

CHAPTER I

INTRODUCTION

This chapter reveals the background of study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of Study

Communication is taking a crucial role since everyone cannot be separated with communication activity (Masithoh, et.al, 2018). Communication facilitates the spread of knowledge and forms relationship between people. According to Juliany and Mardijono (2017), in the classroom, communication between teacher and students is important. This can be a medium to improve students' communication skill, or that may be used for the teacher to make a good atmosphere in the class. Furthermore, by having a communication with the teacher, students can get the information about the lesson and the teacher, on the other side, can know the students' problem in learning and teaching process.

Based on Indonesia's current syllabus, known as Curriculum 2013, both at junior and senior high school are provided standard competences into Core Competence (*Kompetensi Inti*) and Basic Competence (*Kompetensi Dasar*) that standardise the students to be able to communicate based on needed text such as transactional/ interpersonal texts, functional and monologue texts (Jufri, 2016). Moreover, achieving the communicative competence is the ultimate goal of foreign language learning (Saidah et.al, 2020). However, English is not Indonesian students' first language, therefore using English as the main language

in the class may lead problems to communicate in the target language. The students has limited knowledge of English and they have little English environment outside classroom. This can make students difficult to express the message and their ideas in their conversation fluently. It shows that using English to communicate is not easy if the students' L1 is not English (Mariani, 2010).

According to Suttinee and Kanchana (2009), some of EFL speakers were able to communicate effectively by only uttering some words, while the rest of them found it difficult to achieve the same level of communication. In line with Suttinee and Kanchana (2009), based on the researcher experience during her Teaching Practice in SMP N 90 Jakarta, the students had problems to communicate in English during the class. They avoided the interaction with their teacher. When the students got opportunities to speak English, some of them were hesitant to do that, while the others used their native language (Indonesian). In some cases, some students also did the code-switching. This was obvious that they were unconsciously practicing communication strategies in the classroom.

Communication strategy (CS) is the way of reaching goals in communicating when interlocutors encounter an issue in communication, like unable to understand what is being talked (Mariani, 2010). This means speakers employ CSs when they experienced a problem in communication, either because the speakers cannot say or because they cannot understand what is being said to their listeners. In addition, Ahmed and Pawar (2018) stated that communication strategies are often more needed by those learners who are earlier stages of their language learning as they struggle to get meanings across due to their linguistics

deficiency. Moreover, communication strategies help the student to continue a conversation when they do not know the words or the structures, to gain confidence in speaking, to increase their fluency, to appear interested in communicating and to develop a sense of autonomy (Popescu & Cohen-Vida, 2014). Therefore, the use of communication strategy during classroom activity has an important role for students to stay in the channel of the interaction during students' speaking performance.

The communication strategies (CSs) have been a center of attention in Second Language Acquisition (SLA) research since 1970s (Maleki, 2010). The early studies focused on identifying, defining and classifying CSs into taxonomies. Later studies, however, were centered on the relationship between communication strategies and language education, especially in EFL/ ESL settings (Maleki, 2010).

A previous study on this field was conducted by Ismiranovi (2019). She identified communication strategy used by Eleventh Graders of Science Program at SMA Labschool Jakarta during English classroom interaction. In this study the writer used descriptive qualitative as the research method. The writer used Celce-Murcia et.al (1995) theory as the references to identify and classify types of CSs. The findings of this study revealed that the students used 14 types of CSs during classroom interaction such as code switching, filler, message abandonment, appeals for help, non-verbal signals, self and other repetition, self-initiated repair, message replacement, restructuring, literal translation, circumlocution, word coinage, foreignizing, and meaning negotiation.

Another study conducted by Saidah et al. (2020). She investigated the use of communication strategies in an EFL classroom during the completion of task-based debate activity. This research was conducted in an English course located in Sidoarjo. The subject of this study is 10 EFL intermediate level students. This study used descriptive qualitative as the research method. For obtaining the data, the researcher do observation and records learners' verbal and non-verbal behavior based on Dornyei (1995) taxonomy of communication strategies during the debate activity. The result showed that all taxonomies by Dornyei are used i.e. avoidance strategies, achievement strategies, and stalling strategies in the debate.

Based on the previous studies, it can be concluded that all the studies used qualitative approach. The first study focused on the use of CSs of the students in the classroom interactions. The study was conducted in one of prestigious senior high schools in Jakarta; and the second study focused on the use of CSs of intermediate level students in their debate activities. The study was conducted in English course located in Sidoarjo. However, none of these studies portray the use of communication strategies of junior high school students in their classroom activities that located in rural area. Whereas, with all its limitations, the students in rural area have a same demand to achieve the standard competences as demanded by Curriculum 2013 that standardizes the students to be able to communicate based on needed text such as transactional/ interpersonal texts, functional and monologue texts (Jufri, 2016).

Thus, the researcher would like to observe the communication strategies used by the eighth grade students in their English classroom activities at SMP

Negeri 3 Kalibening, which is located in a small village in Kalibening Sub-district, Banjarnegara Regency, Jawa Tengah Province. Here the students use more than one language since Javanese is the first language, mostly students used Javanese and Indonesian even in English class. This factor leads various problems in their communication in participating in English classroom activities. Besides that, the lack of linguistics knowledge and low skills in using knowledge for communication are the common problems for the students. Since all the students come from rural areas where there is no English course or such place to improve their English beside at the school. Therefore, communication strategies could be effective tools to help the students to compensate their linguistics problems and keep communication going while participating in classroom activities.

Referring to background above, the present study would portray the “Eighth Graders’ Communication Strategies in English Classroom Activities at SMP Negeri 3 Kalibening”. The researcher analyzed on the detail communication strategies used by the students during their performance in the classroom activities by using Celce-Murcia, et al. (1995) taxonomy.

1.2 Research Questions

The research questions of this study are:

1. What are the types of communication strategies from Celce-Murcia, et al (1995) framework used by Eighth Grade Students at SMP Negeri 3 Kalibening in English classroom activities?

2. How do Eighth Grade Students at SMP Negeri 3 Kalibening use certain communication strategies to communicate in their English classroom activities?

1.3 Purpose of the Study

This study sought to:

1. Identify the types of communication strategies from Celce-Murcia, et al (1995) framework used by Eighth Grade Students at SMP Negeri 3 Kalibening in their English classroom activities.
2. Investigate how Eighth Grade Students at SMP Negeri 3 Kalibening use certain communication strategies to communicate in their English classroom activities.

1.4 Scope of the Study

This study focuses on English classroom activities to see communication strategies used by the eighth grade students at SMP Negeri 3 Kalibening. The subject of the study is 24 students of VIII B class. The primary and the secondary data are utterances in the form of words, phrases, clauses and sentences.

1.5 Significance of the Study

The study does not intend to bring about generalizable results, but to illustrate how communication strategies are used in a specific learning context and how

taxonomy of communication strategies can help interpret teacher-student interaction, specifically in English classroom activities.

Thus, the study is expected to give some benefits for both theoretical and practical ones for readers and writer. Theoretically, this contributes to the knowledge on the use of communication strategies in the foreign language classroom and as a resource bank of language teaching ideas and strategies for all teachers and candidate teachers in Indonesia. For practical point of view, the study will help English teachers and students to apply the best types of communication strategies in English teaching and learning as a foreign language in order to be able to use English as best and communicative as possible.

