



**THE COMMUNICATION STRATEGIES EMPLOYED IN SPEAKING ENGLISH
CLASS BY THE THIRD SEMESTER STUDENTS OF NUSANTARA PGRI KEDIRI
UNIVERSITY ACADEMIC YEAR 2014/2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain

The Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2016



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Approved by the Advisors to be proposed to the English Department Examination
Committee of University of Nusantara PGRI Kediri.

Kediri, 9th August 2016

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ABSTRACT

Communication strategy is the way to help the speakers while they face difficulties with their language in second language in communication. Knowing, understanding, and using the types of Communication Strategies can help the students make their conversation fluency. This research is descriptive quantitative research. The researcher observed students of Nusantara PGRI University Kediri especially the third semester students during the speaking class of English department as the population, and the sample was 6 people from three class. The researcher found thirteen communication strategies were applied by the students in speaking English class, but not all of the communication strategies were used in every conversation, but only certain communication strategy was used. Depend on their difficulties of the conversation topic. In this research the most frequent of communication strategies had been applied by the students was stalling or time gaining strategy. It was 6,25%. Most of the students used stalling or time-gaining strategy because they need some time to think and continue talking after they found the right words they need to communicate clearly and smoothly related with the topic.

Keywords : Communication Strategies, Second Language (L2), Speaking Class

I. Background of Research

English has four skills such as speaking, writing, reading, and listening. Those skills are unity which cannot stand alone every skill has its own connection to other skills. It is divided into two ways of communication, first is oral communication and the second is written communication. Written communication includes reading and writing skills, and oral communication includes listening and speaking skills.

Furthermore, we use speaking as communication tools for daily use. Richards (2008: 19) notes that the mastery of speaking skills in English is a priority for many second or foreign language students. It means that speaking becomes the most common learned and the priority when the students study about second or foreign language. It is used to communicate effectively with others. But frequently

students faces difficulties. In this case, they cannot share their ideas, express their feeling, which caused them cannot communicate clearly, and fluently to the other.

Most reason of this problem is because students do not know what communication strategy to use. They use miming, gesture, and another way to help them in order to describe, or explain what they want to say in communicate, and uniquely, without realizing that the way they used to communicate as mentioned above is included as kinds of communication strategy. These are just few example that frequently faced by students when they try to communicate in English. According to Pollard (2008:33), speaking is the way to deliver the ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. From statement above, it can be concluded that if students face difficulties or communication problems like above, they will not be able to speak well, they cannot communicate effectively and cannot explore their ideas. So the researcher can say that beside grammar, pronunciation, and vocabularies, communication strategy is also important thing that we have to accomplish in order to be able communicate well to other person. In line with Malasit and

Sarobol (2013) argue that, not only low – proficiency students but also high language proficiency ones are sometimes faced with the communicative problems.

To minimize the problems, students used kind of communication strategies, for example they used gesture, miming, translate into L1, and etc. Moattarian and Tahririan (2013) argue that being able to communicate effectively is the optimal goal of all language students; therefore, despite difficulties they face and restrictions they have while expressing themselves, they rely on employing diverse communication strategies. It can be concluded that students need some strategies to solve the problems in communication. And one of the strategies that can help students when they face some problems in communication is communication strategy.

Communication strategy is one of the strategies that used to solve students' problems in second or foreign language communication. Gass and Selinker (2008: 285) argue that a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language. From the statements above, the researcher can say that communication strategy is the alternative way to minimize the difficulties that faced by students in expressing ideas. Therefore, communication strategies aim to help students when they

face difficulties with their language in order to communicate.

In the same case with situation above, the researcher's experience when he was in third semester in University of Nusantara PGRI Kediri, he frequently found his classmates were not able to communicate clearly in English which caused them use some strategies to solve it, such as use their hands, trying imitate the sound movement of things, mix languages in this case English and Indonesian, they create new words, they try to describe something, they do not know the words for what do they mean for. Based on statement above, we can say that there were many communication strategies used by students during faced difficulties to communicate clearly.

Nani I. Tiono, Agatha Sylvia (2005) argues that students of English Department of Petra Christian University Surabaya also found difficulties in communication. For example, there is a student that always panicked when facing the speaking class that caused by limited skill in speaking. She kept silent to avoid speaking although she had some ideas in her mind. She kept silent since she always got stuck in the middle of conversation. The worst, some students might even escape from that class.

Based on the problems above, the researcher wants to know what are communication strategies of the students, and what communication strategies mostly use by students in class. The researcher takes this research entitled: The Communication Strategies Employed in speaking class by third semester students of University of Nusantara PGRI Kediri in Academic Year 2014/2015?

II. Research Method

There are some kinds of research that can be used by the researcher to collect the data. In this research, the researcher used descriptive quantitative research design. According to Hopkins (2008: 1):

“In quantitative research your aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.”

It means that quantitative research design consist of two kinds. Those are descriptive, which are the subjects usually measured once. And experimental, which are the

subjects measured before and after a treatment.

According to Hopkins (2008: 1), descriptive studies are also called observational because the researcher observes the subject without otherwise intervening. In this research, the researcher used descriptive quantitative because the researcher analyzed the data to find out the communication strategies that apply by students when they were facesome problems in speaking activity and count the frequency of communication strategies that applied by students in second semester of UNP University. The following steps are addressed to get the result of this research as follow:

1. Giving questionnaire to the students.
2. Observing the situation of the class when the students practice in front of the class.
3. Analyzing the data and classifying the communication that applied by students and then count the frequent of communication strategies types.

III. Result

From the data of the research, it can be concluded that most of students used communication strategies in their speaking. Not all of communication strategies were used by them. There were four from thirteen of communication strategies that used by the students.

From the result of the data interpretation, the researcher concluded that there were four kinds of communication strategies that used by the students when they faced difficulties in speaking class. Those were use of all purpose word, prefabricated pattern, non linguistic signal, and stalling or time gaining. From four types of communication strategies here it can be seen that communication strategies that often used by the students is stalling or time gaining strategies.

IV. Conclusion

From the previous chapter above, the researcher could draw a conclusion that the communication strategies were used by the students while practice in speaking English class.

The communication strategies used by the students were message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help and stalling or time-gaining strategies. The types of communication strategies most frequent used by the students was stalling or time gaining strategy.

The students did not use all of the communication strategies in every conversation, the certain communication

strategy was used depend on the topic and word, phrase or sentences they understood. At last, study about Communication Strategies is useful for students who learn English as second or foreign language. By knowing, understanding, and using the types of Communication Strategies can help the students make their communication and conversation go fluently, smoothly and clearly.

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