
The Communication Strategies Used by Billfath English Students: Tarone's Taxonomy

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ABSTRACT

Communication strategy is a mutual attempt in the communication between two interlocutors to make a deal on an importance communication. We realize that both speaker and the listener are included; the responsibility of both speaker and listener is successful communication. This study aims to identify the types of communication strategies used by eighth grade students of Billfath English students. And this research tried to find out the most dominant communication strategies used by English language education students at Billfath University. The researcher used communication strategies from Tarone's taxonomy to cultivate the data. This research is a qualitative descriptive. The researcher took 10 students as sample. The techniques used by the researcher to collect data are observation, interviews, and documentation analysis. The data was analyzed with communication strategy from Tarone's taxonomy. The results of this study indicate that there are 5 types of communication strategies used by English students in order to deal with their difficulties in speaking. The researcher found 75 data of communication strategies used by the English students. The students used topic avoidance 8 data (10,6%), the use of paraphrase 6(8%), native language switching 19 data (25,3%), miming 29 data (38,8%) appeal for assistance 13 data (17,3%). And in this research, the English students did not use coinage and message abandonment. The most dominant strategy used by students is Miming 29 data (38.8%). Communication strategies were used by English students because they tried to overcome communication barriers when they were speaking.

Keywords: *Communication strategies, Billfath, Tarone's taxonomy*

I. INTRODUCTION

English is foreign language in Indonesia. We do not use English as a tool to make communication in daily activity. In our country, English students are not easy to meet people outside who speak English that is why learning English can be very challenging. In our country English is only used in school, in university or in some formal education. Because English is only used in class and never be used in real daily activity conversations this condition makes many English students have problem with their speaking skill.

Many of students studied English for many years but they still could not speak in English well. Many of Indonesian English students are very good in grammar and reading. But although they are good in grammar and reading, many of them cannot speak English well. This is interesting topic to be investigated. Whether or not English language is difficult or perhaps the way to study English is wrong.

Communication is the most basic one in human relationship.

From the birth to the death of human being, they will always give and receive message from others. Communication between humans is an extremely complex and ever-changing phenomenon. Through communication, people can change ideas, share experiences with others, help, and understand others, and furthermore people can maintain a good social relationship with others. Therefore, communication plays a very important role and even it is unmovable part of human being life.

According to Tarone (1980) in Lin Wei (2011:15) the communication strategy is a mutual attempt in the communication between two interlocutors to make a deal on an importance communication. We realize that both speaker and the listener are included. The responsibility of both speaker and listener is to make communication successfully. Bachman (1990) in Thao (2005:16) defined the term “communicative language ability” as the synthesis of competence and the use of the knowledge in the

appropriate context in order to gain achievement in communication goals. This is the base of strategic competence, and to a greater extent, communication strategies. Harmer (1991: 46-47) mentions, there are several reasons when two people are engaged in talking to each other. The reasons are: (1) they want to say something, (2) they have some communicative purposes, (3) they select the communication from their language store, (4) they want to listen to something, (5) they are interested in the communicative purposes of what is being said, (6) they process a variety of language. These generalizations are the majority of communicative events and these will have particular relevance for learning and teaching of language.

Other expert, Ellis (1986 :182) defines communication strategies as psycholinguistic plans which exist as part of language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement. Kasper (1983) propose a broader definition of communication

strategies by emphasizing planning and execution of speech production during oral communication. Communication strategies we regarded as potentially conscious plans for solving communicative problems that individual present as a way of reaching a particular communicative goal.

As non native English speaker , the communication strategies is very important to be studied. The communication strategies will help the English students to overcome their speaking problems. The communication strategies created by Tarone, according to the researcher, is a suitable to be used to investigate Eight Grade Billfath students. There are several reasons the researcher conducted this research. The first reason is because in Indonesia English is foreign language.. The second is because many English students face challenging in speaking. The third is because English students are really poor in speaking. The Forth is because English is not used in real communication in Indonesia therefore the English student cannot used in their real daily activity

communication. The fifth is because the communication strategy is very useful to be mastered by English students to overcome problem in speaking English both at the classroom level. From these reasons, the researcher decided to conduct research on communication strategies. Communication strategies used by Billfath University students in speaking English.

II. Literature Review

1) The Term of Language

Languages as part of biological and part of human being have many function. There are so many definition of language according to many linguist experts. Language was defined differently by many linguistic experts. According to Aristotle, he defined that speech is the representation of the experience of the mind. Aristotle said language is a speech sound produced by human beings to express their ideas, emotions thoughts, desire and feelings. Base on that it can be conclude that each of human being has language in his brain.

According to Aristotle only

human being has language, according to Aristotle an animal do not have language. This can be explained as in this world human being is living in many parts of the world. Human being lived in many different countries. Every country in this world has their own language. In this world people from different countries has different language. People from different countries speak with different language. But when we look at animals like tiger, lion, cat, dog although they came from different place and different countries but they do not communicate differently. This is a proof that only human being has language and animal they do not have language.

According to Clark and Clarks (1974 in Fauziati (2016:0) stated that philosophers, orators and linguist have argued that a language has its structure because humans are subjects to certain general laws of thought. Base on that explanation, this can be concluded that each language is specific. Each language has specific grammar that different with others language. For example English language has different

characteristic with Indonesian Language. In English language there are tenses but in Indonesian language there are no tenses. Language is specific and language cannot be general. For more detailed there are so many different characteristic of every single language. In vocabularies, the total number vocabularies of English language are not the same with the total vocabularies of Indonesian language.

2) The First Language Acquisition

One of the best linguist expert who made strong argument about language acquisition is Noam Chomsky. Noam Chomsky said that when children begin to listen to their parents they will unconsciously recognize which kind of language they are dealing with and they will study his grammar to the correct one, this is known asserting the parameters (Chomsky,1988) in Fauziati(2016:140). Base on Noam Chomsky's explanation, this can be seen that language is studied by the children when the children started to listen. In the first time the children listened the sound of language, in that

time the children studied about language., In other words language acquisition is a nature ways to learn of language. This is the nature way how children get their mother language. The children are very fast learner. When the children listened sound with meaning, they will be easy to memories in their brain and start to talking. The first rule to have acquisition process to get first language is the children must listen first If the children do not listen they do not have acquisition.

This is the reason why a deaf person can speak. A deaf person cannot speak because he cannot listen sounds. The acquisition is very unique process. this is a nature process where the children did not feel that they are in learning process of language.

The children did not read. The children did not study grammar. The children did not memorize vocabularies, although the children did not feel that but the children get the first language and the children speak a language. The acquisition depends on where the children grow up. Although the children are from Indonesia but if the children lived and

grow up in America, the children will have English language as his first language.

3) The Second Language Acquisition

According to Krashen acquisition is a subconscious process while learning is conscious. It means that the children who did acquisition rather cannot feel the process. Krashan's works mostly differ about acquisition and learning process to get language.

Learning and acquisition both are different process to acquire a language. Acquisition is natural process to get a language. Naturally native speaker has acquisition to get their first language. Acquisition did not use formal education, acquisition did not need to study grammar to have the language. Acquisition is unconscious processes. The learner has studied a language with unconscious. Meanwhile learning is conscious process. In learning the learner is conscious that they have studied a language. Learning is done in formal education, there are teachers, students and the process is

in a class. In learning one approach that must be used is grammar approach. The learner studied grammar to master a language. The English style was being mastered by acquisition and learning will be different style. With acquisition the learner will speak naturally and with learning the learner will speak grammatically.

Unlike acquisition, on the learning, the learner is not focusing on the content, but on the form of the language. Learning is facilitated by error correction and rule explanation and it is affected by external factors, which may account for individual differences. The process of acquisition is not enhanced by overt teaching such as rules explanations helps the learner create mental representations of the grammatical rules, which in a conscious awareness of the linguistic rules. So, according to Krashen theory, it claims that acquisition and learning play different roles in the construction of utterances.

Stern (1986: 340) mentioned that the quality of the English learning outcome is much influenced by the language learning process, and this

learning process is influenced by learner characteristics and learning conditions. If the second language is learned as a foreign language in non-supportive environment, instruction is likely only to be the major or even that as a source of target language input. Here, input is used to refer to the language that is addressed to second language (L2) learner or teacher either by a native speaker or non-native speaker. Input is crucial for the language learning. „Input“ refers to the language, which learners heard or read. That is the language samples to which they are exposed (all Wright, 1991 :120). Ellis (1986) states that input is the result of interaction, not all the available inputs are processed by the learner, the part of the input that is processed or „let in“ also referred to intake

4) Taxonomy Communication Strategies

There are different ways of classifying communication strategy, However, most of the attempts to classify communication strategy reflect more or less the same categorization. In what follows I would like to present the taxonomies

of communication strategy proposed by Tarone :

Tarone(1981), classified communication strategies as follows :

1) Topic Avoidance. It was used by the English learner when he faced condition where he was invited in a particular topic that he did not know. The English learner avoid to talk or to discuss because he did not have data to be discussed or the English learner avoid to talk because he did not have enough vocabularies to discuss the particular topic.

2) Message Abandonment. It was used when the English learner have been in a topic discussion. In this situation the English learner tried to make the sentences simpler. The English learner made the listener understand with simple sentences he created. The English learner made the sentences simpler because he did not have specific vocabularies and the learner did not have many data about topic that was discussed. The English learner made the sentences brief and accurate to make the listener understand.

3) The Use of Paraphrase. The use of paraphrase means the English learner

tried to explain about particular vocabularies that he did not know. For example, the English learner did not know the name of a flower than he tried to explain the characteristic of the flower to the listener to make him understand. The English learner created a description about particular even or particular thing because he did not know the name of the thing.

4) Coinage (Creating new Words). Coinage means the English learner created new English words or new phrases that different and the new words did not exist in Native English. The coinage was done by the English learner when he translated literally from L1 into L2. For example the English learner said air ball for ballon. This happen because the English learner did not know the particular vocabularies in native English therefore he made compromise to overcome the problem.

5) Native Language Switching. It means the English learner speak English with Indonesian accent or the English learner speaks English sentences but using Indonesian

dialect. Native language switching is naturally did by the English learner because the English learner did not live in native English countries.

6) Miming (the Use of non-Linguistic Resources). The English learner used miming to show the meaning. In this case mostly yhe English learner did not have enough vocabularies or he did not know how to explain in English and finally the English learner used non linguistic resources like his expression, his gesture to make the listener understand what he means.

7) Appeal for assistance. It means the English learner seeks help from other when he has problem to express something in English. The English learner seeks help from outside. In this case the English learner used dictionary, asking others people when he has difficulties to say something in English.

The English learner naturally asked their friends when he did not know the certain vocabularies or how to create English sentences.

III. Research Method

1. Research Design

In this research, the researcher used descriptive qualitative research. This research tried to find out the most dominant communication strategies used by English language education students at Billfath University. The researcher used communication strategies from Tarone's taxonomy to cultivate the data.

2. Research participants

The population of this study is eight semester English students of Billfath University. The eight grade English students consist of 21 English students. And the object of the study is the communication strategies used by the students in speaking. The researcher took 10 English students as the sample to be investigated.

3. Data Collecting Technique

In this research, the researcher used interview to collect the data. The following are the steps of data collection that the writer will be done:

- 1) The researcher made some question to be questioned to English students.

- 2) The researcher gave several questions to 10 English students.
- 3) The researcher recorded the students' speaking performance when they were answering the questions.
- 4) The researcher analyzed the student's communication strategies with Tarone's taxonomy.

5. Data Analysis Technique

The Researcher used Tarone's Taxonomy to analyze communication strategy used by students.

IV. Finding and Discussion

Finding

The data was analyzed according to the strategic competencies presented by Tarone (1980) there are seven categories They are, Topic Avoidance, Message Abandonment, The Use of Paraphrase, Coinage (Creating new words), Native Language Switching, Miming (The Use of non-Linguistic Resources), Appeal for Assistance.

The Researcher asked five questions to provoke students to

Speak English.

In this data, the researcher used a way to give the initials (R) for researchers and (S) for Students. The following are five questions given by researcher to students :

- 1) Please, explain to me! What will you do after you graduate from Billfath University?
- 2) Please explain to me about what is your most beautiful experience when you are studying in Billfath
- 3) Please explain to me about what is your most horrible experience when you are studying in Billfath!
- 4) Do you have a Close friend in Billfath? If you have that, please describe your close friend !
- 5) Please explain to me about your difficulties when you are writing your thesis!

Researchers found several communication strategies for Tarone in this conversation, including:

a) **Appeal for Assistance**

Appeal for Assistance means the learner or the speaker seeks help from outside.

- 1) Appeal for Assistance is found in this data. **(Ask for help translating) oh..I will a...**

(Pausing). When the speaker answers the question she made a strategy to solve the problem in speaking. She asked her friend to give her help because she had problem to speak in English.

- 2) Appeal for Assistance is found in this data. The speaker answers with this **(Ask for help translating to Indonesian). Ooh.. My horrible experience in Billfath is when I... (pausing) apa itu.** When the speaker answers the question she made a strategy to solve the problem. In this moment, she asked her friend to give her help because she did not know how to say in English.
- 3) Appeal for Assistance is found in this data. The speaker answers with this **Close friend? Apa itu?** In this moment, the speaker did not understand the researcher's question. When the researcher asked her about who is her close friend, the speaker in this case Indah fathur rohmah did not know the meaning of close friend. And the

speaker did appeal for assistance to solve her speaking problem.

b) Miming

Miming means the English Lerner used nonlinguistic resources like mime, gesture or imitation to make the communication clear.

1) Miming is found in this data.

When the interviewer asked about do you want to get married than the speaker said **"No, I want continuing study or... (Moving hand).**

In this moment the speaker answer the question with moving her hands scratching her face. In this moment the speaker used gesture to make the communication more clear. In this moment the speaker looked shy to answer the question.

2) Miming is found in this data.

When the interviewer asked about what is your the most worst experience when studying in Billfath. Than the speaker answered the question with this **Yes, I get an accident in the**

Sekaran (Moving hand indicating "there"). To answer the interviewer's question the speaker used miming with moving his hands to solve her problem in speaking. The speaker made some gesture to make the communication more clear so the listener can understand.

b) Native language switching

Native language switching means the learner or the speaker tried to create a new word with the language target material. In other word the speaker combine Indonesian language and English language.

1) Native language switching is found in this data. In this case the interviewer asked the speaker to explain her close friend. The speaker answer with this. He is **clever.. smart.** Mmm... **ganteng eh** handsome and **rajin juga.** In this moment the speaker combine English with Indonesian language. The speaker used Ganteng and combining that with clever smart. The speaker used Ganteng because she did

not know the meaning of ganteng in English. Or perhaps she forgets Ganteng in English.

2) Native language switching is found in this data. The speaker said "No, I want continuing study or... (Moving hand) **lebih tepatnya ikut kursus atau memperdalam ilmu lagi**. In this case, the speaker used gesture with moving her hands to make her speaking more clear.

Based on the analysis, that has been done above. From data 01, it was found that results of the communication strategies from Tarone(1980) used by the speaker is as shown in the following table ;

Communication strategies by Tarone	Total
Topic Avoidance	0
Message Abandonment	0
The Use of Paraphrase	0
Coinage(Creating new words)	0
Native Language Switching	2
Miming (the Use of non-Linguistic Resources)	2
Appeal for assistance	3

Table 1. The Communication Strategies used by participants

Base on the analysis, the researcher found 75 data. The English students used 5 strategies from 7 Communication strategies from Tarone. There are topic avoidance 8 data, the use of paraphrase 6 data, Native language switching 19 data, Miming (the use of nonlinguistic resources 29 data, and appeal for assistance 13 data. In this analysis, the researcher found that the English students did not use message abandonment and coinage (creating new words). And the most frequently strategies used by the students is Miming (the use of nonlinguistic resources) 29 data. From the analysis the researcher found the fact that all of the students used communication strategies to solve their speaking problem.

Discussion

Based on interviews and data analysis, the researcher found that which communication strategies used by English student were often demonstrated or used when they had difficulty in speaking English. Researcher took this data from analyzing and concluding from interview sessions that had been

conducted with English student.

Analysis of data presented in tabel below is the general finding of the use of communication strategies from Tarone(1980) used by 10 eighth semester English students. All percentages on the elaboration of communication strategies as a result of data analysis, can refer to the following the table.

Communication strategies by Tarone	Total	Percentage
Topic Avoidance	8	10,6 %
Message Abandonment	0	0 %
The Use of Paraphrase	6	8 %
Coinage (Creating new words)	0	0 %
Native Language Switching	19	25,3 %
Miming (the Use of non-Linguistic Resources)	29	38,8 %
Appeal for assistance	13	17,3 %
Total	75	100 %

V. Conclusion

Based on the analysis, the researcher found 75 data. The English students used 5 strategies from 7 Communication strategies from Tarone's taxonomy. There are topic avoidance 8 data, the use of paraphrase 6 data, Native language switching 19 data, Miming (the use of nonlinguistic resources 29 data, and appeal for

assistance 13 data. In this analysis, the researcher found that the English students did not use message abandonment and coinage (creating new words). And the most frequently strategies used by the students is Miming (the use of nonlinguistic resources) 29 data. In percentage there are topic avoidance 10,6%, the use of paraphrase 8%, native language switching 25,3% Miming (the use of nonlinguistic resource) 38,8%,appeal for assistance 17,3%. According the researcher the students used communication strategies in their speaking to solve their problem in speaking. The researcher found that the students have difficulties in speaking. The students used many communication strategies to make the communication smoothly. Although the students did not speak well in English but with communication strategies the students could deliver their meaning to the hearer.

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