

CHAPTER I

INTRODUCTION

A. Background of Study

In English as a Foreign Language (EFL), it has been said by many Indonesian students at all levels of education that speaking is a difficult skill to learn. Shumin (2002, p. 204) states that several students have communication issues in speaking classes, they are required to engage in both monologue speaking and dialog exercises in English to continue to familiarize them with communication in the Target Language (TL). Students as speakers and listeners face many communication problems when they have limited competence in the target language to speak out their thoughts and ideas. To address those problems, there are several ways to learn and practice speaking or communication in a situation where English is needed and one of them is by using several strategies to improve the achievement of communication goals in speaking class.

In order to be able to convey a message and maintain it in speaking activities until the communication objectives are achieved, students need to use a speaking strategy which is commonly called communication strategies. The students need to know communication strategies to overcome their limitations. Communication strategies is considered as one of fundamental factors in promoting students' ability to improve their speaking skills and can help them to overcome communication difficulties, such as lack of vocabulary, pronunciation, grammar, and other linguistic

factors. Mesgarshahr & Abdollahzadeh (2014, p. 55) explain, “Communication strategies refer to all those techniques that language learners employ, in spite of a deficient language competency, when target language items are not available”. Communication strategies are plan to achieve communication aim. By using communication strategies, students can express their ideas in speaking. Dornyei & Scott (1997, pp. 188-193) divide communication strategies into some categories; direct strategies, interactional strategies, and indirect strategies.

The command to choose a way in conveying message was directed in Surah Taha (20): 44.

فَقُولَا لَهُ قَوْلًا لِّنَا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ ٤٤

This verse explains how important it is to have a good way to deliver thought. It is mentioned that even though the Pharaoh was rebellious and arrogant, while Prophet Musa was Allah's selected prophet at that time, he was still asked to preach gentle and polite to the Pharaoh so that the message addressed effectively. Therefore, while communicating to other people, we have to deliver it well. It is in line with this research, there are so many ways to express thoughts in order to achieve the communication aims, such as using communication strategies.

According to Ratminingsih (2013, pp. 278-288), there are different factors that can affect one of learning success. These variables may come from students themselves (internal factor) and from students outside (external factors). Internal factors can be in the form of gender, motivation,

interest, attitude, personality, style of learning, and more from within the learners, while external factors can be parental requirements, school and teacher factors, and the environment. From those factors, this research will focus on internal factor; gender. Gender means social attributes and opportunities associate with being male and female (Toolkit, 2012, p. 1). The literature notes that female and male students have their own characteristics and differences in learning English as a foreign language (Natsir, et al., 2016) as cited in Erdiana, et al. (2019, p. 133). Most male and female students have their own skills, such as males are superior in classroom tasks, but females do better in verbal duties such as spelling, fluency, etc.

Since gender is one of the factors that affects communication strategies, and each gender has different behaviors and characteristics, their speaking style is automatically different between genders. A speaking style is a set of characteristics that can be used to link speech to a certain communicative situation (Hofe, n.d., p. 3).

Previous research has looked at studies on communication strategies. There are several previous studies that support to this research as follow 1) Burge & William (2018, p.75) noted that while sermons delivered by males were significantly longer, female speakers were more likely to use first-person pronouns and tentative speech than their male counterparts. Overall, our sentiment analysis found that women were more likely to use positive words, 2) Yusparizal, et al. (2018, p. 31) found out that both female

and male students only used 10 out of 12 communication strategies. Both male and female students perceived that communication strategies were helpful to cope with difficulties, to maintain the conversation, to negotiate meaning, to solve problems, and to enhance the effectiveness of communication, 3) Nurdini's finding (2018, p. 356) showed that students had improvement in speaking when they used communication strategies. The strategies used by the students include non-linguistic means, appeal for help, fillers or hesitation device, message abandonment, literal translation, and code switching, 4) Kaivanpanah, et al. (2011, p. 85) indicated that a) language proficiency did not influence the frequency of the communication strategies, b) the task type had a significant impact on the type of communication strategies employed, c) gender differences in the use of communication strategies were only significant for circumlocution, asking for clarification, omission, comprehension check, use of fillers, and over explicitness, 5) Amin (2018, p. 223) found that there were differences between male and female learners in using strategies in communication. Male participants naturally paid attention to non-verbal strategies. On the other hand, the female participant actively used non-verbal strategies in her communication. Among all of the previous studies, the differences were in the research subjects, studies at different ages or the ability levels, and the method to collect the data. While the similarity was on the communication strategies in speaking and gender differences in speaking style.

This research was conducted in Speaking II class of English Education Department Academic Year 2020 of Antasari State Islamic University Banjarmasin by documentary and interview the students. However, the reason why the researcher took this topic was most of linguistics theories stated that women had better communication skill than men, but the fact was, in Speaking class, men were more active than women. The other reason was due to the level of class was same, so did the material obtained, and it was accessible to distinguish the speaking style differences between male and female students since the age ranges in this sample were similar to the average. The result of this research is expected to give significance for teacher of Speaking subject, this study as the guidance for the better lesson in the future in teaching Speaking. Then, for learners, this study is for developing communication strategies in order to get the better speaking. Moreover, for reader, this study is for enriching the information about communication strategies in speaking and differences of male and female's speaking style. Lastly, this study is an additional guide for the next report for the next researcher.

In sum, there is a gap of students' communication, the students are confused to express their feeling or their thought because of the lack of vocabulary, pronunciation, etc. Based on previous studies, by using communication strategies, the learners can express their ideas in speaking, but it can be affected by gender. Those are the aims of this research, to

conduct the data about communication strategies and find out the speaking style differences based on gender in EFL Speaking Class.

B. Research Question

1. What types of communication strategies used by students in EFL Speaking class of English Education Department?
2. What are the differences between male and female students' speaking style in EFL Speaking class of English Education Department?

C. Objective of Study

1. To analyze types of communication strategies used by students in EFL Speaking class of English Education Department.
2. To find out the differences between male and female students' speaking style in EFL Speaking class of English Education Department.

D. Significance of Study

1. For teacher of Speaking subject

This study as the guidance for the better lesson in the future in teaching Speaking based on gender.

2. For learners

This study is for enhancing communication strategies in order to get the better speaking.

3. For reader

This study is for enriching the information about communication strategies in speaking and differences between male and female's speaking style.

4. For the next researcher

This study as the additional references for the next study in the same field.

E. Definition of Key Terms

1. Communication Strategies

It refers to the way students speak in order to become fluent in English language learning and overcame their speaking problems/difficulties. Communication strategies which are included 17 types by Dörnyei and Scott's taxonomy were applied by the third semester students of Speaking II class, Academic Year 2020 in English Education Department 2021 of Antasari State Islamic University Banjarmasin.

2. Speaking Style

It refers to male and female students' characteristics and behaviors while transmitting ideas and information orally during learning process. Male and female students have different speaking styles in the use of language based on the communication strategies they applied. The styles here focus on verbal communication; emphasize, pronunciation & enunciation, grammar, fillers, hedging, intensifiers/boosters, and shift.

3. Gender Differences

It refers to role of students of Speaking II class and how they speak in different way through interview as the participants to be found their

speaking style differences as male and female. Gender differences here only focus on spoken communication.