

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as a lingua franca refers to the use of English to communicate between people of different languages. Anywhere in the world as long as people could speak in English, they could communicate. According to Crystal (2003), English is now the most widely taught foreign language in-over 100 countries. He also stated that English is a more dominant language than any other language. It means that English is used by many people than other languages. The current status of English as an international or global language is supported by its widely use in a range of fields such as politics, diplomacy, trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Crystal, 2003).

There are a lot of interactions between English-speaking visitors and Indonesians since Indonesia is a tourist destination. During the process of the interaction, most of them use English to communicate since English is well known by many people and become the lingua franca. In this case, English become the medium of communication between Indonesian people who speak Indonesian and foreign tourists who speak different languages. However, this term will only work if both speakers could speak in English.

Many people travel for leisure or holiday in Indonesia, and Yogyakarta is one of the famous tourist destinations whether for domestic or foreign tourist. The

head of Widya Budaya foundation said (cited in Asdhiana, 2013), that even there are a lot of interesting places to be visited in Indonesia, Yogyakarta has many excellences than any other tourist destinations. The reasons that make Yogyakarta has become so popular are because of its renowned centre of classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, puppet and there are a lot of tourism objects to be visited. This is also completed by some other facilities such as the infrastructure, hotels, market, and transportation.

Since there are a lot of foreign tourists stay in Yogyakarta, there will be an interaction between the local society and the foreign tourists. This interaction happens naturally as a result of the social interaction that may happen in the tourism objects like Malioboro, Yogyakarta Palace, in the traditional markets, hotels, etc. As the lingua franca between the local society and international tourist, English is used to help the process of communication. Thus, people in Yogyakarta often use English in their daily conversations to communicate with the foreign tourists.

In Indonesia, English is not spoken either as the first language or as the second language. English is a foreign language that is mainly used for educational or as professional purpose. Thus, most Indonesian may get difficulties in using English to communicate with people who use it as their first language. The fact is there are a lot of people who have not learned English in formal education but they are able to use English to communicate with international visitors. However, not all of the people in Yogyakarta are good at English. Some of them are expert and some are novice language users.

As mention by Troike (2007) the scope of SLA includes informal second language learning that takes place in naturalistic context, formal second language learning that takes place in classrooms, and the last is the combination of both. Most of the people who have never learned English formally are able to use English since they did a lot of interactions with the foreigners. During the interaction process between Yogyakarta people as non native speaker and English speaking tourists as native speakers, there will be some obstacles. Some people will use some kind of strategies to fix these problems and some others will leave the conversation, change the topic, or giving up. As said by Tarone, if a non native speaker is lack of a lexical item in her or his speech, he or she may use other terms or immitate to get the intended meaning or to achieve the communicative goal (Tarone, 1980). This social act is very interesting to be analyzed.

The strategy that is used to fix the obstacle during the communication is communication strategies. According to Tarone (1980), communication strategies are defined as various type of analysis in conversation that are used to communicate intended meaning in the situation where the speaker has believed that the essential meaning was not shared. Faerch and Kasper (cited in Brown, 2007) defined communication strategies as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal.” Communication strategies is a part of ELT and it is learned to increase the ability in communication competence of the speakers. Karimnia and Zade (2007) said that the goal of English language teaching is to develop the

learners' communicative competence which will enable them to communicate successfully in the real world.

In 2008 there was a research done by Hie and Yin titled "Lexical and Discourse-Based Communication Strategies of Malaysian ESL Learners. Their study examined the use of communication strategies among Malaysian learners of English as a Second Language (ESL) in simulated telephone conversation involving enquiries about products or services. The data of this study was collected through simulated telephone conversation. Even this study was collected outside the classroom, this study is a part of language competence of the student.

Based on the study above, the writer of this study is interested in making a research about communication strategies which happen in a non simulated condition. Since the communication strategies is a part of ELT, the writer still used an English student as the main participant. In this study, the writer analyzed the communication between non native speaker and native speakers.

The location to get the data was in Yogyakarta Tourism Information Centre. As a place to get information for tourist, this place is visited by tourist everyday. In this building, there are some officers that are always standby to help the tourists who need information. People who need any information can ask the officer immediately or can search some information from the magazine or brochure on the desk. Thus, in this area, there are a lot of interactions between the officer and the tourists.

In this research, the writer used an intern named Romi as his participant. The participant is a college student in Yogyakarta Muhammadiyah University

who did an internship there. Working as a front officer, he has to be able to speak English actively because in his work Romi met a lot of international tourists and he had to use English to make an interaction with them and answer their questions. Fortunately, Romi is an English student in Kampung English Pare. He is also active in an English spoken community named Goboek. This community usually meets together weekly on Monday at night. Thus, speaking in English is not a new thing for him.

However, English is not Romi's first language, so his speech in English is not as fluent as his first language. When Romi found many obstacles during the conversation with the foreigners, he tried to finish the problem in some ways. The writer wanted to identify how Romi solved the problem using communication strategies since the interaction between the native and the non native speaker can be examined through the communication strategies.

Nowadays, there are a lot of studies about communication which have been done. Some of them only discussed about the communication that happened in children. Children's Learning Strategies in the Primary FL Classroom (Coyle and Valcarcel, 2002). There are also some studies or researches that have been done with the object research are in the class (Karimnia and Zade, 2007). However, researches about communication strategies that take place outside class are very rare.

1.2 Statement of Problems

Since Romi is not an English native speaker, he will find many problems during the conversation with the English native speakers. The problem could

probably appear because of lack of vocabulary, or misunderstanding during the communication. The writer wanted to know how Romi solved his problem using the communication strategies. Based on this case, the writer formulated the research problems as follows:

1. What are the types of communication strategies used by Romi in Yogyakarta Tourist Information Center?

1.3 Objective of the Study

The objectives of the study are:

1. To identify and describe the types of communication strategies used by Romi in Yogyakarta Tourism Information Center.

1.4 Significance of the Study

This study is expected to give both theoretical and practical contribution. The result of this study can be applied to understand the communication strategies that are chosen by non native speakers. Since Romi learned English from informal class in Kampung Inggris Pare, from his formal class, his daily direct conversation with his customer, this study belongs to second language acquisition. The writer hopes that this study will give a better understanding to expand research in Second Language Acquisition especially in Communication Strategies.

In addition, this study is also expected to give practical contribution. The writer hopes that this study can be a motivation for government to give a communication strategies knowledge in school so that they can use this knowledge to improve their ability in conversation skill.

1.5 Definition of Key Term

- **Communication Strategies** : Faerch and Kasper (cited in Brown, 2007) defined communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal.
- **Intern** : A student or a recent graduate undergoing supervised practical training (“intern”, n.d.)
- **Tourist information center (TIC)**: TIC is a vital part of the visitors experience, a major component of the Tourist Information Network & it plays a crucial role in the Destination Management Process (Manolis, 2010)