

CHAPTER I

INTRODUCTION

A. Background of the Study

English is widely spoken around the world, and it has achieved the position of global language. Crystal (2000) said in Fitriana (2012) that English is an international language. It indicates that many nations use English to connect with other nations all around the world. English can make someone communicate with other people around the world whom from different culture, region even nation. According to Megawati (2016: 148) in Tantri (2018), mastering a foreign language, especially English is one of the factors for someone in achieving success in their life and becomes a career support in the world of work too. Therefore, mastering English is an important value for the students to have, because by mastering English the students can improve themselves both in academic and life skills. When someone has a high level of knowledge of English, it will make it easier for him or her to access information and expand their skills because for all sources of information in various aspects of life is using English.

Particularly in Indonesia, English is one of foreign language. It is the most famous foreign language which is taught from elementary school up to university level. Kusuma (2018) in Ihsan (2021) stated that, the first foreign language which was taught in education of Indonesia is English. Students can achieve some benefits after learning English as their second language.

Based on Harmer (1998) the important of English is to absorb and develop science, technology, culture, and to improve the international era. Thus, by learning English the students are expected to absorb and keep up with the development of science, technology and art. Therefore, nowadays many people particularly students, ought to master English. English consists of four language skills, namely: reading, listening, writing and speaking. Harmer in Fajriani (2016) stated that reading and listening are receptive skills, while speaking and writing are productive skills. One of the skills which the students should master is speaking skills. It is important to figure out the level toward which students can use their speaking abilities due to the importance of the ability to share information and communicate their ideas with others.

Many problems may be difficult for students to practice conversation in speaking class. Asturi (2018) explained, speaking is a separate issue that must be mastered by students, which is a combination of abilities between the brain, word or sentence processing and listening skills. According to Ihsan (2021), the teacher centered with a focus only on reading or writing, but speaking skills is not deal with seriously in any way. Therefore, student should acquire strong ability to speak because speaking is really important for her or him to communicate with others. In conversation, speakers are expected to know what they want to say or what they desire to communicate to their listeners; hence, it may be stated that communication requires strategies. However, there are several difficulties that speakers, particularly students, experience while practicing conversation in speaking class. This statement in line with a research conducted by Rahman and

Isroyana (2021), many people hard to speak fluently with that language because rarely use the language and lack of communicative competence. Tarone (1981) proposed that communication strategies are descriptive of the learners' pattern of use of what they know as they try to communicate with speakers of the target language. Dornyei (1995) in Permana, G. K., Sofyan, D., & Kasmainsi, K. (2019) defined communication strategy as systematic technique employed by speakers to express the meaning of words or utterance they want to express when they face some difficulties in oral communication. So it can be said that communication strategy is an important aspect and one of the most effective strategies in performing speaking skills because it helps to bridge the gap between the speaker and listener regarding with their misunderstanding in communication. The process of speaking skill activity will be more effective if the teacher and students also use communication strategies. But Pratama (2019) claimed about the fact that strategies of communication is not taught explicitly in class, it may be difficult for students to develop their communication skills. In other words, communication strategy is important in helping second or foreign language learners to communicate successfully if they face the problem to produce spoken language due to their lack of linguistic knowledge.

Based on the observation at SMA YPIS Maju Binjai, there was one class that was observed directly, which was grade eleventh social class. When the teacher tried to communicate with some students by using English, most of them used language switch, literal translation and mime. Here some examples of the conversation between the teacher and students:

- “I want to ask you about what have you grateful to God for?”

“*having... banyak friend, Ma’am.*” (having many friends, Ma’am)

- “Can you answer my question?”

“*No, ga bisa, Ma’am.*” (No, I can’t, Ma’am) The student could not answer teacher’s question in English so they just used Bahasa Indonesia without bother to translate it into English, and this is one of the type of strategy which is language switch.

And then when the teacher asked the same question, “I want to ask you about what have you grateful to God for?” to different student, he answered, “I am grateful to have breath.” In here the students used one of strategy, literal translation because he translated word for word from native language instead of using “I am grateful because I am still breathing.” as the appropriate structure of target language.

Another example was when the teacher asked, “Are you finish?” and the student only gave nod as a respond to answer that question. It is also one of communication strategy named mime. The learner used body language as the respond.

The result of the observation was in line with a research conducted by Febriyano Ramadhan, Sumadi and Edy Waloyo (2018). The findings show that students mostly use language switch (36.93%), mime (27.02%), and literal translation (22.52%) in their communication strategies listed in Tarone’s Taxonomy. According to N.L. Supartini, I.K. Seken, I W. Suarnajaya (2015), the reasons students use those strategies is because students tended to avoid

delivering difficult words or sentences owing to the shy feeling or worry of making mistakes.

The researcher wondered if other students from different school also have similarity in communication strategies that dominate their speaking performance and why they used that, so because of that the researcher wanted to investigate this communication strategy deeply at SMAS YPIS Maju Binjai. From the explanation that have been stated so far, the researcher wanted to find out not only the communication strategy that the students used but also the reason why they used certain strategy in XI IPS at SMAS YPIS Maju Binjai in their speaking performance.

B. Problems of the Study

With the explanation given above, the research questions of this research were formulated as follows:

1. What communication strategy was used by students during speaking activity at SMAS YPIS Maju?
2. Why were the communication strategies used by the students as the ways they are?

C. Objectives of the Study

Based on the problem of the study above, there were two objectives of this study namely:

1. To investigate the communication strategies used by students during speaking activity for eleventh grade at SMA YPIS Maju.
2. To explain the reason why are the communication strategies used by the students as the ways they are.

D. Scope of the Study

This study only focused on investigating the communication strategies by the students and the reason why they used the certain strategy in their speaking performance on eleventh grade social class at SMAS YPIS Maju Binjai. There are many theory of communication strategy but the researcher only use communication strategies from Tarone's taxonomy to cultivate the data because the communication strategies created by her.

E. Significances of the Study

The significances of this research divided as theoretical and practical knowledge, those are explained as follows:

1. Theoretically, this study was expected to increase the amount of knowledge about speaking kills and communication strategies.
2. Practically
 - a. For Students, this study could help students to know certain communication strategies if they are facing difficulties in speaking performance.
 - b. For Further Researcher, every researcher needs references in order to do research. This research may provide new insight, information, and experience about the use of communication strategies.