

## I. INTRODUCTION

### 1.1 Background of the Problem

For most of people, the main goal of learning a foreign language is to be able to communicate in that language. It is through communication that people send and receive messages effectively and negotiate meaning (Rubin & Thompson, 1994: 30). Nowadays, how to communicate effectively in Foreign Language Learning becomes much more important than reading and writing. As a result, communication strategies have turned into a crucial topic for all foreign language learners and teachers.

EFL learners frequently face language difficulties during their communication in English especially when they have to speak; they have no choice but to use strategies to compensate for their lack of proficiency in order to facilitate their interaction; as stated by Faucette (2001) “It seems evident that no individual’s linguistic repertoire or control of language is perfect. Both non-native and native speakers of a given language sometimes struggle to find the appropriate expression or grammatical construction when attempting to communicate their meaning. 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 (CS)”.

Considerable research has been done on communication strategies, for example, Bialystok (1990), who comprehensively analyzes communication strategies for second language use; and Dornyei (1995 cited in Brown, 2000), who outlines an explicit classification of communication strategies. According to Bialystok (1990: 1), the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language. The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies.

Speaking is one of the means of communication, it is also the skill that should be mastered by Indonesian students, because based on The School Based Curriculum (KTSP) the objective of Indonesian Senior High School; students are expected to be able to express the contextual meaning in relation to oral interpersonal and transactional dialogue. It means the students should be able to understand and to do oral communication accurately and fluently so they can share their feeling.

Speaking is very important skill; it is like a symbol to show that we master a language. For example, when we meet a native speaker of English or foreigners, they will ask us “Can you speak English?” not “can you listening English?” Or “can you write English?” It happens because we use speaking to

communicate to each others. Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. Here the speaking situation involves a speaker who sends the spoken message and the listener who receives the message. According to Byrne (1984:8) speaking or oral communication is two-way process, between speaker and listener which involves productive and receptive skills of understanding.

Although speaking is one of the skills which should be mastered by Indonesian students, it does not mean that their speaking ability is good. As cited by Haryanti (2009) some problems in speaking are experienced by the students of Senior High School. They often get difficulties in using English when they are trying to interact with others. This situation happens because of many factors, one of them is the speaking it self; according to Harris (1969:1) like writing, speaking is a complex skill requiring the simultaneous use number of different abilities which often develop at different rates.

Another problem that needs to be considered is in Indonesia English as a foreign language (EFL) not a second language (ESL). Where English is learned in the classroom for a limited period of time each week and there is no immediate purpose in using English for communicative functions. Those factors that caused the speaking abilities of Indonesian students are very low. If the speaking ability of Indonesian's students is low, it can be said that their communication ability is also low.

As foreign language learners are in the process learning especially in speaking, the students are trying to convey the intended meaning by

constructing expressions to the best as they can do when communicating with other learner. Veradi (1973) points out those L2 errors may arise either inadvertently or deliberately. In the case of the former, they are the result of production strategies and reflect the transitional state of the learner's L2 knowledge. In the case of the latter, they are the result of communication strategies which are consciously employed by the learner in order to reduce or replace some elements of meaning or form in the initial plan.

Bialystok (1990) suggests that communication strategies may be used equally well in situations where no problems have risen, as in the case when a native speaker gives a road description to a stranger using a long definition instead of the actual world. She further compares some of the strategies in terms of the effectiveness and found that listeners understand word coinage much better than approximation, circumlocution, or language switch, though, in terms of sheer frequency, word coinage was very rare, the commonest strategies being circumlocution.

However, the main reason for second language learners to use communication strategies is that they find difficulties to express communicative intentions because of the gaps in their linguistic repertoire. Littlewood (1984) said that if a learner is able to anticipate such a problem, he/she may be able to forestall it by avoiding communication or modifying what he/she intended to say. If the problem arises while the learner is already engaged in speaking, he just tries to find an alternative way of getting the meaning across. In either case, his/her way of coping with the situation is what we call "communication

strategy”. The main characteristic of a communication strategy is that it occurs when a learner becomes aware of a problem with which his current knowledge has difficulty in coping with the problems.

Relating to the important of communication strategies above Yasuo Nakatani in 2007 developed a questionnaire for communication strategies. In her article, in order to avoid terms that might exacerbate the above confusion regarding taxonomies, the term *oral communication strategy* (OCS) is used instead of *communication strategy*. Oral communication strategies specifically focus on strategic behaviors that learners use when facing communication problems during interactional tasks.

In this research, the writer wanted to know what kinds of communications strategies used by second year students of SMK N 4 Bandar Lampung to facilitate their interaction especially in speaking. The questionnaire of Oral Communication Strategies that was developed by Yasuo Nakatani was used in this research because this questionnaire focused to asses how learners use oral communication strategies; it is appropriate with the objective of this research, because in this research the writer wanted to know whether any significant difference among communication strategies used by the students with different level in speaking.

## **1.2 Research Questions**

Based on the background of the problem, the writer comes to the questions as follow:

1. What communications strategies can be identified at second year students of SMK N 4 Bandar Lampung?
2. Is there any significant difference in communication strategies used by the students with different level of speaking ability?

## **1.3 Objectives of the Research**

- To identify the communication strategies at second year students of SMK N 4 Bandar Lampung based on Nakatani's classification.
- To see whether there is a significant difference of communication strategies used by the students with different level of speaking ability.

## **1.4 Uses of the Research**

### **1.4.1 Practical Uses:**

- As the information to the readers about communication strategies, mostly used by the second year student of SMKN 4 Bandar Lampung based on Nakatini's classification.

- After knowing some strategies used by the students, it is expected that the students will use the most appropriate communication strategies in speaking.

#### **1.4.2 Theoretical uses:**

- To verify the previous research dealing with the theories of Communication Strategies.
- To be used as references for those who want to do further research.

#### **1.5. Scope of the Research**

This research was conducted at the Second year students of SMK N 4 Bandar Lampung. The writer used *purposive random sampling* in choosing the sample, because the sample classified into three categories high, low and middle speaking achievers.

This research was focused on students 'communication strategies based Oral Communication Strategies. There are three variables in this research. The first variable was Oral communication strategies as the independent variable (X), the second variable was the students' speaking ability as the dependent variable (Y), and the last variable was level of students (Z), namely, high, middle, low speaking achievers. OCSI was used to get data for speaking strategies which consists of 32 items, while speaking test was administered in order to gather the data of students' score of speaking.

## 1.5 Definition of Terms

**ESL:** English as a Second Language. According to Richards et al. (1992), ESL refers to “the role of English for immigrant and other minority groups in English-speaking countries who use English at school and at work” (p. 124). In a general educational context, it is a term used to describe learners who speak English as a second language as opposed to the native language they speak at home.

**EFL :** English as a Foreign Language. In Richards et al. (1992, pp.123-124), EFL refers to “The role of English in countries where it is taught as a subject in schools but not used as medium of instruction in education nor as a language of communication (e.g. government, business, industry) within the country.” For example, English is taught in Indonesia as a foreign language.

**OCSI:** Oral communication strategies specifically focus on strategic behaviors that learners use when facing communication problems during interactional tasks.

**FLL:** Foreign language learning