

I. INTRODUCTION

1.1. Background of the Problems

Speaking is the most basic means of communication; therefore, for most people, knowing a language means being able to speak it. However, speaking appears to be demanding for foreign language learners (Lazarton, 2001)

The ability to operate in a second language can be actually equated to the ability to speak that language (Nunan, 1999). Meanwhile, most of Indonesian EFL learners faced by the hesitation to speak in English although they have been studying it since junior high and some even since elementary school. Learning a second language can be a particularly anxiety-provoking experience for several reasons. When learners are asked to express themselves using a language in which they have limited competence, the task can be very threatening to their self-image. In an oral discussion, shyness, nervousness, feeling afraid of making mistakes, and not knowing the way how to pronounce certain words are the most potential problems that can hinder the students to speak (Susilawati, 2007). Learners also often feel foolish when they happen to speak their native language beyond their consciousness.

Poullisse in Spolsky (1999: 484) also states similar opinion that EFL learners frequently encounter linguistic problem when they attempt to speak the target

language. Learners of foreign language have trouble with certain syntactic constructions, find some sounds hard to pronounce, and are often faced with gaps in their knowledge of the second language vocabulary.

Since no individual's linguistic repertoire is perfect, most people have experienced struggling to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The steps taken by language learners in order to enhance the effectiveness of their communication are known as *communication strategies* (Littlemore, 2003). CSs are inevitable in oral communication for language learners. These strategies keep speakers flexible, and confident, and make their communication more effective.

Canale in Nation and Thomas (1991: 16) also states that to keep the conversation goes on, the speakers need some strategies for their communication. Canale considers strategic competence to be a component of communicative competence. Communication strategies allow speakers to make up for a lack of mastery of the language and to make communication more effective. Based on the ideas above, it is clear that communication strategies have important role in the process of communication.

The most common communication strategies adapted from Tarone (1977), Faerch and Kasper (1984), and Willems (1987) can be classified into reduction strategies and achievement strategies. Reduction strategies such as meaning replacement, message abandonment, and topic avoidance are used for the purpose of giving up a fragment of the original communication goal. On the other hand, achievement strategies such as appeal, literal translation, code-switching, restructuring, word

coinage, paraphrasing, and nonlinguistic strategies are used to maintain the original goal of the language speaker.

Meanwhile, the writer also personally experienced a situation when she took a native speaker to her campus which is the ELT study program at University of Lampung. Her classmates were interested in asking questions to the native speaker but they asked the writer to relay the question in English to the native speaker. When the classmates were asked why they did not want to ask the questions themselves, the answers was because they were afraid that their English would look bad so that the native speaker would judge them. In fact, those who major in English are the group of students who are supposed to have competence to communicate in English for their professional careers after graduation. In addition, it is true that people also would judge one's language competence from one's speaking performance first rather than any other language skills. Thus, learning and using oral communication strategies can be beneficial for them in order for them to engage in effective conversations in English and to make them look good "at face value" (McDonough & Shaw, 2003, p. 133). In order to know how far communication strategies has been used by Indonesian ELT learners when they speak English, the writer did a research connected with the use of communication strategies entitled *ELT Learners' Communication Strategies in A Subject-Matter ELT Class at University of Lampung*.

The rationale to use these models of learning came from research of Murad (2009) and Abdurrahman (2012). Through his research, Murad found out that the Task-Based Learning (TBL) activities enhanced significantly the speaking skill of the students and positively affected their attitudes towards English. Meanwhile,

Abdurrahman's findings show that EXCLUSIVE Learning enhanced students' problem solving skill and critical in learning. Since there was no research that tells about the possibility to solve students' hesitation to speak in English by applying these two recently developed models of learning, the writer conducted the research.

1.2. Formulation of the Problems

Based on the background of the problem above, the researcher formulated the problem as follows:

1. What types of communication strategies are produced by students of ELT learning subject matter at University of Lampung?
2. If the subject matter class is undertaken through EXCLUSIVE and Task-Based Learning, under which models of learning will the communication strategies occur more frequently?

1.3. Objectives

The objectives of this research are:

1. To find out types of communication strategies produced by students of ELT learning subject matter at University of Lampung.
2. To find out under which models of learning the communication strategies will occur more frequently.

1.4. Uses

It was expected that the research result could be used as:

1. Theoretical use

This research would complement previous research and theories about communication strategies. Moreover, this research can be used as a reference for those who will do further research regarding communication strategies.

2. Practical use

The results can be used as a logical consideration for the teachers to train more of communication strategies to students as an effort to reduce their hesitation to perform spoken English and to improve their speaking performance.

1.5. Scope

The researcher would find out types and prevalence of communication strategies that occur in a subject matter class that was coincidentally taught using EXCLUSIVE and Task-Based Learning. The speaking activities were limited to classroom discussion. The research was conducted at a sophomore-year English Teaching Method class of English Education Department, University of Lampung in three meetings. Each meeting lasted for 100 minutes. The classes discussed three topics: Educational Technology, Media, Teaching and Learning (of English Teaching), The Assure Model (of English Teaching). The data from the observation would be recorded, transcribed, and coded using Dornyei's taxonomy (1995) before it was finally analyzed.

1.6. Definitions of Terms

- Communication Strategy is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty (Corder, 1981, in Dornyei, 1995, p. 56). It can be in the form of using circumlocution, fillers, code switching, et cetera (Dornyei, 1995, p. 58).
- EXCLUSIVE Learning is a recently developed metacognitive-based model of learning that has five phases of learning: Exploring, Clustering, Simulating, Valuing, and Evaluating (Abdurrahman, Tarmini, Kadaryanto, 2012: 219).
- Task-Based Learning is a model of learning puts tasks at the center of the methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (Brown, 2001).