

CHAPTER I

INTRODUCTION

1.0 Overviews

The first chapter of the present study describe several subchapters of the introduction of the study, namely, research background; research problems; research objective; research scope; and research significance.

1.1 Research Background

In teaching and learning context, communication is very important for both teacher and students (Meleki, 2010). In this case, the students in communicating with their teachers and friends in order to learn new knowledge. By communicating the student can share their knowledge and the students will be able to share information with the teacher or their friends about what they know or do not know. This process will enrich students' knowledge. Furthermore, through communication the teacher also can recognize the problem that faced by the students. By gaining the information's of problems which is faced by the students in learning process, the teacher can use appropriate strategy that are suitable for the student, so it can solve the problem that faced by the students. Based on those explanations, we need to consider

about the strategies that will be used to communicate with the students. According to Meleki (2010) the use of communication strategy is pedagogically effective in language teaching. The use of communication strategies is recommended for teaching to cope the communication problems that appear when teaching English.

The non-native and native speakers of a language should be struggle to find the appropriate construction of the language while communicating their thought. There were some differences techniques that can be employ to overcome their problems that faced in communicating. According to Melki (2010) the speakers may abandon the point of message, alter the meaning that they intend to convey, make their ideas become simpler, and omit some items of information, last one is less precise or say something which is slightly different from the intended meaning of their thought. When person is able to anticipate such a communication problem, he may overcome it by avoiding communication or modifying what he intends to say. If the problem arises while the people are already engaged in speaking, he may try to find an alternative way of getting the meaning across. The ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistic resources are known as communication strategies. In lane with those statement, Littlemore (2003) stated that people take some ways in order to enhance the effectiveness of their communication known as communicative strategies.

The term of communication strategies which is employed by people in communicating by using foreign or second language with a reduced inter-language system. They find that in the target language there were not any structure or item that can convey their messages. To keep the communication steady, the speaker may deflect the linguistic difficulties by changing or reducing the main meaning of their messages. The strategies are known as “avoidance” (Tarone, 1980) or “reduction” (Faerch and Kasper, 1983). Moreover, the speakers could keep their communicative goals and convey the original meaning of their messages by finding an alternative means of expression of the target language. People are also used the similar name of their message and a gesture in order to help the speakers to achieve the communications’ goals. Those kinds of techniques can be used to offset for avoiding all sorts of inter-language communication deficiency: lexical, grammatical, pragmatic or sociolinguistics.

Canale and Swain (1980: 34) affirm that the underlying systems of knowledge and skill are required in communicating (e.g., knowledge of vocabulary and skill in using the sociolinguistic convention for the target language) were known as a communicative competence. Communicative competence are referring to the knowledge and skills that used when interacting in communicating by using the target language. Knowledge are referring to everything that known by a person and skills refer to the proper way that can be used to implement his or her knowledge in real communication. Furthermore,

the language knowledge were know how to arrange a good sentences which can be easily understood and conveyed by the interlocutors in their communication. In addition Celce-Murcia et all defines communicative competence has similar process of performing and interpreting speech acts and speech act sets in conveying and understanding the communicative purposed (1995: 9). From those explanations, it can be conclude that communicative competence is knowledge which both speaker and interlocutor have to master in order to make conversation runs smooth, not break down. In my opinion it is important to be mastered although grammar is slightly ignored. Moreover, Celce-Murcia also mention that communication strategy is the part of communicative competence, because the communicative competence has wide scope of the communication.

The use of communication strategies can give impacts to the result of communication. Nowadays, there are four major effects that can give influence the choice of strategies which is used. Those are effects of problem source, effects of proficiency level, effects of learning situation, and effects of personality. First of all the effects of proficiency level means that the proficiency level of the participants that influences the choice of strategy. Moreover, the effects of problem source that means is likely that avoidance depends on the grammatical structure which is involved. The third are effect of personality happened on personality factors of the speaker may highly correlate with the strategy preference. Last but not least, the effect of the learning

situation influenced by the situation of the class that can affect the communication strategies and the type of strategy used in communicating.

In classroom interaction, the researcher observed that the students were coming from different backgrounds. They did not learn the same language in their formal school, in case of their mother tongue and dominant language. This phenomena also found in teaching and learning process in the classroom. Commonly, in order to give clear meaning to the interlocutors the students used some communication strategies like repetition, code switching or expressing the word by giving examples. In accordance with the phenomenon above, the researcher finds it interesting to conduct a study about communication strategies used by the students. Moreover, the teachers also came from the fresh graduated teacher, so it may affect the communications strategy that used by the teacher.

The present study is conducted in order to observe the communication strategy used by the English teacher in Sun Lingua Collage (S/L/C) Singaraja, based on the purpose of the teaching and learning process in Sun Lingua Collage (S/L/C) Singaraja focused on the practical side, so the teacher should prepare the students in their communication strategy. Moreover, the student has low prior knowledge in using English, so the teacher should prepare the students in their communication strategy. The mainly reasons and considerations in conducting this research was the researcher interested in investigating and describing the profile of communication strategies used by

teacher at Sun Lingua College (S/L/C) Singaraja. Sun Lingua College (S/L/C) Singaraja is an apprentice vocational school under the movement of Surya Foundation Singaraja, which was established from a humble beginning since 1991. In this school program, the course participants are prepared more on working experiences instead of theoretical one. In classroom sessions, the course participants will experience more time for working at the tourism / hotel industry under good supervisors at working assignment. The vocational program last formally one year. This research is important to be conducted in order to identify the types of communications strategy which is used by the teacher in Sun Lingua College (S/L/C) Singaraja.

1.2 Research Problems

Based on the research background above, it can be formulated two research problems as follows.

1. What types of communication strategies are used by the English teachers of Sun Lingua College (S/L/C) Singaraja?
2. Why do the English teachers at Sun Lingua College (S/L/C) Singaraja use communication strategy?

1.3 Research Objective

Based on the statement of the problems mentioned previously, the research objective can be formulated as follows.

1.5.1 To identify the types of communication strategies used by the English of Sun Lingua College (S/L/C) Singaraja.

1.5.2 To analyze the underlying reasons the use of communication strategy used by the English teachers of Sun Lingua College (S/L/C) Singaraja.

1.4 Research Scope

The scope of this study was limited to communicating strategy which is used by the teachers of Sun Lingua College (S/L/C) Singaraja. This study mainly focuses on the types and the reasons underlying the use of communicating strategy which used by the teacher of Sun Lingua College (S/L/C) Singaraja.

1.5 Research Significance

The research significance was divided into two main significance, those were theoretical significance and practical significance.

1.5.1 Theoretically Significance

The researches of this study are expected to be useful for developing theory of speech act in student's interaction and in EFL learning.

1.5.2 Practically Significance

a. The Institution

The result of this study could be used to help the institution to achieving the learning competence through the accuracy of speeches that used by the teacher and students in their daily teaching conversation.

b. The Teacher

The result of this study could be used to know students competence in speaking which related used of expressive acts.

c. The Students

This study can help the students to know their speaking ability which related with the use of expressive acts and they can reflect the result. This study also expected to help students to communicate using appropriate speech in order to avoid miss understanding.

d. English Language Education

Therefore, this study also be used as the additional knowledge for the lecturer to make a further research and the students could use this study as the reference in making any research which is still in one scope.

