

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In performing oral-related activities, students are required to be spontaneous in expressing their thought. The problem might arise when it comes to speaking by using the Foreign Language (Atma & Nosmalasari, 2016, p.162). Students have to understand what the interlocutor is saying and how they should respond to it. In other words, it requires them not only to understand the input (comprehension) but also to produce the output (production). Since the goal is to enable students to communicate, it means that students need to be able to convey the message correctly so that the interlocutors understand the message and is able to hold the appropriate response. If there is a mistake in the process of communicating, then the message delivered will be received differently. Therefore, the students must be careful when communicating using foreign language with other person so that the communication runs smoothly without any inappropriate response.

In Qur'an surah An-Nissa verse 63 :

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ

وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا .

At the end of the verse, mentioned the word *Qaulan Baligha* which means a far-reaching word. It is interpreted as easily understood word. Human need to communicate using *Qaulan Baligha* so that they could understand the message and have a going on communication with others. As for Halliday's systemic functional theory suggests that speaking is a perceived need to communicate something to someone, Stryker and Leaver (1997) cited in Jamal (2014, p.20) stated that communication is very much similar to learning to ride a bike or learning to play an instrument. Despite the fact it is generally known that the best mode to learn these skills is by *doing* them, and not by just studying them or doing exercises and drills.

Once, a student of the English Department of UIN Antasari Banjarmasin on her third semester was asked about her feelings towards communication activities in Speaking class. Her answer was surprising because she said that she was afraid to speak caused by panicked and anxious. What she did was avoiding speaking although she had some ideas in her mind. She kept silent since she always got stuck in the middle of the conversation. This response was contrast with Syarifudin (2015, p. 2) who states that an English class is one way of practicing and learning speaking, and multitudes of opportunities for learning speaking or communication exists in context in which English needs to be used.. However, in some studies (Yaikhong & Usaha, 2012; Songyut Akkakoson, 2016; Nehad Faisal Ahmed, 2016) mentioned that this is due to a feeling called anxiety ;

a very influential in terms of speaking ability as one of the biggest obstacles besides absence of motivation and the chances of using English .

For anxiety regarding English speaking, Udomkit (2003, p.24) discovered that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.

Tiono and Sylvia (2004, p. 30) explained that language Anxiety can bring about several problems in the process of language learning since it can hinder the students from mastering the language; for example, an anxious learner may avoid delivering difficult messages, avoid being involved in class discussion, reduce their performance in public communication, et cetera. Anxiety refers to concern and fear, especially about what might happen; Oxford dictionary's (2010: 16) language anxiety definition refers to a type of anxiety unique to second language learning. To speak or to perform something using foreign language in a classroom situation can cause students' anxiety because they have to perform unfamiliar sounds in front of an audience, or because teacher and other students ask questions and give corrections or comments excessively. Furthermore, Nurul and Nosmalasari (2016, p.162) pointed out that since English is not used as a means of communication in daily

life interaction, students usually get difficulties to use it which could possibly trigger their language learning anxiety. This case leads them to use certain strategies in order to keep the conversation going on which so-called communication strategies.

Færch and Kasper (1983) cited in Spromberg (2011, p.11) defined communication strategies from a psychological perspective as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.” It can be in the form of using circumlocution, fillers, code switching, et cetera (Dornyei, 1995, p. 58). In other words, Communication Strategies can help the anxious students to be able to perform well in oral performance since they do their best to be able to give clear message to the listener.

There are several previous studies that conducted in the field of communication strategies. A study conducted by Spromberg (2011, p. 2) with her title *Communication Strategies Used by High School English Language Learners in Multilingual Classrooms* discovered that small group work in language classrooms between students who do not share a common L1 provides students with opportunities to use communication strategies to negotiate meaning in an attempt to achieve a mutually comprehensible message. Another study about the same topic entitled *Communication Strategies Used by Pre-Service English Teachers of Different Proficiency Levels* by Garcés and Olivera (2014, p. 15) revealed the communication strategy used by pre-service English teachers with

different proficiency levels and shed some light on how these communication strategy facilitate or hinder the development of communicative skills. Cervantes and Rodriguez (2012, p. 111) in their study entitled *The Use of Communication Strategies in the Beginner EFL Classroom* indicated that the communication strategy most frequently used. However, while the teacher who seemed more involved with students used clarification request, comprehension check and asking for confirmation; the teacher who appeared more distant from students used comprehension check and repetition. Nevertheless, the researcher founds another study in the field of communication strategy conducted by Bijani & Sedaghat (2016, p. 370) entitled *The Application of Communication Strategies by Students with Different Levels of Communication Apprehension in EFL Context* suggesting that in spite of having a high degree of communication apprehension, the students attempted to cope with their difficulties when performing communicative tasks. Their apprehension in speaking does not hinder them to use communication strategies in order to survive in communication. This study has contrast finding with Grzegorzewska's study; *The relationship between anxiety and the use of communication strategies* (2015, pp. 305-306) in which there was a statistically significant difference in the number of strategies used by high and low-anxiety students. It turns out that low-anxiety students used bigger number of communication strategies compared to their high-anxiety counterpart.

The researcher realized that those other researcher mention above used test to the students to get the data and the results are similar; the students used communication strategies and the low level communication apprehension level students seems to use more communication strategies that the high level students. In spite of extensive research on communication strategies, and to expected different result by observed the students speaking in the class naturally, the findings are diverse requiring further study. Yusparizal, et. al (2018, p. 24) claim that in oral communication, the students employ speaking skills which requires the mastery of communication strategies in order to solve the communication problems which they found during oral communication and to get across the communicative goals to the interlocutors. Thus, speaking and communication strategies are interrelated. Since Horwitz et al. (1991, p. 28) stated that students with high communication apprehension tended to avoid delivering a difficult message, while students with low communication apprehension attempted different types of communication strategies to be able to deliver their message.

Based on those previous studies, the researcher was interests to investigated about the types of communication strategies used by EFL students with the Speaking Class as the chosen class because as the student of English Education Department, the researcher has never given any subject about communication strategy in the speaking class. There are three stages of Speaking class at English Education Department; Speaking

I as known for the beginner level, Speaking II as the continuation and Speaking III which is taught to student in intermediate level. This research conducted in Speaking III class because in that level students learn about several topics such as public speaking, group discussion and other oral-related activities which was as the main focus on this research. This study focuses on the students with different levels of communication apprehension. Therefore, the researcher conducted a study entitled **“COMMUNICATION STRATEGIES USED BY STUDENTS WITH DIFFERENT COMMUNICATION APPREHENSION LEVELS AT ENGLISH EDUCATION DEPARTMENT OF UIN ANTASARI BANJARMASIN”**.

## **B. Research Questions**

This research has been done in order to answer the following questions:

1. What are the communication strategies used by students with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin?
2. Which communication Strategy that highly and lowly used by the students with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin?
3. Which level of communication apprehension students that used communication strategies the most?

### **C. Objective of the Research**

The aims of this research are:

1. To describe the communication strategies used by students with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin.
2. To find out the communication Strategy that highly and lowly used by students with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin.
3. To find out which level of communication apprehension students that used communication strategies the most.

### **D. Significance of the Research**

This study has been expected to be useful information with regard to the strategy used by students in communication using foreign language which then hopefully able to help teachers in teaching and learning process and improving students communication ability in the classroom .

This research is expected to be used as a reference for other researchers to conduct a research in the field of English teaching and learning. Surely, the results of this research trusted to be useful for all the readers.

### **E. Definition of Key Terms**

To avoid the misinterpretation to the title of the research, the researcher defined the key terms:



1. **Communication Strategies** are any ways in oral communication used by students of English Education Department of UIN Antasari Banjarmasin to help them solve the communication difficulties between student to students or students to lecturer in using foreign language in Speaking III class.
2. **Communication Apprehension Levels** are level anxiety of students of English Education Department of UIN Antasari Banjarmasin in doing communication between student to students or students to lecturer caused by their inability to understand others and make themselves understood measured by **PRCA-24** (Personal Report of Communication Apprehension) forms.