

CHAPTER I

INTRODUCTION

This chapter presented: (1) background of this study; (2) problem of this study; (3) objective of this study; and (4) significant of this study.

1.1 Background

English is the most common language in the world, used in many countries as an international language. It is for communication and it truly links the world together. According to Broughton, Brumfit, Flavell, Hill and Pincas (2003) English is the majority language used in workaday international communication, (as cited in Dona 2019). English is very important as a communication tool in terms of trade, technology and education.

English is studied as a foreign language in Indonesia. Based on the 2013 Curriculum, English is studied in formal schools, ranging from Junior High Schools to Senior High Schools (Permendikbud No.35, 2018). The English teacher acts as a resource person and students are required to be active during the learning process. In this situation, students need to improve their English communication skills to make it easier to understand the subject.

On the other hand, some students have difficulty communicating in English due to the lack of English vocabulary they have and the lack of linguistic skills in English. Communication problems arise when the message conveyed by the speaker is different from the meaning translated by the recipient (Putri, 2013). Duta (2015) said that the problems can also arise when two different cultures

clash. The main problem in oral communication, especially for second language (L2) speakers may coincide with inadequate knowledge in that language. They often avoid words they do not know how to say in the “target language” they even replace difficult words into their native language to avoid misunderstanding.

The difficulties in describing the terms in learning English as a foreign language usually come to the people who first start learning a new language. They lack some language services and are not familiar with their mother tongue. Fatiloro (2015) said that second language learners, phonetically have difficulty pronouncing English words, this is because the sound is not in its mother tongue. Listeners also have difficulty catching up with the sense of the speakers who speak a foreign language, particularly English as a foreign language. Perhaps only certain common words are used to understand what the speakers say. The quality of language usage should be in a position to solve all the above problems.

When attempting to express its meaning, both non-native and native speakers of a given language often fail to find the required vocabulary or grammar construction. Sukirlan (2017) said that a speaker needs to struggle using appropriate expressions in accordance with grammatical construction to make it easier for the listener to accept the meaning of the message. Some people prefer to use various methods to solve their problems. When communication problems arise they will look for ways to convey their meaning. The way in which an individual speaker can make up for this difference between what she needs to communicate and her immediately available linguistic tools is known as the communication strategy (Sukirlan, 2017).

Communication strategy (CS) is one of the components of communication skills relating to the manner in which speaker and interlocutor establish contact. For those learning a foreign language may not be able to implement an intended message as effectively as they would in their L1, the ability to use communication techniques offers the potential for language learners to express the required components of their message. Sukirlan (2017) said that the reason for the use of communication strategies by speakers is when they have difficulty in conveying messages that are more easily understood by listeners because of the imbalance in language between the speaker and the listener. On the other hand, Littlewood (1984) argues that such a thing can be anticipated by the speaker by avoiding or modifying the message he will convey to the listener (as cited in Sukirlan, 2017, p. 16).

There are many types of communication strategies can be use when the students have communication problem. Tarone (1981) divided the type of communication strategy into five types, namely: (1) paraphrase; approximation, word coinage and circumlocution, (2) avoidance; topic avoidance and message abandonment, (3) conscious transfer; literal translation and language switch, (4) appeal for assistance, and (5) mime. These strategies are the way to solve communication problems in communication process.

In relation to this, a preliminary study was conducted through observation by the researcher at SMK N I Lalan on November 2019. The result of the observation showed that students used several communication strategies during the teaching and learning process, that are language switch, circumlocution and

mime The strategy most often used by students is language switch. This is because their English ability is not good.

There are several previous studies which are related to this study. First, Abunawas is (2012), research aimed to identify the types used by Jordanian EFL learners to fix the communication problem, identify the types used when they feel that their linguistic repertoire is insufficient, particularly in describing objects and pictures. The participants of this study were 66 randomly chosen students studying English at Zarka University. The participant were divided into three group, that are advanced learner, intermediate learner and low learners of English. The results of the study showed that, considering their ability levels, Jordanian University EFL students use multiple communication methods, such as approximation, circumlocution and code switching.

Second, Suarini, Seken and Padmadewi (2019) conducted research at Bali Children Foundation. The participant of this study is English teacher in elementary students in Bali Children Foundation. The result showed that the teacher only used two strategies during the teaching and learning process, namely code switching and mime. The reason for the use of the strategies is to make it easier for students to understand the meaning of the message and master the topic of conversation.

Third, Ahmed and Pawar (2018) examined the communication strategies employed to Radfan College EFL students in their classroom interactions. In its theoretical part, the study shows the significance of CSs as a component of EFL learner's communicative competence and its significance in foreign language

learning and communication. The data of this study were collected through classroom observations. Results revealed that though Radfan College EFL students' oral English proficiency is pretty low, most students tend to stop communicating or switch to their mother tongue rather than utilizing effective CSs that may help them in communicating and developing their communication proficiency.

Fourth, Rofiatun (2018) the aim of this study was to describe communication strategies employed by English teacher at a senior high school in central Java. Types of communication strategies and the function of communication strategies were included in this study. The subject of this study is an English teacher who taught eleventh grade at a senior high school in a central Java. The result of this study showed that there are six types of communication strategies used by English teacher during teaching and learning process.

In this study, the researcher concerned with **Exploring the Profile of Communication Strategies Used by Eleventh Grade Students in Teaching and Learning Process: A Study at SMK Negeri 1 Lalan**. The study does not intend to bring about generalized results, but to illustrate how communication strategies are used in a specific learning context and how communication strategies can help teacher-student interaction.

1.2 Research Problem

Based on the background, the research problem of the study is formulated into the question: What are the kinds of communication strategies used by

eleventh grade students in the teaching and learning process at SMK Negeri 1 Lalan?

1.3 Research Objective

Based on the research problem this study has the main objective that is; To find out the kinds of communication strategy used by eleventh grade students in the teaching and learning process at SMK Negeri 1 Lalan.

1.4 Significant of this study

The results of this study are expected to provide beneficial contributions for some parties. The students will know what kind of communication strategy was used by their students that will make the teachers find or change the communication strategy to solve student problems and drill the students to be more active and brave to improve their English ability in the learning process.

Second, for the researcher herself this research will give many benefits and information about communication strategy. The results of this study will help researchers find out the reasons for using the strategy. The researchers will find it easier to determine strategies in the teaching and learning process.

The last, this research is also expected to give information for others researcher about communication strategy to expand the general information knowledge to help the other researchers as guidance in developing their research in the same field.