CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research question, purposes of the study, significance of the study, scope, and limitation of the study and definition of the key terms.

A. Background of The Study

Nowadays, the focus of language learning is about not only the language usage but also the language use. Wherein the language classroom, the learners study about the use in the real world, it means language learners try to communicate effectively. That is included in the crucial goal of English language teaching. Cited from Fang, according to Kramsch, "language learning, as the acquisition of communicative competence, is now defined as the expression, interpretation, and negotiation meaning between two interlocutors or between a text and its readers." Therefore, the ability of language learner in communicating effectively and competently has close relationship with communicative competence. It is because people who are able to communicate successfully and effectively can be considered as the ones who have good communicative competence.

¹ Fan Fang, "A discussion on Developing Students' Communicative Competence in College English Teaching in China". *Journal of Language Teaching and Research*. Vol. 1, No. 2, March 2010, 112

Communicative competence is someone's ability to have well communication with others.² According to Canale and Swain, there are four areas of communicative competence; grammatical competence, sociolinguistics competence, discourse competence and strategic competence.

Most English teachers have been focusing on three aspects of communicative competence and give little attention to the strategic competence.³ It can be seen from the method that usually used by the teacher, for example they use some teaching methods that mostly focuses on how to make sentence with good grammatical without improving the learner's speaking ability. Then, the effect on the students' speaking ability is not well-developed with the criteria of good communicative competence. Because of that kind of phenomenon, lately English language teachers commonly use one of the teaching approaches that is Communicative Language Teaching.

Communicative competence has close relationship with linguistic terms that refer to second language learner ability. It means that it is not only about how learner uses and applies grammatical rules appropriately, but also how they form correct utterances, that implies to the communicative approach in language teaching.⁴ It can be simplified that strategic competence itself takes a special part in language learner communicative development.. Therefore, developing communicative competence is

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² Rizka Safriyani, "Communicative Competence In Second Language Teaching". 56th TEFLIN Conference. 2009, 1

³ Rizka Safriyani, "Communicative Competence In Second Language Teaching"....3

not only needed for the teachers-who play the main part in students' communication development, but for students too.

From four areas of Communicative Competence (CC), the researcher chooses strategic competence as the main discussion of this study. Strategic competence covers others competence in CC. It takes special place in comprehending the message of any interaction in language learning. As states by Brown, strategic competence takes a special place in understanding communication. It is appropriate with the goals of language learning, which is language learners are able to communicate effectively, competently and successfully.

Some definitions of strategic competence have been stated by some researchers. However, Canale and Swain have the influential framework of communicative competence. Then, they state that strategic competence is the verbal and non-verbal communication strategies that used for breaking down communication problems in communication due to performance variables or due to insufficient competence. From this statement, strategic competence means that the way how the speaker used verbal and non-verbal communication strategies in solving communication problems because of performance variables or insufficient competence. Thus, how the way the speaker is able to convey the intended meaning to the interlocutor.

⁵ Canale and Swain, "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". *Oxford University Press*. 1987, 30

Brown simplified that definition of Strategic competence as "the competence underlying our ability to make repairs to cope with imperfect knowledge, and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance and guessing." From those two statements, it can be concluded that strategic competence is someone's ability in solving communication problems by using some communication strategies, in order to reach the goal of the discussion and keep the conversation going.

Similarly, Tarone and Yule proposed two areas of strategic competence, as cited by Rababah, "two areas related to strategic competence; a). The overall skill in transmitting the messages successfully and comprehensibly to the listener and interpreting the transmitted information b.) The use of communication strategies by speakers or listeners when there is a problem arises in the process of transmitting information." From those two areas of strategic competence that has been states by Tarone, this study focuses on the use of communication strategies by the listener when the students do not understand with the transmitting information from the lecturers.

This study focuses more on the communication strategies used by the lecturers.

Therefore, researcher sees some that talked about communication strategies in language learning. Such as study that conducted by Sener and Balkir entitled *The*

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⁶ H. Douglas Brown, Teaching by Principles 3rd edition, (US: Longman. 2007), 220

⁷ Ghaleb Rababah, "Strategic Competence and Language Teaching". *The Educational Resources Information Center*. (United Arab Emirates. 2002), 5

Relationship between the Use of Communication Strategies and Oral Performance of ELTStudents: Canakkale Onsekiz. Mart University Case, this study found that the strategy the students use and their success in the language learning. From sub-types of communication strategies, the freshmen students were frequently use in their learning and the lowest communication strategy use was foreignising. However, another study entitled Communication Strategies among EFL Students: an Examination of Frequency of Use and Types of Communication Strategies Used that had been conducted by Kim and Fariza, in this study there are two different types of participant, the high language proficiency level participant and the low language proficiency level participant. Three different theory which come from three different expert were used in this use; theory by Tarone, Faerch and Kasper, and Williems. This study found that code-switching strategy was more frequently used, and the language proficiency level was influenced the use of communication strategies.

Besides, those two studies another study were conducted by Hui entitled Revealing the Effectiveness of Communication Strategies. This study shows that language learners should be able to attain their communicative goal by resorting to the communication strategies in order to compensate for their linguistic limitations. Hence, from those three different studies, there is a different between this study and those studies. The different is this study focuses on the types of communication strategies that commonly used by lecturers who teach different group of students who have different language proficiency and the affecting factors they use it. Then, the similarity

between this study and other studies that have been presented above is all these studies were conducted to found the types of communication strategies that is used by the language speaker.

Certainly, communication problems are faced by all the language learners especially in their teaching learning process. Therefore in the preliminary research, the researcher found some problems that can be categorized into communication strategies used. The researcher also asked some questions to the teachers about some communication problems faced by the teacher when they are explaining some topics to the students. The problem occurred are; sometimes lecturers are confused on defining a word to the different level students increased their communicative competence. Thus, their speaking ability will be increased too and the students get difficulties in getting the intended meaning.

Regarding to the preliminary research above, this study conducted in Intensive Class. It is because the students in intensive class are from different major. The students are not only from English education Department but other departments too, such as; Arabic Education Department and Islamic Education. Indeed, they have different level in language competence. To teach the students from different level on language competence is not easy. Lecturer needs to try more than one appropriate strategies in the class. Sometimes when lecturer uses only one strategy, students cannot understand the whole topic discussion.

Faculty of Education and Teacher Training is chosen as the location of the research because in this faculty there are teacher candidates who really need the real example of how to teach well and their students get easy understanding what they are discussing. Indeed, if the research conducts in this faculty automatically teacher candidates will have more examples of the techniques in better teaching. To teach the students and get them used to have better strategies in speaking even though the communication problem were arise, it is kind of the teacher obligation. Because lecturer needs to make the students be aware of using the appropriate communication strategies.

Thus, the researcher comes out with the problem that concern on finding of communication strategies that commonly used by teachers in teaching intensive English Program, the affecting factors the use of communication strategies used by lecturers. This research entitled *Lecturers' Communication Strategies in Teaching Intensive English Program of Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya*.

B. Research Questions

Related to the reason in the background above, researcher formulates the research questions as follows:

1. What are the types of communication strategies that commonly used by the lecturers in Intensive English Program of Faculty of Education and Teacher Training UIN Sunan Ampel?

2. What are the factors that affect the lecturers use those kind of communication strategies?

C. Objectives of the study

Based on the problem statement above, the objectives of the study are;

- 1. To find out what communication strategies commonly used by the lecturers' when they have some communication problems with their students.
- 2. To know the affecting factors in using kind of communication strategies used in the class.

D. Significance of the study

By conducting the research, the researcher hopes that the finding gives many beneficial for both students and lecturers.

1. For Students of Intensive English Program:

For the students, this finding of the study help them much in understanding the whole materials of teaching and in developing their ability in communicating effectively and the students learn more about the appropriate communication strategies which appropriately used in the different situation.

2. For Lecturers of Intensive English Program:

For the lecturers, this finding of the study as the source of having better communication strategies, in order to achieve the goal of the learning process and to transmit the messages successfully.

E. Scope and Limitation of the Study

This research focuses on the scope and limitation below:

This research conducts to find out which types of communication strategies that commonly used by lecturers. Afterwards, if it has known the researcher comes out with the questions to know the reason why the lecturers used this kind of communication strtageies in their class.

The subjects of the study are lecturers who are teaching Intensive English Program in Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya. There are fifteen classes in Intensive class of the faculty and the researcher takes only six classes. The aim of choosing only six classes in Intensive class is to get deeply information about communication strategies used by the lecturer.

F. Definition of Key Terms:

1. *Communication Strategies* defines as the way the speaker solve the problem in teaching learning when the students do not get the intended meaning.⁸

⁸ Ghaleb Rababah, "Strategic Competence and Language Teaching". 8

Thus, it means communication strategies is an unexpected plans when there is some communication problems arise in the teaching learning process.

- 2. *Lecturers' Communication Strategies*: Here, lecturers' communication problem defines as the unexpected plans used by the lecturers in teaching learning process to compensate communication problems.
- 3. *Intensive English Programs (IEP)*: Intensive English Program means the program that develop English competency both productive and receptive skill in order to enhance students' qualification. In this research, IEP means the program that helps students getting more example of using appropriate communication strategies in order to compensate communication problems due to inadequate of linguistic knowledge.

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⁹ The Remark of Head of Language Center (P2B) IAIN Sunan Ampel Surabaya in realizing text book "English For Islamic Studies". (Surabaya; IAIN Sunan Ampel Press, 2014)