

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problems of the study, objectives of the study, significance of the study, and definition of the key terms. All these sections are discussed as follows:

A. Background of the Research

Nowadays, English in Indonesia is used as the medium of instruction in some schools and universities; it is the only compulsory foreign language taught in public schools (Siregar, 2010). According to Bautista and Gonzalez (2006), in Indonesia, English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school. There has also been a growing tendency in many big cities to teach English beginning even from kindergarten.

It starts from kindergarten until university, the students will find English, they will learn English in the school. The government takes this decision because they believe that English has very important function in our life and English is a support tool to get knowledge.

English is very popular foreign language in Indonesia. The most favorite foreign language in Indonesia. Meanwhile, the fact is not good, most students in Indonesia still have problems and they still get many difficulties in learning English. The fact showed that the teaching of English in Indonesian schools has not been successful, and despite the growing number of speakers of English in Indonesia especially among the young, urban middle class segment, outside the

academic and professional worlds, it has never been widely used among the majority of the population (Lie, 2007).

In order to get a better result in learning English, the teachers need to conduct an effective and interested strategy in teaching English. There are many strategies for teaching English. But, here the researcher proposes communication strategy to overcome many problems found by the Indonesia learners in learning English.

Everyone will agree that language form firstly introduced to us is in the spoken form, it is from communication. Communication is something that very familiar in life. Communication is something that everyone will receive easily. Communication is the basic way in human relationship. From the birth to the death, people will always give and receive message from the communication they do in everyday.

Communication is an essential need for human being. Language as the tool of communication has important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can be separated. In a fact, language can applied in many aspects in our life, such as: education, society, culture and politics.

Communication is everything, communication changes everything. Through communication, people can change other people ideas and decisions, influencing others, share experiences with others, help and understand others, furthermore, with communication, people can maintain a good social relationship

with others.

In conclusion, communication plays a very important role in life, and communication is unchangeable part of human being life. It shows the power of communication. It is why the researcher believes that communication strategy will help the learner to get better result in learning English. It makes the learner becomes more easy to learn English.

Communication strategies play a significant role in second language acquisition (SLA). According to Corder (1978), reduction strategies can be regarded as “risk-avoiding” while achievement strategies may be seen as “risking-taking”. He also suggests that achievement strategies (L2-based strategies, cooperative strategies, L1-based strategies and nonverbal strategies) will contribute to successful language learning. Furthermore, Faerch and Kasper (1983) hold the same view. They argue that achievement strategies encourage hypothesis formation and risk is essential for automatization. Tarone (1980), expresses a different notion, namely that any kinds of communication strategies can contribute to successful SLA. In addition, this thesis focuses on the communication strategies which are applied by the English tutor, in the learners’ process of input second language acquisition.

Communication strategy is one of the strategies used to solve learners’ problems in second or foreign language communication. As stated by Thornbury (2005:29), communication strategy is the successful use of such strategies in order to communicate in a second language. It is supported by Gass and Selinker (2008:285) who state that a communication strategy is a deliberate attempt to

express meaning when faced with difficulty in the second language. From the statements above, it can be concluded that communication strategy is the alternative way to reduce the difficulties faced in expressing ideas. Therefore, communication strategies aim to help students when they face difficulties with their language in order to communicate. Faerch and Kasper (1983: 36) define communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal. Communication strategy is important because it has a function to bridge the gap between the interlocutors regarding with their misunderstanding.

Sharing among teacher and students is one of main activity in the classroom. Sharing knowledge process, from teacher to students is always use communication, and the most of communication used in classroom is always about teaching learning process. The communication becomes a support tool to achieve the goal of learning.

Harmer (1991: 46-47) mentions, there are several reasons when two people are engaged in talking interaction. The reasons are: (1) they want to say something, (2) they have some communicative purposes, (3) they select the communication from their language store, (4) they want to listen to something, (5) they are interested in the communicative purposes of what is being said, (6) they process a variety of language.

Meanwhile, communication in the classroom is very different with communication in real life situations. We have to know, in classroom interactions, communication does not serve the primary function of exchanging ideas and of

acting in various ways by means of language or linguistic forms, but rather has the function of making students or learners to learn (Faerch and Kasper, 1983:21).

Teacher is the main source of information in the classroom interaction and they have to be able for conveying the messages to the students, in order to achieve the teaching-learning goal. Its why, as the first requirement the teachers need to have a good communication. But, talking about communication is something verywidely. The teacher good communication is not enough, they need more, and they need to find a proper communication strategy as the best way to make the student interested in learning. Its what the teacher should be do.

In addition, we have to realize that in the process of communication, especially in the classroom, we may find a great number of problems. In order to overcome these problems, we have to use the proper communication strategies. The proper communication strategy will help teacher to make it sure that the learning process is still on the tract.

According to Brown (1994:192) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Kindsvatter (1996:290) states that “A strategy helps the teacher make optimal use of methods and resources in achieving particular goals”. It means that the strategies will solve the problems.

The proper strategy which are used by teachers will help the students to get easier in understanding the material. It helps as a way to accomplish and reach the goal for the teaching and learning process. In applying communication

strategy, the teacher should find the best strategy in apply communication strategy for students in different background and ability. There are some kinds of communication strategies, the teacher should understand well the kinds of communication strategies and the teacher must find the proper when teaching the learners.

In this research, the researcher wants to know the communication strategies used by the English tutor in teaching English for basic level at English course From Basic (EFB) Tulungagung. In addition, the researcher also wants to know the most dominant communication strategies used by English tutor in improving the learners ability at EFB Tulungagung and the reasons behind that. In addition, the researcher limits this research to basic level English learners.

Teaching English for basic level is not easy, in the same way the beginner or the young learners who learn English as the foreign language, even in the basic level is always not easy. English for basic level relates the basic English material and basic learner ability. However, learning English in basic level is the first step which determine the result of the learners in mastery English. Here, the researcher supposed to observe how communication strategy help the English basic level learner in mastery English.

Meanwhile, the researcher has three reasons for choosing communication strategies as the topic of this research. First, communication strategies are the most common ways which are used by second language learners to sustain communication between speaker and interlocutors. If a speaker (the English teacher) gets difficulties in saying something, s/he will use any effort to make the

listener (the students) understand what s/he means or s/he wants to say. Therefore, it is interesting to be analyzed because everyone has different communication strategies.

Second, by analyzing the communication strategies used by a teacher in communicating with their students, it can be a reference for the teacher itself and other English teachers to use the communication strategies as appropriate as possible towards the role. Moreover, the teaching-learning process in classroom will be more effective if the teacher uses communication strategies as adequate and proper as possible in order to make his/her students understand what s/he actually means.

The last reason is, the researcher want to acquaint communication strategy to the readers, because the fact is communication strategy is not familiar in Indonesia. The researcher tries to convey English teachers in Indonesia to apply communication strategy in teaching English.

The researcher chooses a private English institution as the place of observation, because nowadays private English institution becomes an alternative to increase the understanding and ability in English. Many students think that private English institution is the best solution, when they get many difficulties in learning English in the school. Here, the researcher chooses English course From Basic, as known as EFB Tulungagung.

The researcher chooses EFB with some reasons. English course From Basic calls EFB was established in 2003. EFB becomes one of favorite course in Pare, but many people do not know that the official office of EFB is in

Tulungagung, and they also have many programs in Tulungagung. In addition EFB has program and partnership with many schools (Junior High School and Senior High School) around East Java province. The last reason is, related with the topic, EFB has basic level class for the basic or young learner, and actually they focus with the basic level learner. It showed EFB has some requirements for being the proper place to do observation according to the research topic.

Related to previous study, there is a research from Oktavia Herawati (2015) entitled “Communication Strategies Used By The Eighth Grade Students of SMP Negeri 1 Surakarta in Developing Speaking Skill”. In that research, she analyzed the student, the subject of the research were the students. She introduced the students about communication strategies, and the students interested to apply communication strategies in learning English. That research shows us that communication strategy is very helpful to increase students understanding in learning English. Here, the subject of this research is the teacher, because the researcher believes that, teacher is the main figure in learning process, and to develop communication strategies, it needs to start from the teacher.

Based on all explanation above about the important of having knowledge about communication strategies and the learning process happened at EFB Tulungagung. The researcher decided to conduct a research entitled **“COMMUNICATION STRATEGIES EMPLOYED BY THE ENGLISH TUTOR IN TEACHING ENGLISH FOR BASIC LEVEL AT ENGLISH COURSE FROM BASIC (EFB) TULUNGAGUNG”**.

B. Statement of Research Problems

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

1. What kind of communication strategies used by the English tutor in teaching English for basic level at EFB Tulungagung?
2. Which strategy is the most dominant in improving the learners ability used by the English tutor?

C. Objectives of the Research

1. To find out the kinds of communication strategy used by the English tutor in teaching English for basic level at EFB Tulungagung.
2. To find out the most dominant communication strategy in improving the learners ability used by the English tutor.

D. Significance of the Research

1. The Teacher

From the research the teacher will know about communication strategies, in addition the teacher will more understand about the important of using communication strategies in teaching English process, because we know that many English teachers do not know yet about communication strategies. In other case, there are English teachers apply some kinds of communication strategies, but they do not aware about it. The important thing is, communication strategies will be familiar for the teacher, and the teacher can apply it in teaching English.

Moreover, the teacher can improve to find the best way in using communication strategies.

2. The students

The researcher hopes this research can motivate the students to learn communication strategy, and the students can understand every kinds of communication strategies. Communication strategy will help the students, when the students face many problems in learning English.

3. The future researchers

The future researcher can use this research as reference and they also can do research with same theme but in different aspect. It hopes that this thesis will help other researchers to do the same related researches more deeper, further and with better techniques.

E. Scope and Limitation of the Research

In accordance with this research, the researcher focuses his research on the description of communication strategy that used by English tutor in teaching English for basic level. This research is limited to English tutor at EFB Tulungagung who applies communication strategies with their learners, and the learners are learning English in basic level. This research is directed to investigate the communication strategy used by the English tutor that occurs during teaching activities.

F. Definitions of Key Terms

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1. Second-language acquisition:

A process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition (Stephen Krashen: 1982).

2. Classroom interaction:

A process in which student and teacher are interacting in classroom for purposes of learning, either by using verbal or non-verbal media during teaching-learning process (Faerch and Kasper:1983).

3. Communication strategy:

The general plan of action employed by a speaker to express his/her information or talk when faced with someone's difficulties. It is a potentially conscious plan for solving communication problems those individuals present as a way of reaching a particular communicative goal (Faerchand Kasper: 1983).

4. Private English institution:

Non-formal education which can provide subjects or learning activities that have not been included in the formal education curriculum (Nana Sudjana: 2004).

EFB is a private English institution that has been established since 2003. The official office is in Tulungagung, but there are also places in other, but there are also offices in other, such as Trenggalek, Pare, Nganjuk, and so on. EFB focuses to improve the young learners English ability from basic level.