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THE COMMUNICATION STRATEGY USED BY ENGLISH DEPARTMENT STUDENTS OF BILLFATH UNIVERSITY IN ORDER TO DEAL WITH THEIR SPEAKING PROBLEM

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Abstract: For some English students, speaking in English can be a big problem. Sometime the students do not know how to handle it. This research tried to investigate the communications strategies used by third semester English students of Billfath University in order to deal with their speaking problem. This research used descriptive qualitative to cultivate the data. The writer used communication strategies from Tarone's taxonomy as the theory. The writer took 15 students as the sample to be investigated. The writer used interview to take the data. The goal of this research is to investigate the kinds of communication strategies used by English speaking class in third semester. From this research we can see what is the most popular strategies used by students to solve students speaking problem and also we can see what is the most rarely strategies used by the students

. Hopefully the result of this research can be a basic perspective to know any kinds of communication strategies used by the students so we can give better solution to the students in order to improve their speaking skill.

Abstrak: Bagi beberapa murid ,berbicara dlm b.inggris bisa jadi masalah besar.Kadang murid-kadang tidak tau cara mengatasinya.Penelitian ini mencoba untuk meneliti komunikasi strategis yang digunakan oleh mahasiswa untuk berbicara semester tiga di Universitas Billfath dalam menghadapi dalam berbicara. .Penelitian ini menggunakan deskriptif kualitatif. Penulis menggunakan comunication stratuigues dari taksonomi Tarone sebagai landasan teori.Penulis mengambil 15 mahasiswa sebai target untuk di teliti.Penulis menggunakan interview untuk mengambil data.Tujuan penelitian ini untuk mengetahui comunication strarwgies yang digunakan mahasiswa semester 3 dalam berbicara.Dari penelitian ini kita bisa mengungkap strategi apa yang paling sering digunakan oleh mahasiswa dan strategi apa yang paling jarang digunakan.Penulis berharap hasil penelitian ini bisa jadi landasan untuk memberikan solusi atau metode yang lebih bagus untuk meningkatkan kemampuan berbicara mahasiswa.

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A. Background of study

In this global world now, the English students have been insisted to have active English skill. Now we are connected with all people around the world. With mastering English, we can communicate and make friend with people from different countries. As international language English is studied and mastered by all people in the world. Imagine this miracle time, we just sit on the chair than open our laptop than we can communicate and make friend with many people from different country. Having active English skill means having a key to open the door of the world.

But for some English students mastered English is big challenge. Actually because in Indonesia English is a foreign language. In Indonesia English is not used in real communication among Indonesian people. You will find many English students have studied English for many years sometime more than 10 years but they can not speak in English well. These phenomena are commonly happening in many English students in this country. The phenomena commonly is called passive English. Passive English means you are well to understand theory like grammar, you are really well when you have to understand English text on paper but you can not speak and you do not understand when you listen native speak in English. Many English students lost their confident when they meet people from foreign countries. The phenomena passive English in Indonesian Education indicated that there must be something wrong in our English education.

According to the writer many English students do not have effective way to master English speaking skill. In the reality many English students did wrong way to master speaking and they did wrong way to develop their speaking skill. Although many years they study English but if they have wrong method of course the result will no be effective. Look how Japan people just take English class in 6 months than finally they can speak well and effective in English. It does not mean Japanese as smart people but that indicate they have effective methodology to master English. With effective methodology mastering English will be easy and fun to every English student.

One of the easiest way to master English is followed English expertise methodology. We need strategies to solve every single students' problem. According to the writer communication strategies is one solution in order to help students to deal with their speaking problem.

B. Theory

Communication strategies is an effective way to be mastered according to solve our problem in speaking. If we understand the communications strategies and apply this in real speaking, of course it will help us to speak English well. According to Larry Selinker (1977) communication strategies is an identifiable approach by the learner to commutate we with native speakers of the target language. According to Tarone (1981) communication strategies is a systematic attempt by the learner to express and decode meanings in the target language in situations where the appropriate systematic target language used has not been formed. Communication strategies therefore serve to compensate for the inadequacies of speakers and listeners in the target language, which is being used.

In this research the writer used Tarone's Taxonomy to cultivate the data. Tarone (1981) classified communication strategies as followed:

1. Topic Avoidance

The learners are already aware of gaps in their repertoire, an obvious strategy is to try to avoid occasions, which will present difficulty. For example, learners may avoid discussing topics for which they know that they lack the necessary vocabulary.

2. Message A abandonment

When learners encounter a problem while a communication is actually taking place, it is therefore too late to use avoidance, except they simply abandon their message. However, they may decide to alter the meanings, which they intend to communicate. For example, they may omit some items of information or make the ideas simpler. This may appeal to learners who are concerned about linguistic accuracy.

3. The Use of Paraphrase

A learner may use a paraphrase, description or circumlocution in order to express the meaning which he wants to express. For example, learner who did not recall the word a car

seat belt avoided using it by saying "I'd better tie myself in". A learner who could not recall the word kettle may speak of the thing that you boil water in. Again, this is an appropriate strategy for maintaining linguistic accuracy since it does not lead to any observable error in the forms used.

4. Coinage (creating new words)

A learner may create a new word or phrase, which he hopes will express the derived meaning. The new word may be created by literally translating the elements in a native language word. Alternatively, learners may create words out of the target message (air ball for balloon).

5. Native Language Switching

Instead of attempting to create new word with the language target material, a speaker or a learner may decide to simply lift a word from his own native language. For example an Indonesian learner of English says "The dalang is the most important person in the whole show. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker's native language. Classroom learning situation often comes into this category. We might also expect learners to resort to this strategy more often when their first and second language share a significant number of words through common origins or borrowing. The learners may of course, foreignize the word by making appropriate modifications in pronunciation and morphology.

6. Miming (the use of non-linguistic resources)

The learner often uses nonlinguistic resources (mime, gesture, or imitation) to make his meaning clearer. For example, he points and says "put it there please" or he makes a gesture, a circle shape with his fingers, and say "it was this kind of shape". Every learner or teacher knows that second language speakers can profit from these non-linguistic means for complementing their linguistic resources.

7. Appeal for Assistance

A learner may seek help from outside. This may simply mean using a bilingual dictionary. Alternatively, the speaker may invoke the cooperation of the listener by signaling that he is difficulty, either directly or by indirect means such as hesitation or just say "what is it? Or what is this called?". Of course, the speaker may simultaneously use another strategy, such as mime, description or paraphrase, in order to indicate the meaning he wishes to express.

There are some strategies about communication strategies from experts and the writer choose strategies from Tarone. With this research hopefully the writer will know communication strategies used by the students. With that way the writer will be able to know what strategies used by high English skill students and low English skill students. With the result of this research we will know the way the high speaking skill English student solve their speaking problem.

C. Methodology

This research is descriptive qualitative. The writer made questions to the students base on communication strategies from Tarone's taxonomy. In this research, the writer made seven questions to reveal the communication strategies used by them when they are speaking in English. The seven question made by the writer was adapted from Tarone's taxonomy.

The questions are :

1. What did you do when you were in discussion and you had difficult topic to be explained? Did you avoid the topic discussed?
2. What did you do when you were in discussion than you do not know how to create complex English sentences and you did not know the certain vocabularies used? Did you abandon the messages?
3. What did you do when you were in discussion than you did not know the vocabularies and you did not know the name of something? Did you make paraphrasing to handle that problem?
4. What did you do when you were in discussion than you had problem to speak in English because you did not know the vocabularies and you just knew Indonesian vocabularies? Did you create new word?
5. What did you do when you were in discussion and you did not know how to speak in English with good English sentences and good English dialect? Did you make native language switching?
6. What did you do when you were in discussion and you did not know how to said that in

- English? Did you make gesture or body language to make what you spoke clearer?
7. What did you do when you were in discussion and you had problem to say something in English and your friends are around you? Did you ask your friends to give you helped or you open your dictionary? Or perhaps you did not do that?

D. Discussion of the results

In this research the writer took data from 15 English students. The writer used descriptive qualitative to cultivate the data. This is the results after the writer made question and answer about seven communication strategies used to use by English students when they were in communication in English. The data is as follow :

1	Wisnu	1. Message abandonment 2. Coinage 3. Miming 4. Appeal of assistance 5. Native language switching
2	Susi nur azizah	1. Topic avoidance 2. Message abandonment 3. Appeal of assistance
3	Cahya arti	1. Native language switching 2. Miming 3. Appeal of assistance
4	Ramadhan	1. Message abandonment 2. Miming 3. Appeal of assistance
4	Maisyatul	1. Message abandonment 2. Native language switching

		3. The use of paraphrasing
5	Nur Hasanah	1. Miming 2. Appeal of assistance
6	Putri Nabila	1. Message abandonment 2. Miming 3. Appeal of assistance 4. Topic avoidance
7	Susi purnama sari	1. Message abandonment 2. Appeal of assistance 3. Topic avoidance
8	Nur Rofikoh	1. Native language switching 2. Miming 3. Appeal of assistance
9	Ike	1. Message abandonment 2. Appeal of assistance
10	Roika	1. Message abandonment 2. Coinage 3. Topic avoidance 4. Miming
11	Lina	1. Message abandonment 2. Appeal of assistance 3. Topic avoidance
12	Aya	1. Message abandonment 2. Miming 3. Appeal of assistance 4. Topic avoidance
13	Adi	1. Appeal of assistance 2. Native language switching
14	Itsna	1. Appeal of assistance 2. Topic avoidance 3. Native language switching
15	Saidah	1. Appeal of assistance 2. Topic avoidance 3. Native language switching

Let us discuss about what happens with the students. Based on the data, we can see that all of the students used more than one strategy. Some of them used two strategies, three strategies, four strategies and five strategies. Because the researcher is the English speaking lecturer of the students. So the researcher knows well the students' skill. According to the researcher, students with better English speaking skills used more complex strategies than others who do not have better English skills.

The researcher tried to explain about what is going to happen with Wisnu. Wisnu is one of the good English speakers in class. In this research, Wisnu used message abandonment, coinage, miming, appeal of assistance and native language switching. It means that Wisnu almost used all off strategies from Taron's Taxonomy. He used 5 from seven strategies. Because Wisnu used many strategies it means Wisnu is really creative in order to solve his speaking problem.

Some of the good English speakers are Aya, Roikatul, Itsna and Nur Rofikoh. Aya used 4 strategies. Roikatul used 4 strategies. Itsna used 3 strategies. Nur Rofikoh used 3 strategies. All of the students who have good English skills used more complex communication strategies. Seem like more strategies they used it will make them more fluent in speaking.

Based on this data also we can see that the most popular strategies used by the English students is appeal of assistance. According to the researcher it is normal because the students now is in third semester, it means they all are beginner. They used dictionary or google translation to help them. Seem like the students still have problem in grammar

and having problem to create English sentences. And the most rarely strategies used is the use of paraphrasing.

Base on the data, there are 50 communication strategies used by 15 English students. There are 8 data or 16% of topic avoidance. There are 10 data or 20% of message abandonment. There is 1 data or 2 % of the use of paraphrasing. There are 2 data or 4% of coinage. There are 7 data or 14% of native language switching. There are 8 data or 16% of miming. There are 14 data or 28% of appeal of assistance. Base on the data above we can see that appeal for assistance is the most popular strategies used by students with 28% and the most rarely strategies is the use of paraphrase with 2 %.

E. Conclusion

Base on this research the researcher conclude that the English students used all strategies from Taron's Taxonomy. The most popular strategies used is appeal for assistances with 28%. The most rarely strategies used is the use of paraphrasing with 2%. Base of this research also we can see that students who are able to use much more communication strategies can speak more fluently than students who do not have much strategies. More strategies they have, more creative they are and more fluent they speak in English.

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