CHAPTER I
INTRODUCTION

This chapter delivers the reasons of revealing this topic. They are: background of the study, problems of the study, scope and limitation of the study, significance of study, and definition of the key terms used in this research.

1.1 Background of Study

The main goal of learning a foreign language is to communicate effectively with others by using the language. However, communication can be done not only in spoken but also in written forms. Concerning the needs of effective communication orally, teaching speaking becomes much more demanded than other skills: reading and writing.

However, sometimes English skills such as listening, reading, speaking, reading, and writing are not taught specifically in Senior High School. In SMKN 4 Malang, English subject is taught once a week. Hence, the teaching and learning process focuses on the textbook. The teacher and the students tend to do textbook exercises. The situation only covers reading and writing skills. Thus, the speaking skill is lack practiced.

Hence, the lack speaking practice will cause some communication problems. Related to communication problems, Cervantes and Rodriguez (2012) state that when language learners do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, using new words, or describing what they mean. Those ways which can be done by the students are communication strategies. In the process of learning a second
language, learners will get communication problems frequently as the result of the lack of English as second language (L2) proficiency. Therefore, they should find ways to overcome their lackness by using one or more communication strategies.

Communication strategies can keep on communication channel, encourage hypothesis formation and create automatization. All the explanations above reveal the same purpose of communication strategies, namely to solve communication problems that appeared by applying some kind of techniques.

Although the importance of communication strategies is widely recognized, there has not been discovered the development of nature of communication strategies in English as second language (L2) production (Ellis, 1994:402). There are two communication strategies according to Fearch and Kasper. Those are reduction strategies and achievement strategies (Fearch & Kasper, 1983). The reduction strategies are divided into formal and functional reduction. While achievement strategies consist of compensatory strategies and retrieval strategies.

Furthermore, this study focuses on some L1/L2 based strategies. L1/L2 based strategies is one of communication strategies that involves first language in the speaking activity. L1/L2 based strategies include code switching, foreignizing, and literal translation (Fearch & Kasper, 1983). L1 is the first language used by the students, in which it is Bahasa Indonesia. For example, the students mix an English sentence with an Indonesian word. The case is code switching strategies. Those communication strategies will be treated in order to improve students’ speaking ability. This research will be successful if it fulfills the criteria decided. In fact, there are two major indicators used as the criteria of success in this research. First, the mean score of the post test is ≥75. Hence, there should be 50%
of students get score ≥75. The minimum passing grade in SMKN 4 is 75. Thus, 75 is chosen as the criteria of success in this research.

Before communication strategies are implemented in the class, preliminary study has been conducted. The result of the preliminary study indicated that most of students have difficulties in speaking; it is proven by the mean score 64.84. In this case, the highest score is 100 points. From 33 students, the researcher found that there are only two students who achieved 80. Moreover, there are two students who gain the lowest score which is accounted by 45. The data from the questionnaire showed that there were 9 students (27.3%) who did not agree that they often speak English during teaching and learning process. From the students’ proficiency, the questionnaire showed that there were 12 students (36.4%) who agreed enough if they had enough vocabulary to be used in speaking English. Besides, there were 15 students (45.5%) who agreed enough that they had good structure when they speak English. From the speaking comprehension, there were 15 students (45.5%) who agreed enough that they can understand well if somebody talked to them in English. Hence, ten students (30.3%) agreed that the topics given in speaking were interesting.

From the result of the preliminary study, it is found that they have limited vocabulary as well as grammar. That is why it is important for teacher and the students to understand the communication strategies in order to overcome communication problems. Since the tenth grade students in Network Engineering Class C at SMKN 4 Malang found difficulties in speaking English, this study aims at enhancing students’ speaking ability. Therefore, this study carried out to
overcome students’ communication problems, in which it focuses on L1/L2 based strategies. The title of this study is “Enhancing Students’ Speaking Ability in 10th Grade at Computer and Network Engineering Class C at SMKN 4 Malang through L1/L2 Based Strategies”.

1.2 Statement of the Problem

Related to the background of the study, the problem is formulated as follows:

“How can L1/L2 based strategies enhance students’ speaking ability at Network Engineering Class C at SMKN 4 Malang?”

1.3 Objective of the Study

Derived from the statement of problem above, this research is expected to describe the enhancement of students’ speaking ability at Network Engineering Class C at SMKN 4 Malang by using L1/ L2 based strategies.

1.4 Significance of the Study

The result of this study is expected to give theoretical and practical contribution to the teaching and learning of English especially at Network Engineering Class C at SMKN 4 Malang.

Theoretically, the result of this study can give insights related to communication strategies. This study will lead as a reference of communication strategies that are used to overcome communication problems, as well as giving information to understand the students’ communicative competence and their problem in implementing their competence.
Practically, the result of this study provides information of the use of communication strategies in classroom settings. Knowing the successful type of communication strategies employed by students at Network Engineering Class C at SMKN 4 Malang then, the teacher can convey communication strategies to students to overcome their communication problems in speaking.

1.5 Scope and Limitation of Study

It is important to make a clear limitation of this study. This study has some considerations. The subjects of this study are Network Engineering students at SMKN 4 Malang. The students in the chosen class have the same L1 background that is Bahasa Indonesia. This study only focuses on L1/L2 based strategies than other communication strategies.

1.6 Definition of Key Terms

In terms of clarifying and avoiding misunderstandings in comprehending this study, the terms used are explained as follow:

1. Communication strategies is defined as potentially conscious plan for solving what to an individual presents itself as a problem in reaching particular communicative goal (Faerch and Kasper, 1983). It means that it is a simply way for solving the communicators’ problem when they have difficulties in communication. Therefore, communicators’ do not worry on what they speak due to the fact that well structures are not shared to reach a particular communicative goal.
2. Speaking Ability is kind of ability that focuses students’ fluency and accuracy in speaking in which the accuracy involves pronunciation, vocabulary and syntax.

3. L1/L2 based strategies is one of communication strategies which includes code switching, foreignizing, and literal translation to overcome students’ communication problems and enhance students’ speaking ability.

4. Engineering Network Class C is one of vocational class at SMKN 4 Malang consisting of 33 students, in which it is used to prepare students to be professional employee in computer hardware and network field.

5. SMKN 4 Malang is State Vocational School which is located in Jalan Tanimbar 22 Malang, it consists of six major, namely RPL, Engineering Network, Multimedia, Animation, Graph Planning, and Graph Production.