Muhammadiyah University of Surakarta who will held MUIE 2 to Chimborazo, Equator. Meanwhile, the object limitation is identifying the types of Communication Strategies used by the learners, explaining the reason to the use of those Communication Strategies used by the learners and presenting the most Communication Strategies used by the learners.

C. Problem Statement

Based on background which has been display above, the problem statement in this research is how Communication Strategies used by 2021 Malimpa organizer of Muhammadiyah University of Surakarta in improving the speaking ability for MUIE 2?

Therefore, based on the problem statement above raised some research questions, they are:

1. What are the types of Communication Strategies used by the learners?
2. Why are the learners used those Communication Strategies?
3. What is the dominant Communication Strategies used by the learners?

D. Objective of the Study

Based on the problem statements of this study, there were three objectives of this study, they are:

1. To identify the types of Communication Strategies used by the learners.
2. To explain the reason to the used of Communication Strategies by the learners.
3. To present the most dominant Communication Strategies used by the learners.

E. Benefit of the Study

In this research, there were two part of benefit of the study, they were benefit in theoretically and practically. The researcher expected that this research can bring some theoretical benefit such as this research would increase our knowledge about types of Communication Strategies and could be a reference for the other researches in Applied Linguistic field. Meanwhile, for practical benefit the researcher expected that this research would help the other researchers to identify the Communication Strategies used by EFL, to know the most dominant Communication Strategies used by EFL and to know the factor

contribute to the use of Communication Strategies used by EFL and this research would be a reference for the readers in knowing the types of Communication Strategies and how to identify it, also what factor contributed to each Communication Strategies.