

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research questions, purposes of the study, significances of the study, scope of the study and definition of key terms.

#### **1.1. Background of the Study**

Language is one of communication tools in the world. Based on Richard and Schmidt (in Wedananta, Seken, Budasi, 2014:1) language is a system of human communication which consists of structured arrangement of sounds into large units, such as morphemes, words, sentences, and utterances. Language is used by people as a tool in communication to reach what a speaker wants to achieve. It is not simply used for communicating a small talk. It is also a very important means of establishing and maintaining relationship with other people (Trudgill, 1976:13). It means that people use language in order to build relationship with other people. The use of language for communication in college allows lecturers and the students to keep their relationship in learning process for instance.

In addition, communication by language is used in the learning process to achieve the goal of learning. Generally, learning is a process of getting new experience, knowledge, behavior, and skill in order to have a permanent change of students. The process of experience and discovery leads them to a new understanding of the world and enables people to apply the acquired knowledge in a new situation (Wakefield,

1996). In this case, discovering new experience needs a tool to deliver and respond message as a process of acquiring knowledge because students who do learning process will transform data from experiences into organized information by language. Moreover, Lecturer as a source of information has a very important role in communication. Lecturer uses language to deliver idea and also shares experience in teaching students.

In order to achieve the goals of learning, it is clear that both Lecturer and students utilize language in the process of learning to achieve learning goal especially, Lecturer as an educator. Educator can play an important role in conveying communication strategies to students and thereby assisting them to practice the target language (Avval, 2012). It means that the way of Lecturers in communicating their language in teaching takes a very important role because the success of delivering message to the students depends on the Lecturers' communication strategies moreover the students learn about foreign language. In order to be successful in communication, good strategies are needed (Mahmud, 2017). By using a specific and appropriate strategy in a communication, it eases students to grasp the target language because teaching foreign language in Indonesia is not as easy as teaching second language. It is possible that students do not understand every single word delivered by the Lecturers. Dornyei (Syamsudin, 2015) states that people can communicate in mother language and also target language effectively with only 100 words, then people will use their hand, imitate the sound or mix language for the word that they do not know. That is why strategies are needed in communication, especially in the success of learning process. Communication strategy is generally used in every organization as a purpose

to convey messages effectively. It is actually similar with the roles of lecturers to convey material in the learning process to the students since lecturer is also an educator. One of colleges who pay attentions to the success of learning process is Mediterranean Bali.

Mediterranean Bali is one of colleges which produce high quality labor to work in tourism sector, especially Hotel and Cruise Line Training Center. Mediterranean Bali has 4 branches spreading across Bali Island, namely Denpasar, Bangli, Karangasem, and Singaraja. In the preparation of competent personnel, Mediterranean Bali has applied the ASEAN curriculum fully based on competence balanced with adequate skill and knowledge since 2014. Mediterranean Bali has two kinds of programs; that are Certificate 3 Hotel and Cruise line program and also Certificate 4 Hotel and Cruise Line program. Program of Certificate 3 Hotel and Cruise line is given for students who want to have 1 year program and this program is set to produce competent labor or employee and ready-to-use in the hospitality industry, both national and international level. In addition, Mediterranean has Program of Certificate 4 Hotel and Cruise Line. This program is actually established for 2 years.

In order to produce a high quality labor in hospitality, it is important to have good quality lecturers in teaching foreign language, English. English is an international language which everyone should master well. Based on the observation conducted, it was found that students in Mediterranean Bali have different backgrounds, so they do not entirely come from tourism schools in their high school, for example there are several students who graduated from science vocational school and also healthy vocational school. In this case, the background of high school might affect their ability

to gain a good learning process. They might have less prior knowledge about English for tourism as well. Based on the example above, the students who are not from tourism vocational school did not learn about English for specific purpose in tourism. Therefore, they need to learn more intensive and it will affect the strategy used by lecturers while teaching.

Considering the case above, the communication strategies used by the lecturers in the learning process is interested to be investigated in order to know the strategies used by the lecturers in the learning process. Furthermore, some strategies that are frequently used is also observed and find out the reason of why the lecturer decides to used them. This research was conducted in Mediterranean Bali, especially in Mediterranean Denpasar Bali or the central campus. The subjects of this study were 3 lecturers who teach English at the college. By determining three lecturers as the respondent of this study, it is expected that the study is appropriate and has a good result as comparison to strengthen the result of this research.

## **12 Research Questions**

Based on the background of the study above, the problems of this study can be formulated as follows:

- 1.2.1. What types of communication strategies are used by the lecturers of Mediterranean Denpasar?
- 1.2.2. Which strategy is mostly used by the lecturers of Mediterranean Denpasar?
- 1.2.3. Why do the lecturers implement such types of communication strategies in teaching English?



### **13. Purposes of the Study**

In relation to the statement of problem above, there are three purposes of this present study such as:

- 1.3.1. To identify the types of communication strategy used by the lecturers of Mediterranean Denpasar.
- 1.3.2. To identify the strategies mostly used by the lecturers of Mediterranean Denpasar.
- 1.3.3. To identify the reasons of implementing those types of communication strategy which are used by English lecturers of Mediterranean' college.

### **14. Significances of the Study**

The result of the study is expected to give both the theoretical and practical significances as follows:

#### **1.4.1. Theoretical Significances**

- 1.4.1.1. This study is expected to be a reference to understand the types of communication strategies which are used by the lecturers in Mediterranean.
- 1.4.1.2. This study is expected to be a guideline for the students of English department in following the course related to the communication strategies.
- 1.4.1.3. This study provides relevant empirical accounts that supports relevant theories about communication strategies in learning.

#### **1.4.2. Practical Significances**

1.4.2.1. This study is expected to be a guideline for the lecturers in teaching and learning process and in improving the strategies that is used in the learning process and also in improving students' outcomes.

1.4.2.2. This study can be a reference for other researchers who wish to analyze communication strategies especially in learning process.

## **15. Scope of the Study**

The scope of this study will be limited to the communication strategies used by the lecturers in the learning process in the tourism class. The aim of this study is to identify the types of communication strategy based on Tarone's Taxonomies and Dornyei and Scott's taxonomies.

## **16. Definition of the Key Terms**

### **1.6.1. Conceptual Definition**

#### **1.6.1.1. Communication**

Communication is the act of conveying information for the purpose of creating a shared understanding (Velentzas & Broni, 2014).

#### **1.6.1.2. Communication Strategy**

In this study, (Dornyei, 1995) defines communication strategies as the strategies which are used by speakers in the form of verbal and non-verbal to solve communication problems so that they will be able to convey the intended meaning in communication. The verbal strategies refer to spoken languages which are in the form of words,

meanwhile the strategies which are not related to the words are non-verbal strategies.

#### 1.6.2. Operational definition

##### 1.6.2.1. Communication

In this case, the communication of the lecturers in the learning process is analyzed by using Communication strategy taxonomy by Tarone and Dornyei & Scott. Through communications the lecturer will easily transfer the knowledge in the learning process.

##### 1.6.2.2. Communication Strategy

In this study, communication strategies are strategies used by the lecturer in Mediterranean College for communicating the language in the learning process. By using certain strategy, problems in communication faced by the lecturer will be easily to solve.