

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication can be done in two forms written and spoken. When people communicate in spoken form, language is definitely used as a means of communication. In written form people communicate with any type of message that makes use of the written word. Language is known as a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000). It means that in oral communication, language takes the most important part as a system to understand the message. To deliver the message, the speaker should be able to use the language correctly and accurately. Therefore, the language needs to be learned in many ways.

Every language has its own set of rules for grammar, syntax and pronunciation. Brown (2000) said that one's cognitive development in his/her native language helps the person transfer the already learned concepts to the second language. The basic concepts and ideas of one language can be suitably applied to any other language. Therefore, many people still encounter problems in verbal communication such as expressing new words; get the intended meaning of interlocutors, use the grammar correctly, choose the appropriate vocabulary to explain certain objects, etc.

Language learning cannot be separated with the term of Second Language Acquisition (SLA). SLA refers to all of the aspects of language that the language learners need to master, such as phonology, semantic, pragmatic, syntax (Ellis, 1994). There are many ways where speakers acquire knowledge of a second language (L2). Different people in different situations will learn second language in different ways. The second language acquisition (SLA) theory suggests that one's learning of a second language is affected by his/her exposure to language models.

The difficulties in explaining the words in learning English as a foreign or second language commonly come to the people who start to learn a new language for the first time. They are lack of some linguistic resources which are not familiar with their native language. The listeners are also hard to catch up the meaning from the speakers who are speaking a foreign language especially speaking English as a foreign language. Sometimes, they only listen some familiar words to understand what the speakers mean. The success of the use of language should be able to overcome all problems above.

Both non-native and native speakers of a given language sometimes struggle to find the appropriate vocabulary or grammatical construction when attempting to communicate their meaning. Some people tend to employ different techniques to overcome their problems. They may abandon the message, alter the meaning they intend to convey, omit some items of information, make their ideas simpler and less precise, or say something which is slightly different from the intended meaning. When person is able to anticipate such a communication problem, he may overcome it by avoiding communication or modifying what he intends to say. If the problem arises while the people are already engaged in speaking, he may try to find an alternative way of getting the meaning across. The ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistic resources are known as communication strategies (CS). According to Littlemore (2003), people take some ways in order to enhance the effectiveness of their communication known as communicative strategies.

The term of communication strategies (CS) is used by people in attempting to communicate in the foreign or second language with a reduced interlanguage system. They find that the target language items or structures to convey their messages are not available. In order to keep communication steady, speaker may circumvent linguistic difficulties by changing or reducing the content of their messages. In other words, the speakers may avoid reference to a concept or topic in order to overcome the lack of the target language term or expression needed to convey this meaning. These strategies are usually known in the field of second language acquisition (SLA) research especially communication strategies as “avoidance” (Tarone, 1987) or “reduction” (Færch and Kasper, 1983). More often, speakers are able to keep their communicative goals and convey the original content of their messages by developing an alternative means of expression. People can also use the similar terms, a descriptive circumlocution, a word coinage, a native language transfer, a gesture or an appeal for assistance to achieve the goal of communication. These different kinds of techniques might be used to compensate for or avoid all sorts of interlanguage deficits: lexical, grammatical, pragmatic or sociolinguistic.

In classroom interaction, the researcher found that the students came from different backgrounds of characteristics, race, and language. Thai students still have problem in their English speaking ability despite several years of learning English. According to Weerarak (2003), the speaking problem of Thai learners can be classified into two main

types: the lack of grammatical knowledge or vocabulary limitation and the lack of self confidence in using English. They did not set the same language up, in case of their mother tongue and dominant language. The phenomena were also found in teaching and learning process. The researcher found that there were some students who are from Thailand. The students from Thailand were used Malay language. Although they are able to speak in Indonesia, it was found that they still had problems in expressing ideas in English. This means that the students who are from Thailand require using certain strategy in order to be able to communicate with interlocutor in teaching and learning process. Commonly, the students use some communication strategies like repetition, code switching or expressing the word by giving examples. (Supartini, 2015).

In Indonesia, according to Khairul (2004), research on language learning strategies used by the Indonesian-speaking learners to learn English as a foreign language has rarely been conducted. For example, 'CBSA' (Cara Belajar Siswa Aktif), which is a method that aims to activate learners' critical thinking and has been developed by the Department of Education since 1990s, still does not give any satisfactory result for Indonesian learners. Consequently, there was not enough empirical information about language learning strategies used by Indonesian-speaking learners in learning English as foreign language. So far in the case of Indonesian learners of English, research in language learning strategies has been conducted in order to answer whether Indonesian learners have employed these strategies during their learning process (Manurung, 2005; Mistar, 2002; Weda, 2005). The aim is to introduce the language learning strategies to various levels of learners, since there are certain reasons why learning strategies are ignored by some learners. First reasons, cited by Sadtono (1995), in Mistar, 2002) indicate that most Indonesian learners probably do not use effective techniques or strategies for learning English.

Learners of English do not realize that learning a foreign language requires In accordance with the phenomenon above, the researcher wants to analyze a study about communication strategies that used by students from Thailand during teaching and learning process at University of Muhammadiyah Gresik.

1.2 Research Question

From the background, the researcher tried to formulate this research question into:

1. What are the Communication Strategies for Students from Thailand in Attending English Learning at University Of Muhammadiyah Gresik?

1.3 Objective of the Study

Related to research question state, The objective of this study is to describe about the Communication Strategies for Students from Thailand in Attending English Learning at University of Muhammadiyah Gresik.

1.4 Significant of the Study

The study has some benefits that can be defined into:

1.4.1 Practical Significance

Practical significance, this study is expected to enrich the Students from Thailand about techniques in Communication Strategies, and for the students through this study, they can improve their English communication, especially speaking. The last, for other researchers, this study can enrich their references if they want to conduct a research for the same related topic.

1.4.2 Theoretical Significance

Theoretically, this study provides contribution in giving knowledge of the way to improve speaking skills/ English communication and get useful experience during this study to Students from Thailand at University of Muhammadiyah Gresik.

1.5 Limitation of the study

Based on this fact, this study is limited to figure out the effect of communication strategy in attending English Learning to the students from Thailand at University of Muhammadiyah Gresik.

1.6 Definition of Key term

Some operational definitions are given to avoid misunderstanding from the readers. The key terms are operationally defined as follows:

1.6.1 Communication Strategies

The communication strategies is a strategy to help the students from Thailand improve their English communication especially in attending English Learning at University of Muhammadiyah Gresik

1.6.2 English Learning

English learning is an important factor which influences the language learners to be successful in second or foreign language learning.