CHAPTER I

INTRODUCTION

This chapter is presented to introduce the background of study, the statement of the problems, the purposes of the study, the significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of Study

Nowadays learning English is very essential and important for all people in the world. Currently, more and more people use English language in their daily life, even people who come from non-English speaking backgrounds. It is common if there are non-English speaking people who can speak English so fluently. This is also one of the effects of globalization. Therefore, mastering English as a second language is believed to open a lot of opportunities such as it would help in looking for a job and getting more knowledge and experiences by mastering the language.

In Indonesia, English becomes a required subject starting from Junior High School until college. Based on 2013 Competence Based Curriculum, the objective of English subject is to improve the ability in listening, reading, and also communicative competence both in speaking and writing. One of those skill aspects which is very important in producing critical thinking, and creativity is speaking skill. By mastering speaking skill, students will be able to express their thought based on the context and situation when they speak about the language.
In order to transfer the knowledge to their students, teachers must become effective communicators. According to Richmond et al (2009, p.1) in their book:

Effective teachers are effective communicators who understand communication and learning, are interdependent, and the knowledge and attitudes students take with them from the classroom are selectively drawn from a complex assortment of verbal and nonverbal messages about the subject, the teacher, and themselves.

It can be concluded that in teaching learning process, communication becomes one important thing to have by teachers when they want to present the materials to the students. One of the problems that makes students cannot understand the material that is delivered by teacher is a gap between the linguistic knowledge of the second-language learners and the linguistic knowledge of their interlocutor in real communication situations. This condition makes the student confused and cannot apply the material delivered from English teachers. Teachers should have some techniques and strategies to achieve better communication for student’s understanding. Teachers must be responsible for choosing the appropriate strategies to reach teaching goal. To solve the problem, teachers use communication strategies. According to Cervantes et al (2012), communication strategies can solve the problem between linguistic knowledge of second language learner and linguistic knowledge of their interlocutor in daily communication circumstances.

A study conducted by Cervantes et al (2012) about communication strategy used by English teachers in teaching English to their students in EFL classroom found that the English teacher in EFL classroom used fourteen strategies, such as: language switch, comprehension check, repetition, asking confirmation, paraphrase, clarification request, meaning replacement, other reformulation (model the speaker’s previous utterance), translation, code-based confirmation check,
restricting, generalization, approximation, and mime. The four dominant strategies used by English teacher in EFL classroom were language switch, comprehension check, asking confirmation, and clarification request. The purposes of the teachers to use communication strategies in EFL were: to make the students more attractive, to give clear information about the lesson, to make teaching learning process run well, to make the communication between student and teacher or student and student can run smoothly, and to get students’ response.

A study conducted by Effendi (2009) about communication strategy that was used by English Club at PT Semen Padang showed that the participants used eight strategies, such as: avoidance, appeal to authority, personality style, language switch, repetition, paraphrase, self-correcting, and asking confirmation. The purposes of the participants in using communication strategy in English Club at PT Semen Padang are to solve their problems in communication that were caused by limited vocabulary and the grammar which have been learned. The most dominant strategy in this study is language switch because the motivator and participant have the same first language (L1), so the material could be understood by the participant. Based from Effendi’s studies, the writer learnt that by using communication strategies it can solved the problem in communication that were caused by limited vocabulary and the grammar.

Correlated to communication strategies directly above, the writer was interested in conducting this study with similar discussion but in different field of research. That is ‘A Study on Communication Strategies used by the English Teachers for Seventh Graders at SMPN 3 Batu’. The writer wanted to investigate
the strategies which are used by the English teachers in implementing 2013 curriculum in teaching English. 2013 curriculum is an integrated effort between reconstruction competences of graduates, with suitability and adequacy, the breadth and depth of the material, learning revolution and appraisal reform (Kemendikbud, 2013). This study was conducted in SMPN 3 Batu. Based on the preliminary study, this school is one of the schools which has good criteria in the quality and quantity at the city level, as evidenced by the achievements both academic and non-academic achievement. Also English teachers in SMPN 3 Batu use communication strategies in English teaching. They were used to build an effective English teaching and learning and keep communication between learners and interlocutors open. Thus, English teaching and learning could maximally be successful. That is why the writer is interested in this case. The aims of this study are to gain more information about the strategies used in English teaching and to improve the English teaching outcome. Therefore, SMPN 3 Batu teachers can make English class more attractive and interesting by using communication strategies because English is an important language that should mastered by everyone in this era. Besides, it is expected that this study would be a starting point for other researchers especially for English Department students of UMM to conduct further research of the same aspect of study.
1.2 Statement of the Problems

Based on the background of the study above, the questions that have to be answered are:

1. How do English teachers apply the “communication strategies” for seventh graders at SMPN 3 Batu?
2. What are the difficulties in using the communication strategies used by English teachers for seventh graders at SMPN 3 Batu?
3. How do the teachers cope with the problems in applying communication strategies used by English teachers for seventh graders at SMPN 3 Batu?

1.3 Purpose of Study

The purposes of this study are:

1. To explain how the English teachers apply the communication strategies for seventh graders at SMPN 3 Batu.
2. To find out the difficulties in using communication strategies used by English teachers for seventh graders at SMPN 3 Batu.
3. To find out the ways the teachers coped with the problems in applying communication strategies used by English teachers for seventh graders at SMPN 3 Batu.

1.4 Significance of the Study

The result of this study is expected to provide useful information for the school especially for the teachers, the students, and also other researchers. Practically, for the English teacher, the result of the study can provide important information in the form of strategy that can be applied to improve the quality of
understandings by the students. If the result of the study indicates the success of the English teaching and learning process using this strategy, it is good to apply this strategy in order to improve the quality of students’ understanding. Then, if the result does not make any significant effect in the teaching and learning process, other alternative strategies can be used.

For other researchers, the finding of this study can be useful since it can be used as recent data and valuable source to conduct further research of the same aspect of study.

1.5 Scope and Limitation

The scope of this study is communication strategy employed by the teachers in teaching English for seventh graders at SMPN 3 Batu. Meanwhile, this study is limited to the English teachers who are teaching in SMPN 3 Batu academic year of 2015/2016

1.6 Definition of Key Terms

In order to recognize and to avoid misunderstanding on the concepts of this study, the writer gives short description of essential terms as follows:

1. Communication is way of teachers to share or deliver the idea to their students.
2. Strategy is teachers’ idea to solve the problem in teaching and learning process.
3. Communication Strategies are ways that used by English teachers to avoid students misunderstanding in teaching and learning process.