

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English Language is a tool to communicate with people. People do communication to deliver information, messages, opinions, and ideas. To realize the main instrument of communication, people need a language as a tool. Lyon (1981: 18) defines that language is a symbol designed for communications. In Indonesia, English is a language which should be learned by Indonesian learners as a foreign language from Elementary School, Junior High School, Senior High School, until University. Although Indonesian is not an English-speaking country, the existence of English is to make Indonesian learners can communicate effectively. Besides the English Language that used to communicate, people are required to create good communication through speaking skills. To be a good speaker, learners should be able to transfer their ideas and thought to other people through their speaking ability. Harmer (2001: 269) stated that “The ability to speak fluently is not only knowledge of language features, but also the ability to process information and language on the spot.

Since learning the English Language is important for Indonesian’s learners, therefore many University provide English Education Study Program, one of them is English Education Study Program, in Universitas Negeri Jakarta (UNJ). This department has been developing an English lesson. In this department, Speaking English is an obligation for students who are majoring in the English Education Study Program because in this department prepares the

students to be professional English teachers and is important for the student to master English in most of the courses in the learning process. This department not only prepares to be professional English teachers, but speaking skill in the university level is also useful for students in campus life, because in this department student's activity in the classroom always use the English Language such as presentation, discussion, asking and answering questions, public speaking, and debate.

English has four basic skills; listening, speaking, reading, and writing. As one of the four English basic skills, speaking is often considered to be the most important skill should be learned by students unassailable. Horwitz et al. (1986: 132) claim that speaking seems to be considered the most threatening matter in learning a foreign language. Furthermore, Young (1992) also mentions that speaking is probably considered as the most difficult language skill from the perspective of both foreign language teachers and learners. Horwitz et al. and Young's statement may show that speaking skill is complicated. Therefore, students are required to actively participate in class because of that the students became reluctant to speak English for several reasons such as prior knowledge of the topic, shy, and increasing linguistic knowledge. Besides, Syarifudin (2015), stated one of the problems that make the students unwilling to communicate in English is that speaking requires the ability to use the appropriate, acceptable, and comprehensible oral language through communication in many kinds of opportunities.

As University learners and they learn the English language, but English is not the first language for them, the students often still difficulties to express their

ideas. As explained before students unwilling to speak English in English classes because they have lack of vocabularies in English. However, it is difficult to reach that level of fluency in speaking a foreign language. According to Bailey and Savege (1994: 6-7), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills because it is an activity requiring the combination of a lot of factors. Those factors are, according to Harmer (2007: 29) “when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings to make people understand.”. Bailey in Nunan (2003:47) unlike writing speaking it happens spontaneously. Speaking cannot be revised because it is a characteristic of speaking.

Because of the problem when communication in the English Language. The student should be overcome their problems in oral communication, to solve the problem with that, the students must have communicative competence. This in line with Cravotta (2004: 2) who states that communicative competence is necessary to have effective English communication since English is one of the international languages. In other words, communicative competence is what speakers need to know to be communicatively competent during the interaction between interlocutors.

However, Students are expected to have an ability to speaking in a foreign language perfectly, they face difficulties when they communicate with the interlocutors. To communicate regularly so that it is conveyed well, some scholars express their opinions about “communication strategies”. Communication Strategy is defined as “a systematic technique employed by a speaker to express

his or her meaning when faced with some difficulty” (Corder, 1981, in Dornyei, 1995: 56). Brown (1994: 228) stated that communication strategies are the way learners manipulate language to meet communicative goals.

Supporting Bialystok, Maleki (2010) defines communication strategy as an individual’s attempt to find alternative ways to fill the gap between their communication effort and immediately available linguistic resources. Bialystok and Maleki’s perspective about communication strategies be the efforts made by the students to compensate for their inadequate linguistic knowledge. To perceive the application of communication strategies and how foreign language learners use them in classroom interaction. This interaction means between teacher and students, students and the teacher, and student and student. Through interaction, students can improve their speaking skill ability in the English language. They can express their ideas or ideas. Learners use the target language when they ask and answer the question, explaining, giving comment, giving suggestion. The study has a curiosity about the possibility of the use of communication strategies in classroom interaction since these strategies can be to help students in facing their language deficit problems. The communication strategies which are used will also be varied from each student. I would like to use the table of taxonomy proposed by Celce-Murcia et al due to the newness and the most specific one.

Based on the situation, the study conducts the focuses on the “Communication Strategies Used by Students in English Interpersonal and Transactional Communication Class in English Study Program of Universitas Negeri Jakarta”. This topic is chosen because the study focuses on communication

strategies as a part of the way both the teacher and student communication while using the English language as a foreign language in the classroom interaction.

1.2 Research Questions

1. What are the types of communication strategies used by students in English for Interpersonal and Transactional Communication Class at English Education Study Program?
2. How are communication strategies used by students in English for Interpersonal and Transactional Communication Class at English Education Study Program?

1.3 Purpose of the Study

- To find out the types of communication strategies used by students in English Interpersonal and Transactional Communication Class at English Education Study Program
- To describe how the types of communication strategies used in English Interpersonal and Transactional Communication Class at English Education Study Program

1.4 Scope of the Study

The scope of the study is related to the types and how communication strategies are used by students in English for Interpersonal and Transactional Communication class at English Education Study Program of Universitas Negeri Jakarta. The subjects of the study are 17 students that take English for Interpersonal and Transactional Communication class as an obligatory course.

The primary and the secondary data are utterances in the form of words, phrases, clauses and sentences.

1.5 Significance of the Study

The findings of this study give information for the teachers as well as students about the types of communication strategies and how the students used during classroom interaction. This research is also beneficial for Students of English Education Study Program as references to develop communication strategies in English classroom interaction at university level.