CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays we have entered the globalization era and it takes an important role in communication. English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact (Brumfit, 1981:1). English is used as a bridge for every country in the world to start the conversation. Some countries such as England, the United States, South Africa, Canada, Australia use English as their first language. In line with Brumfit, Crystal (2003) states that English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil and in ost of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. Likewise, English has attracted people from another country where it is spoken non-natively such as Indonesia to learn it so they can use the language for global communication.

English also has a very important role in our social life. People who have good English skill can get a better job than the others who have not. We also can go abroad to continue our study by mastering English. This case proves how important English is.

English obtain its status as the first foreign language in Indonesia since the independence day in 1945 (Dardjowidjojo, 1997, p.44). According to Dardjowidjojo (2000), English is used as a foreign language instead of a second language in Indonesia because the second language for most Indonesians is the national language *Bahasa Indonesia*. Meantime, the first language for most Indonesian is the vernacular language (Dardjowidjojo, 2000).

English is learned in formal school, start from Junior High School, even nowadays many Elementary Schools in Indonesia have taught English. English has been regarded as the language which will lead Indonesia into the worldwide arena through the process of internationalization. For this reason, English plays a great role in education and it is recommended that learning English should start as early as possible.

English has been taught as a subject in Indonesia, the Indonesian government has developed several curricula and each of these curricula was proposed based on a particular teaching approach (Dardjowidjojo, 1997). According to National Education System of Indonesia that is the Act of the Indonesian Republic Jumber 20 Year 2003 Article 37 Verse 1, "The education of Elementary, Junior and Senior High School have to accommodate: Religious Education, Civic Education, Language, Mathematics, Natural Science, Social Science, Art and Culture, Physical Education and Athletics".

Thus, the Indonesian government has composed the national curriculum specified for every level of school to obtain the English competences. Based on the Indonesian 2013 national curriculum, the aim of the English teaching is to enhance students' ability in using the language in order to achieve the purpose of communication in any contexts, be it orally or in written form, with the higher complexity than what is taught in junior high school. The approach of teaching is as the same as what is utilized for junior high school learners, which is a text-based approach. It is also stated that, generally, the competencies students are to acquire include the ability in communicating in 3 different types of text; (1) interpersonal, (2) transactional, and (3) functional, both orally and in written form, at the level of informational literacy, in order to do the social function, in the context of personal life, social culture, academic, and profession, using a variety of text, with an appropriate structure coherently and cohesively as well as linguistic elements. In short, even though the fact that the government has developed the curricula for English subject to improve the learners' communication skill, in the reality the learners still have problems in using the language for communication (Kam, 2004, p.8). To be good at English the students should master four English skills those are listening, speaking, reading and writing. Based on the four skills it can be divided into two groups. The first is receptive skills that are includes reading and listening skill, and the second is a productive skill that includes writing and speaking skill. These language skills are independent in the sense that failure to acquire one will lead

to a general failure in learning the language. If a pupil has to learn English well, all these skills must be mastered well.

With regard to communication, the speaker and interlocutor should be able to express what they intend to say as well as understanding the message conveyed. Usually, the students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era. The speaker and interlocutor communicate since they have 'communicative purpose' (Harmer, 1991, p.46). Due to this, people need communicative competence. Communicative competence is essential as competence in language use or as language abilities of speaker and listener (Johnson and Johnson, 1998, p.64). Canale and Swain (1980, pp.27-31) further develop four notions of communicative competence, i.e. grammatical competence (knowledge of how to convey literal meaning of utterance with grammatically correct language), sociolinguistic competence (knowledge of how to use rules which are acceptable depending on a 'socio-cultural context'), discourse competence (knowledge of how to correlate inter sentences which is based on principles of discourse), and strategic competence (the knowledge of verbal and non-verbal communication strategies for compensating breakdowns).

Strategic competence is the most needed "to enhance the effectiveness of communication or to compensate for breakdowns in communication" (Swain, 1984, p.189). For example, Because English is the foreign language and it is not the first language in Indonesia, sometimes Indonesians have difficulties to express the Indonesian word which they want to deliver and they cannot speak smoothly and clearly when they are communicating with a foreigner. If they do not negotiate meaning, they will not be sharing the message and therefore, it can cause a communication breakdown. Thus, Indonesian peoples often use some strategies when speaking or communicating with a foreigner and continue the conversation as expected, it is called communication strategies. By adopting specific communication strategies to negotiate meaning when they have communication problems, the learners can improve their communicative competence (Dornyei, 1995).

A strategy is a way people deliver their information with an interlocutor (Oxford, 1990). The ways in which an individual speaker manages to equalize for the gap between what theywishes to communicate and they immediate, available linguistic resources are known as Communication Strategy (Bialystok, 1990). In addition, the communication strategy is defined as a "systematic technique employed by a speaker to express his/her meaning when faced with difficulty" (Dornyei's, 1995: 56). The word difficulty here may mean a lack of vocabulary and the basic grammar of the target language and there are twelve types of communication strategy. From the explanations above, it can be concluded that Communication Strategy is about a strategy that is used by people when they speak and face difficulties in

delivering their message, and here the writer generally agrees that the main purpose of the communication strategy is to deal with communication problems.

Furthermore, the writer wants to present more information about the communication strategies, focusing on 11 grader students of Science Program Class in English class at SMA Labschool Jakarta. This topic is chosen because it focuses on communication strategies as a part to deliver the information for both speaker and interlocutor. Labschool was chosen as the school to gather the data because it is one of the most prestigious schools in Indonesia. Only selected students are admitted to the school. This will help the writer in gathering the data. Moreover, the writer chooses Celce-Murcia, et al taxonomy because this taxonomy is the most specific one and leads to education especially for Senior High School.

1.2. Research Questions

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

1. What are the types of communication strategies used in English classroom interaction by 11 Graders of Science Program at SMA Labschool Jakarta?

2. How are communication strategies used in English classroom interaction by 11 Graders of Science Program at SMA Labschool Jakarta?

1.3. Purpose of The Study

- To find out the types of communication strategies used in English classroom interaction by 11 Graders of Science Program at SMA Labschool Jakarta

- To describe how the types of communication strategies used in English classroom interaction by 11 Graders of Science Program at SMA Labschool 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 of 11 graders of Science Program at SMA Labschool Jakarta. The subjects of the study are 35 students in English class at 11 IPA 1. 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.

1.5. Significance of The Study

The result of this study gives information about the strategies used in English classroom interaction by 11 Graders of Science Program at SMA Labschool Jakarta. The English teacher can use the result of this study as references to train the students in interacting with teachers and other students, among them when the students would like to confirm, explain, or give information. The result of the study can also be

considered to be applied in classroom interaction in order to develop the students' communication.