

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Study**

In responding to the global need for English as a mean of communication, teaching English not only involves receptive skills (reading and listening) teaching but also productive skills (writing and speaking) (Romadlon, 2016: 7). In line with the statement, for all those skills, speaking is supposed to be the most demanding skill needs to be mastered by students because speaking is one of the most important elements in oral communication (Derakhshan, Khalili, & Beheshti, 2016: 183). Thus, students need to be trained and practice speaking. Students should use English to communicate not only in the teaching learning process in the class, but also outside the class. It will help them to improve their motivation to communicate in English. Besides, the students' strong motivation will create an opportunity to improve their language skill. To do so, some activities outside the class need to be created in order to promote and develop their oral communication ability.

Considering the importance of speaking, some boarding schools have compiled some programs related to English language competency. Although English is though as a foreign language in Indonesia, students are supposed to speak English in their boarding school area. It is expected that students will have more opportunities to practice English and they can naturally use it in their daily activity. Some supporting activities and programs also have been conducted to help students to improve their language skill especially speaking. One of them is

public speaking training program namely the speech extracurricular activity. Students are acquired to deliver a speech about certain topics in front of their friends as audiences.

Introducing public speaking is one of methods to help students improve their confidence in speech (Yee & Abidin, 2014: 134). It also trains them to develop their competency and decreases their communication apprehension in speaking (Al-Tamimi, 2014: 66). Through public speaking activity, students will have some occasions to speak and express their idea using the target language.

Speaking in front of many people (audience) is quite challenging. Students should deliver their messages, ideas or opinions not only to one person but also to many people as audiences. How to make audiences able to capture and understand what the speakers are trying to convey is not easy. Thus, public speaking needs highly structured and formal language, and refers the difference method of delivery (Lucas, 2009: 8). Those are the distinguish between public speaking and usual conversation.

Moreover, as English Foreign Language (EFL) learners, Indonesian students have many obstacles in speaking or communicating in English. Some psychological and linguistical factors can affect their speaking performance. The psychological factors consist of fear of making mistakes, lack of motivation and confidence, feeling shy and feeling hesitated (Haidara, 2016:1505) and linguistic factors included the lack of vocabulary and incorrect pronunciation (Jahbel, 2017: 253). Students need to overcome this problems so that they can communicate effectively.

A substantial body of the research reveal various problems of Indonesian students in communicating or speaking English but the reseach on the way of solving these problems are little. The reaserch on the importance of developing communication strategies to overcome some communication problems needs to be paid attantion to. When there are some deficiencies in communication, the speaker should try to compensate for the gaps to prevent communication breakdown (Moattarian, 2012: 2349). Thus, communication strategies are helpful to compensate the communicative problems.

Pertaining to the importance of communication strategies, some previous study on Indonesian EFL students use of communication strategies reveal that most of students used stalling time gaining strategies, as shown in Purnama's study (2017). Further research on identifying how communication strategies used by students effectively need to be conducted.

The preliminary study was conducted in one of Islamic boarding school for girls. It is one of Bilingual Islamic Boarding School in East Java, which obligates the students to use foreign languages, especially English and Arabic in their daily conversation. Furthermore, to improve the student language competency, some activities and programs conducted in Islamic Boarding School such as giving vocabulary every night, morning conversation, speech extracurricular and others. In order to find out some phenomena related to communication strategies used by the students, the researcher observed and interviewed some students of speech extracurricular. Preliminary study reveals that some students used some communication strategies in their speech. One example on the use of

communication strategies is from a student of Senior Secondary School or Madrasah Aliyah (MA), ED. In her speech she said "...may be when we eat... *daging babi*. Who knows the mean? Oh yeah... a mutton chop". In this sentence, the student wanted to say "pork" but because she did not know the appropriate vocabulary, she used Bahasa Indonesia "*daging babi*". After that, she also ask for the audiences' help by asking "who knows the meaning?". Before the audiences helped her, she used a term "Mutton chop" (*potongan daging kambing/ domba* in Bahasa Indonesia) which is had similar lexical meaning with the word "Pork". In this situation, ED used some communication strategies (*filler, generalization, code-switching, and appeals for assistance*) simultaneously. Moreover, most of MA students also used stealing or Time-gaining strategies, such as using fillers "er..", "eum..". Meanwhile, through the interview some of MA students admitted that they did not feel nervous, afraid or shy when delivering their speech in front of the audiences. They just enjoying the speech extracurricular activity and did not encounter any difficulties in delivering their speech.

Astoundingly, the different confession comes from Junior Secondary School or Madrasah Tsanawiyah (MTs) students in the interview. Some of them stated that they had difficulties in delivering their speech because they felt nervous, afraid of making mistakes and lack of motivation and interest in attending speech extracurricular. They also encountered some problems in delivering their speech because of language difficulties. Furthermore, the teacher of language department of Islamic Boarding School and the supervisor of the speech extracurricular activity (MM) also confirmed that most of MTs students used lots of *fillers* in

their speech. This might occur in consequence of the MTs students' lack of linguistic resources so that they needed more time to think what they wanted to say. Insulting to the use of fillers, the teacher also informed that MTs students used fillers more frequent than MA students did in their speech. The teacher added that the students frequency on using fillers did not affect the students' speech performance. Thus, in order to find out more about the different use of other communication strategies between MTs and MA students in speech performance, the deeper analysis is needed.

Some of previous researchers observed communication strategies used by students in different context for instance the use of communication strategies in classroom interaction (Nakatani, Makki, & Bradley, 2012), in story-telling task (Saeidi & Farshchi, 2015), in discussion task (Ghout-khenoune, 2012; Hardianti, 2016), in picture description task (Al alawi, 2016) and other communicative tasks (Rohani, 2013; Purnama, 2017). Hence, the study on the use of effective communication strategies and the reason on using them in public speaking context (speech extracurricular activity) has not been sufficiently investigated so far. Besides, most of recent studies tried to discover the university students' use of communication strategies. The study on the use of communication strategies by Secondary School students are lack of number particularly in Indonesia.

On the basis of aforementioned background, the researcher intended to analyze the students' use of communication strategies in the speech extracurricular activity. This study took place at one of Islamic Boarding School

for Girls in Ponorogo. Thus, this study entitled “*Communication Strategies Used By Students of Speech Extracurricular in Islamic Boarding School for Girls*”.

## **B. Identification of the Problems**

1. The preliminary study revealed that many students use communication strategies while delivering their speech. It were also found that the most common strategies used by students were time gaining strategies as students need more time to think about the appropriate utterances.
2. The interview on some of the eleventh grade (MA) students who have delivered a speech revealed that students did not feel nervous, tension or anxiety. They enjoyed speaking in front of their friends. This was very different from the MTs students’ statement, where they felt very nervous when they delivered their speech in front of their friends. MTs students also stated that they encountered some difficulties in delivering their speech because of their lack of vocabularies.
3. The interview on MTs students revealed that some students have low motivation in attending speech extracurricular.
4. The interview on Language Advisory Council (LAC) teachers and some supervisors of the speech extracurricular activity (MM) revealed that some MTs students had difficulties in delivering their speech so that they often use fillers in their speech. The MTs students used fillers more often than the MA students.
5. The teacher confirmed that the different frequent on using fillers between MTs and MA students could not affect the students’ speech performance.

### **C. Delimitation of the Problem**

In the identification of the problems above, it was found that students encountered many problems in the speech extracurricular activity. The main problems encountered by students were nervousness and language insufficiency. These problems obstructed the students to speak in front of the audience fluently. They need to solve this problem so that they can deliver their speech clearly to the audience. Communication strategies can help students to deliver their message clearly when they encountered many problems in their speech. Both MTs and MA students used communication strategies differently. Moreover, by knowing their use of communication strategies, the problem encountered by students can clearly investigated. Hence, the focus of this research were to analyze communication strategies used by both Junior Secondary School (MTs) and Senior Secondary School (MA) students in the speech extracurricular activity, to find out the students' reason on using those strategies and to investigate the different use of communication strategies between MTs and MA students.

### **D. Statement of the Problems**

Based on the delimitation of the problem above, the research problems are composed as follows:

1. What are the types of communication strategies used by students of speech extracurricular in Islamic boarding school for girls?
2. Why do students use certain communication strategies in delivering their speech?

3. Is there any difference between Junior Secondary School (MTs) students and Senior Secondary School (MA) students in using communication strategies in delivering their speech?

#### **E. Objective of The Study**

Based on the research' problems, this study is aimed to find out:

1. The empirical data of the types of communication strategies used by students of speech extracurricular.
2. The description of the students' reasons in using certain communication strategies when delivering their speech.
3. The description of differences communication strategies used by Junior Secondary School students and Senior Secondary School students.

#### **F. Significance of The study**

The result of this study provides valuable contribution to learners, English teachers, and also other researchers. This research is beneficial to language learners as it will be useful in providing the extent of the usage of communication strategies in their communication or conversation.

This research would also give an advantage for English teachers. The teacher can identify the students' problem in learning English by knowing the communication strategies used by students to encounter their communicative problem. The teacher can also set up the teaching strategies, material and also teaching method and adjust it to the students' communication strategies, especially in teaching speaking.



Moreover, it also has some benefits for researcher herself, or other researchers. It can give many resources in solving the communication breakdown. For other researchers who have interest in doing the same research, it will very useful. This research gives some information of conceptual theories underlying communication strategies.