CHAPTER 1

INTRODUCTION

1.1 Background of the study

Everyone in this world needs to communicate with others as social human beings, in their daily life for example, when parents communicate with their children to teach them to speak, in the classroom when teachers communicate to their students, even people get up in the morning, they start making conversation with other people. That is way interactions with other people are needed

During the process of communication everybody will learn the values and norms of the society, for example how to socialize and the way to appreciate other speaker's opinion. The important thing in socialization is by communicating with them. There are many ways to communicate and one of them is by making conversation. The speaker should speak clearly, make a good interaction in speaking and gesturing and speak in clear pronunciation so that the listener can hear what the speaker want to talk about and do not misunderstand each other.

There are some constraints in communication, and one of them is language. Two people with two different languages will get difficulties in having conversation because each of them does not know what the other talks about. they use language to do things, like transferring information and news.

In transferring information and news, people also negotiate the meaning of their conversation in order to reach communication goal. In English conversation, people's ability in negotiating the meaning reflects the communicative competence

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that one has. Communicative competence is important to avoid misunderstanding .

Communicative competence can also convey, interpret messages and negotiate the meaning interpersonally in specific context. However, communicative competence is not absolute because it depends on the way the speakers hold the conversation (Brown, 2000, p.246). According to Savignon (1983, p.9) communicative competence does not mean to waste the unuseful words in conversation, but instead it means a clear, and dynamic talk about the topic of the conversation that the doer wants to say.

According to Tarone (1979, p. 419), communication strategy is a mutual attempt of two speakers to agree to a meaning in situations where requisite meaning structures do not seem to be shared. It deals with communicative competence used in the conversation to reach communication goal. According to Canale and Swain (1980, p. 421), a model of communicative competence consists of three components: grammatical competence of linguistic structures; sociolingustic competence, which is used in the speech community; and strategic competence, which consists of the ability of attempting to use language to reach a communicative goal.

Another definition is proposed by Scattergood (2003, p.1), that communication strategies are the description of the learners' patterns in using what they want to know as they try to communicate with the speakers of the target language. Furthermore, it also has an interactive function to joint negotiation of meaning between the speakers and the listeners. Communication strategies occur in verbal and non-verbal mechanism when the people make a conversation (Brown, 2000, p.127).

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In this study the writer will discuss about communication strategies. The writer conducts this research because second language learners often find difficulties in negotiating the meaning that they want to convey in the conversation. The data for the research is from the radio show, "English by Radio" talk show, which is aired in EL-VICTOR FM. The writer found the phenomena of communication strategies in the talk show.

Radio is a communication media that helps the listeners in many ways, such as getting some amusements and informations. In radio talk show a radio announcers sometimes negotiates meaning during their conversation to phone callers even the guest in studio. As an example, in English talk show, the listeners often imitate words or sentences from the radio announcers, so they can easily speak English well, when they speak on public or on media. Therefore, the writer will give more details about what types of communication strategies used and which the most frequent one is. "English by Radio" talk show consists of conversations between the radio announcers and the phone callers.

According to Tarone (1980, p.429), there are three types of communication strategies: paraphrase, transfer, and avoidance. Paraphrase, includes approximation, e.g. "pipe" for "waterpipe", word coinage, e.g. "airball" for "balloon", and circumlocution, e.g. "She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of". Transfer includes literal translation, e.g. "He invites him to drink" for "they toast one another", language switch, e.g. "balon" for "balloon" or "kepompong" for "caterpillar", and appeal for assistance, e.g. "What is this?"; mime, e.g. "in giving applause". The last is

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avoidance, which includes topic avoidance, and message abandonment. These are crucial in finding out how well the communicative competences of the radio announcers and the phone callers are.

English radio talk show is also SLA context, where SLA does not always set. The important of SLA is the emphasizing English language as a second language. The thesis of the analogy is a radio announcer is as proficient, because he is an English teacher who is capable and skillful in English conversation, and the guest studio and phone callers are novices. So this data comes from all the second language learners in which English is not a first language. In the same context of SLA, English radio talk show "English by radio" has similar purpose to practice and learn English.

In this thesis, the writer will discuss communication strategies in "English by Radio" talk show. The conversation occurred in the show is done in English and both the radio announcers and phone callers are non-native speakers. Therefore Communication strategy should be frequently used and this is what the writer is interested to analyze.

1.2. Statement of the problem

In reference to the background of the study, the problems are as follows:

a. What types of communication strategies used by the speakers in "English by Radio" talk show on 93.3 EL VICTOR FM?

b. What is the most frequent type of communication strategy in the conversation found in "English by Radio" talk show?

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1.3. Objective of the study

The objectives of the study are as follows:

a. To know the types of communication strategies in "English by Radio" talk show on 93.3 EL VICTOR FM.

b. To find out the most frequent type of communication strategies the conversation found in "English by Radio" talk show on 93.3 EL VICTOR FM.

1.4. Significant of the study

The result of this study is useful for radio announcers and listeners, so they can communicate better. It is expected that they can make their conversation clearer and avoid miscommunication. It is important to know how well English teachers teach communication strategies, in order to give better understanding about them to the students. Since thesis about communication strategy is rarely found therefore this thesis will give a different and new sight among English Department students to conduct research on similar topic. The writer also hopes that E.D.S.A. Students will also understand what communication strategies are and know that communication strategies should be well applied in their daily English conversation. For a second language learner can automatically practice C.S. well in daily conversation even on media.

1.5. Definition of the key terms

The definition of the key terms:

a. Communication strategies are mostly clearly defined as mutual attempts of two speakers to agree on a meaning in situations where the requisite

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meaning structures do not seem to be shared (Tarone, 1980, p.34).

b. Approximation, it is the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (Tarone 1980, p.429).

c. Word coinage, the learner makes up a new world in order to communicate a desired concept (Tarone 1980, p.429).

d. Circumlocution, the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structures (e.g. She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of.) (Tarone 1980, p.429).

e. Literal translation, the learner translates word by word from native language (Tarone 1980, p.429).

f. Language switch, the learner uses native language term without bothering to translate (e.g. "balon" for "balloon" or "kepompong" for "caterpillar".) (Tarone 1980, p.429).

g. Appeal for assistance, the learner asks for the correct term or structure (e.g. "what is this?") (Tarone 1980, p.429).

h. Mime, the learner uses nonverbal strategies in place of a meaning structure (Tarone 1980, p.429).

i. Topic avoidance it occurs when the learner simply does not talk about concepts for which vocabulary or another meaning structure is not known (Tarone 1980, p.429).

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j. Message abandonment, it occurs when the learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid utterance (Tarone 1980, p.429).

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