

# CHAPTER I

## INTRODUCTION

### A. Rationale

In this world, there are about more than one billion people that live on this earth which spread all over continents and countries. Some of them are speaking different languages. They speak different language with different alphabet, grammar and pronunciation. For example, many people in Saudi Arabia use Arabic language with its own alphabet style, and differ from Arabian is Japanese people which use different word and pronunciation also, and so many others. So, it can be said that there are a lot of languages in this world. It is as a proof from Quran surah Ar-Ruum : 22 :

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي ذَلِكَ

لآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

This verse tells us that the human beings are different each other. There are a lot of differences in this world. One of the differences is the language. There are a lot of languages in this world. However, although there are many languages, there is a language that is agreed by most people to be the language for international communication. The language for international communication is English.

In our daily life, communication is really important. It is because only by communicating people can understand each other. However, in communicating with other people we need to keep our words from something bad that make other people feeling irritated. It is like what stated in the Holy Quran surah An-Nisa verse 148 :

لَا يُحِبُّ اللَّهُ الْجَهْرَ بِالسُّوْءِ مِنَ الْقَوْلِ إِلَّا مَنْ ظَلَمَ ۗ وَكَانَ اللَّهُ سَمِيعًا عَلِيمًا ﴿١٤٨﴾

The verse above tells us that in the daily life communication, we are not allowed to use the inappropriate words which may hurt others' feeling. Therefore, in the daily life communication, we have to communicate politely with others to make sure that we do not hurt others' feeling.

Nowadays, one of the most famous languages is English. Many people in the world use English to communicate each other. There are a lot of schools and universities using English as subject to be learned. The reason why those happen is because English now commonly known as International Language that is used by all people around the world to communicate each other because they have different languages. So it can be said that, English is so famous right now because a lot of people are learning and communicating using it.

English is also one of the important languages in the world because English has a role as Lingua Franca to bridge people who speak different languages to communicate easily. It also helps people with different cultures, race, religion, and many differences to communicate easily using English for helping each other in case they need a help or something else.

English really helps many people all around the world to communicate each other for their needs and to deliver messages to others even though only one word. Our prophet Muhammad (peace be upon him) said:

حَدَّثَنَا أَبُو عَاصِمٍ أَضْحَاكُ بْنُ مُحَمَّدٍ أَخْبَرَنَا الْأَوْزَاعِيُّ عَنِ حَدَّثَنَا حَسَّانُ بْنُ عَطِيَّةٍ عَنْ أَبِي كَبْشَةَ عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ بَلِّغُوا عَنِّي وَلَوْ آيَةً وَ حَدَّثَنَا عَنْ بَنِي إِسْرَائِيلَ وَلَا حَرَجَ وَمَنْ كَذَبَ عَلَيَّ مُتَعَمِّدًا فَلْيَتَّبِعُوا مَقْعَدَهُ مِنَ النَّارِ (رواه البخار)

(Hadith Narrated by Bukhari 3/1275 no. 3274)

The hadith above tells use that we really have to deliver the message, even though only one word. The prophet wanted us to be honest by delivering any message, especially the message from Allah the Almighty and Prophet Muhammad (peace be upon him), even though it is only a word. It is also applicable for our daily life where we have to deliver the message clearly and understandable to the other people.

There are many examples of the use of English in daily life. The use of English in daily life is for example to do a trade from one country to another country, people will use English to communicate for selling or trading their goods. Another example is that many books and knowledge in this world now stored and

translated into English to ease people with different languages learn it. Because of that, English has become so vital in this life.

The important of English in our daily life made many people trying to communicate using it when they speak to foreigners from another country. However, Wei (2011, p. 1) stated that there is no one that can be an ideal speaker or hearer of a language because no one can master a language perfectly and communicate using it fluently without any fillers or any pause. That is why, in the communication process there may occur a lot of problem, especially communication which use another language other than the mother tongue. Therefore, in order to overcome these problems, communication strategy plays a great role.

There are already various researches which aimed on the communication strategy as the main object of the research. For example the research which has been done by Lin Wei from Kristianstad University in 2011. Wei (2011) investigated about the Chinese English learners' attitude and frequency of their communicative strategies. The participants of the research were 40 English majors which were chosen randomly from a University in China. 20 of the participant were freshmen who had not passed TEM-8 (Test for English Major, Band 8), and the rest were senior students who had passed TEM-8. The result of the research showed that most Chinese learners tend to agree about the role which achievement strategies play in communication strategies but tend to disagree with reduction strategy. Chinese learners use reduction strategies most often and there is a

positive attitude towards cooperative strategy, nonverbal strategy and L1 (Chinese)-based strategy.

The research done by Lin Wei (2011) and the writer research have similarity and difference. The similarity of the research is about the communication strategy used by students who learn English. The difference is the writer's research done in Indonesia and the participant of the research is the English acceleration students in Language Developing Center at Antasari State Institute for Islamic Studies academic year 2015/ 2016 while Wei (2011) research took place in China. The writer also wants to find out the difference of male and female communication strategy while Wei's research did not.

Another example of communication strategy research is from Wennyta of Batanghari University, Jambi, Indonesia in 2014. She researched about the Communication Strategy of English Club at PT Semen Padang Indonesia. There were 8 participants consisted of 6 males and 2 females of age 26-28 years old. The aim of this research was to identify types of communication strategies used by the motivators and the participants in English Club in PT. Semen Padang. This research was also aimed at identifying the cause of errors which occur in the conversation between motivators and participants in that English Club. The results show that there are eight types of communication strategies used by the motivators, they are: *avoidance, appeal to authority, personality style, language switch, repetition, paraphrase, self correction* and *asking confirmation*. It appears that the motivator mostly uses *language switch* and *repetition* strategy in conversing with the participants of English club.

Compared to the research done by Wennyta (2014), this research is a little bit different. Wennyta's research was also investigate the motivator's (the person who teaches the class) communication strategy, while this research only focus on the students communication strategy only. However, the similarity of the research is that both focus on to find out the communication strategy in classroom interaction.

The aim of this research is to know the communication strategy in the classroom interaction. The English acceleration students of Language Development Center at Antasari State Institute for Islamic Studies Banjarmasin (IAIN Antasari Banjarmasin) were chosen for this research. The English acceleration students are the students who are qualified enough for their skills in English and have score of 80 or more in the placement test and then passed the acceleration classroom test. It means that their proficiency in English is good.

Several research, such as Wannaruk (2003), Aliakbari & Karimi Allvar (2009), and Lam (2010) indicated that the students with variety of proficiency levels use the communication strategies at different degree (cited in Hua, Nor, amd Jaradat, 2012, p. 841). Since the English acceleration students of Languages Development Center are the selected students which are qualified to be in acceleration class, the writer believes that their strategies may vary than the other students in the other class.

The English acceleration class is held by the Languages Development Center at Antasari State Institute for Islamic Studies (IAIN Antasari) Banjarmasin. The writer conducted the research there because Languages Development Center

accepts all students from different faculties and departments in IAIN Antasari Banjarmasin to learn English here. The class is scheduled for 3 times meeting a week, with 2x50 minutes duration for each meeting. The lecturers/ teachers are also selected from the people who their backgrounds of studies are from Educational faculty, especially English Department.

Therefore, in order to know the communication strategies used by Languages Developing Center students, the writer conducted a research entitled **“The Study of Communication Strategies Used by The English Acceleration Students of Languages Development Center at IAIN Antasari Academic Year 2015/ 2016”**. This research was conducted at Antasari State Institute for Islamic Studies, Banjarmasin, exactly at Pusat Pengembangan Bahasa (Languages Development Center). The subject of this research was the Languages Development Center (Pusat Pengembangan Bahasa) students of English Acceleration Class academic year 2015/2016. This research’s goal is to find out what the communication strategies that they use. Hopefully, this research will be useful in psycholinguistics and teaching area because it may be will make a new theory related to the language learning and to make the teacher aware of the communication strategies used by their students.

## B. Problem Statements

This study aims to identify the communication strategies used by PPB (Pusat Pengembangan Bahasa/ Languages Development Center) English Students

of Acceleration Class academic year 2015/ 2016. The research questions are determined as follows:

1. Are there any differences between communication strategy used by male and female students of English acceleration class of Languages Development Center academic year 2015/ 2016? If so, what are they?
2. What are the Common Communication Strategies Used by English Acceleration Class Students of Languages Development Center academic year 2015/ 2016?

#### C. Objective of study

Based on the problem statement of this research, there are two objectives of this study. The objectives are to find out the communication strategy used by the male and female English acceleration students and also the most common communication strategy used by all English acceleration class students.

#### D. Definition of Key Terms

The writer will give the definition of key terms based on the terms used in the thesis. These definitions are used to avoid misunderstanding or misinterpretation about the research. The definition of key terms can be seen as follow:

1. The study: means the deep explanation and research of specific topic that the researcher wants to know. In this research, the writer wants to know the



communication strategy used by English Acceleration students of Language Center at IAIN Antasari academic year 2015/ 2016.

2. Communication strategy: Bialystok (1990, cited by Yaman, Irgin & Kavasoglu, 2013, p. 256) defined communication strategy as a technique that used by the speaker systematically to express his/ her meaning when encountered with difficulty. On this research, the types of communication strategies are from the common communication strategies which are adapted from taxonomy of Tarone (1977), Faerch and Kasper (1984), and Willems (1987) (cited cited in Hua et al., 2012, p. 835 with some adaptation)
3. English acceleration students: it is both male and female students in English Acceleration class academic year 2015/ 2016.
4. Languages Development Center: it is the institution in IAIN Antasari that teaches students about English and Arabic.

#### E. Significance of the Research

The result of this research is expected to have many advantages. The advantages of this research are hopefully such as:

1. This research will be useful in psycholinguistics and teaching area because it may be will make a new theory related to the language learning.
2. It will make all teachers aware of the learners' strategies to overcome their problems while encountering problems in speaking English.

3. To inform the readers that there are strategies for overcoming problem when someone stuck or cannot maintain the conversation, which is called communication strategy.
4. To enrich the research about communication strategy used by EFL learners, especially in Indonesia
5. To enrich the State Institute of Islamic Studies literature of research, especially for English Education Department.