

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Being able to speak English is an obligatory for students of the English major as it is a part of their identity as English learners. Nunan (1999) argues that the ability to function in another language is generally characterized in terms of being able to speak in the target language. It is necessary for students of the English major to master speaking skill because good speaking fluency can make one's English proficiency sounds better and slicker, more natural, and more impressive.

Lennon in Cucchiarini, Strik, and Boves (2002) defines that fluency means that the speaker is able to generate speech at the same tempo with native speakers of target language without having to do silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts during speaking. However, it is difficult to reach that level of fluency in speaking a foreign language or second language.

According to Bailey and Savege (1994), 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. So, for language learners, speaking in a second or foreign language is a difficult task although speaking is seen as the central skill. Those factors

are, according to Harmer (2007), when speaking, construct words and phrases are constructed with individual sounds, and pitch change, intonation, and stress are also used to convey different meanings in order to make people understand.

Also, Bailey in Nunan (2003) argues that unlike writing, speaking happens in real time. Additionally, speaking cannot be edited or revised according to what speaker purposefully wants to say because the characteristic of speaking itself is that it happens spontaneously. These make second language learners are struggling to speak in the target language.

Those factors cause problems during speaking in the target language. The psychological factor plays a role in hindering foreign language learners to speak. Ur (1996) stated that learners are often self-conscious in trying to say things in a target language due to the feeling of being afraid of making mistakes and feeling guilty after. The linguistic issue is also a factor in this case.

Gan (2012) stated that lack of vocabulary, grammar, and pronunciation are regarded as main obstacles for spoken communication by the learners. Gan's statement is similar to the study conducted by Lukitasari, et.al (2003) which is revealed that students' speaking performance was not performed well because of linguistic problems, such as lack of vocabulary, mispronunciation and grammatical mistakes.

To overcome various issues during speaking, there are ways in doing it. One of them is communication strategies. Communication strategies refer to all those techniques that language learners employ when target language items are not available (Mesgarshahr and Abdollahzadeh, 2014). They are used to tackle the encountered problems during the delivery of message due to lack of language proficiency. During speaking in second language, learners need communication strategies that do not only make the communication meaningful but to compensate the lack of linguistic or sociolinguistic competencies (Ahmed and Pawar, 2018).

A study by Maldonado (2016) showed that the lower level learners resorted to a higher number of CSs than the more proficient learners. This happened because of their limited linguistics resource in second language. From this study, it showed that communication strategies indeed helped L2 or foreign language learners in getting their messages in L2 addressed through speaking when their linguistic knowledge did not support their intended words in the target language.

Houston (2006) concluded his study by stating that learners should be encouraged to negotiate meaning in the L2, although their L2 resource is limited. By encouraging and forcing learners to transmit information in L2, they are more likely to develop communication strategies that will prepare them to interact with other speakers of the target language. Although it may not always be possible to negotiate meaning in the target language, using the native language should be regarded as a lost opportunity for developing

strategic competence so that teacher and learners always have this goal in mind.

To see the utilization of communication strategies and how they are used by L2 or foreign language students, we could see them through the classroom interaction. It involves two parties of teacher and students. Through interaction with teachers and other students, students can increase their language store and use all languages they possess.

Also, learners have opportunities to understand and use the language that is incomprehensible and they could get more input and more opportunities for output (Yanfen and Yuqin, 2010). When opportunities are created for students to speak in the target language, the use of communication strategies may happen especially for getting their ideas addressed by asking question, answering question, explaining, and giving opinion.

In the teaching and learning of foreign language acquisition in university, universities provide English majors, including English Education Study Program, with courses that help students develop their English skill. Universitas Negeri Jakarta provides English Education Study Program students with courses to practice, improve, and perfect their speaking skill. One of the courses is English for Popular Science Communication.

This course is a compulsory course specifically for freshmen students. In this course, the instilling skills of writing and speaking are

integrated to focus on various of popular scientific texts. In terms of sharpening their speaking skill, students are to discuss and talk about the broad range of topics, focusing on popular scientific texts during the process of teaching and learning in the classroom. Some activities are carried out in order to give students opportunities to give their ideas on the topic being discussed.

Given to the situation, the writer has a curiosity in finding about the types of communication strategies and how they are used in the classroom while speaking in English by students. Therefore, the researcher conducts a study that focuses on **“Communication Strategies Used in English for Popular Science Communication Class at English Education Study Program of Universitas Negeri Jakarta”**. This topic is chosen because it focuses on the communication strategies as a part of the way students maintain and sustain communication while using English in the classroom and how they are used in foreign language learning classroom interaction context.

1.2 Research Questions

Based on the background of this study, the research questions formulated are as follows:

1. What are the types of communication strategies used by students in English for Popular Science Communication Class at English Education Study Program of Universitas Negeri Jakarta?

2. How are communication strategies used by students in English for Popular Science Communication Class at English Education Study Program of Universitas Negeri Jakarta?

1.3 Purposes of The Study

- To find out the types of communication strategies used in English for Popular Science Communication class during classroom interaction at English Education Study Program of Universitas Negeri Jakarta
- To describe how the types of communication strategies used in English for Popular Science Communication class during classroom interaction at English Education Study Program of Universitas Negeri Jakarta

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 Popular Science Communication class at English Education Study Program of Universitas Negeri Jakarta. The subjects of the study are 17 students that take English for Popular Science Communication class as an obligatory course. The primary data source is utterances in the form of words, phrases, clauses and sentences. The secondary data is also utterances in the form of words, phrases, clauses and sentences from 5 students.

1.5 Significance of The Study

The findings of the study will give the information regarding the strategies used in English for Popular Science Communication class during classroom interaction at English Education Study Program of Universitas Negeri Jakarta for both teachers and students. What distinguished For teachers, the findings could give insights regarding to the types and how communication strategies used by students during classroom interaction. Meanwhile, as for students, the findings could be used as references to develop their communication strategies used in English classroom interaction at university level.