

JURNAL

***THE COMMUNICATION STRATEGY
APPLIED BY A COLLEGE STUDENT IN SPEAKING CLASS
OF ENGLISH EDUCATION DEPARTMENT
AT UNIVERSITY OF NUSANTARA PGRI KEDIRI
IN ACADEMIC YEAR 2015/ 2016***



By:

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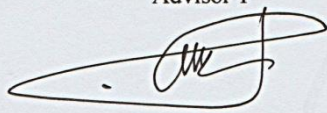
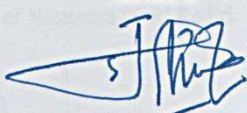
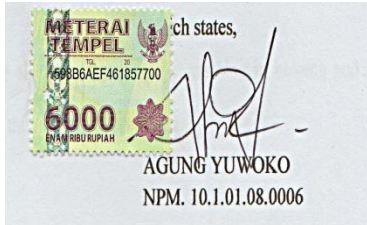
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ABSTRACT

One of the ways to get success in learning English especially speaking skill is the application of communication strategies. Communication strategies are ways that can be used to support and enhance students capabilities during speaking. This research focuses on the communication strategies applied by a college student in speaking. The formulations of the problems are (1) What communication strategies are applied by a learner in using English in speaking class? (2) How does the learner implement the strategies in communication in speaking class? The purposes of conducting this research are to identify the type of communication strategies applied by the learner and how to implement the communication strategies during communication in a speaking class.

In holding this research, the researcher adopted descriptive qualitative research and the design was case study. The researcher observed one of college students in University of Nusantara PGRI Kediri. By using case study, it applies multiple methods there were observation, interviews and documentation. After all the data gained, then the researcher classified and the results of this research were concluded and presented in the form of a description in discussion part.

The research result data showed that the learner had better achievement than others by applying two types of communication strategy. From the avoidance strategy, the learner applied Message Abandonment in some speaking occasions during the interview and documentation. While, most of compensatory strategy was used during speaking with the interlocutor is code-switching. By using those communication strategies, the learner can speak English fluently as if there is no problem, so it means he is able to choose appropriate strategy to overcome the problem during speaking.

Based on the conclusion, the writer suggests that by applying more kinds of communication strategies, it can help the students in communication and conversation run smoothly, actively, and clearly with others, and also can develop their speaking ability. For the other researcher, different people have different way to use kinds of communication strategies. The researcher suggests the other researcher to do the research with the same title, but different research design.

Key word: Communication Strategies, Speaking.

I. BACKGROUND

Communication is the process of asking and responding information. It is a very important aspect in human life because people need each other to live. In this term, speaking as a way of communication is one of the four basic language skills that commonly used for communication in daily life. In learning language, people speak more often than use their other communication skills. 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 in learning second or foreign language.

Nowadays, how to communicate effectively in Foreign Language Learning becomes much more important than reading and writing. Foreign language learners can be considered as successful learners if they can speak communicatively using the target language. To speak communicatively every learner will have different strategy to apply in the classroom. Hence, knowing the strategy applied by the learners in the classroom will help the teacher to find a way to support.

A theory of good communication skills can be characterized as one that emphasizes the minimum level of

communication skill needed to get along in, or cope with, the most common second language situations the learner is likely to face. Thus Savignon in Canale (1980:9) makes explicit reference only to grammatical skills as the requirements of good communication, pronunciation and vocabulary. In short, a good learner of foreign language should master the grammatical, pronunciation, vocabulary and understand the social context.

Pollard (2008:33) states that 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. Sometimes to express the ideas, share feelings and communicate effectively with others, students often experience difficulties or handicaps, for example, limited vocabularies and how to pronounce; how to apply grammar in speaking, what they want to say, and the students often get stuck or stop their conversation because they do not know about the topic. These are just few problems that are faced by the students. From the statement above, it can be concluded that the difficulties or handicaps experienced by the students can make them unable to speak effectively or explore their ideas in order to speak communicatively.

To minimize the problems, students can use kind of communication strategies, for example gesture, miming, or even translation into their first language. As Dornyei (1995:56) states that to communicate effectively in second or foreign language, some people use their hands, they imitate the sound movement of things, they mix languages, they create new words, they describe or circumlocute something they do not know the words for. Therefore, students need some strategies to solve their problems in communicating.

Communication strategy is one of the strategies used to solve students' problems in second or foreign language communication. As stated by Thornbury (2005:29), communication strategy is the successful use of such strategies in order to communicate in a second language. It is supported by Gass and Selinker (2008:285) who state that a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language. From the statements above, it can be concluded that communication strategy is the alternative way to reduce the difficulties faced in expressing ideas. Therefore, communication strategies aim to help students when they face difficulties with their language in order to communicate.

Dornyei (1995:57) explains that communication strategy is divided into two parts; those are avoidance strategy and compensatory strategy. Avoidance strategy includes message abandonment and topic avoidance. And compensatory strategy encompassing circumlocution, approximation, use of all – purpose words, word coinage, prefabricated, nonlinguistic signals, literal translation, foreignizing, code – switching, appeal for help, and stalling or time – gaining strategies.

In a reality, there are several students who have special skill in speaking. And there is one student who seems more fluent in speaking. He seems to have no obstruction in communicating English, yet it does not mean a student who has fluent speaking does not encounter any kinds of problems, however he can choose the most appropriate communication strategy to overcome the problem.

Lin (2007:11) conducted a case study about communication strategies. The primary purpose of this case study was to identify what were Taiwanese University English as a Foreign Language (EFL) learners' perceptions about learning communication strategies. And it is found that in Taiwan many good speakers can determine the appropriate kind of communication strategies to overcome speaking handicaps.

Based on the statement above, there are many kinds of communication strategies that can be used by the students who face some problems in communicating or speaking. Because of that, the researcher wants to know the communication strategies are used by the student. In conclusion the researcher organized a research under the title “The Communication Strategy Applied by A College Student in Speaking Class at University of Nusantara PGRI Kediri in Academic Year 2015/ 2016.”

II. METHOD

This research adopted descriptive qualitative research. It means that the research used detail information whereas the data collected is words rather than numeric data. The design applied case study research design because it investigated a single case that was the speaking strategies applied by a college student of UN PGRI Kediri in order to be fluent in speaking.

The researcher chose a college student of UN PGRI Kediri which is located at Jl. K.H. Achmad Dahlan No. 76 Mojoroto. The researcher decided to choose him as the subject of the research because he has better skill in speaking if he is compared to other students in his grade. From his daily life, he is a confident and

active student in the class. He has ability to explore his speaking skill to the public and has many experiences becomes Master of Ceremony. From the researcher’s experience knowing him as the M.C, he seems having no problems in speaking. As this consideration, therefore the researcher decided to do a research on his speaking ability.

Before doing the actual research, the researcher did preliminary research to know the students’ speaking activities in the class. In preliminary research, the researcher identified the situation of learning English in certain classroom interaction in the speaking class.

To collect the data, the researcher applied some instruments to collect the data, they are: observation, interview, and documentation. While in analyzing the data, the researcher compared the data taken from the observation checklist form and the result of interview and also the documentation during conducting the research process. Further, the analysis of the data obtained from the observation, interview, and documentation was done by using three components such as data reduction, data display, and conclusion drawing or verification data. Then, to make the data analysis becomes valid, the researcher used methodological triangulation.

III. FINDINGS AND CONCLUSION

The research findings can be described based on the data from the three instruments. It deals with the strategies of speaking skills applied by the respondent, there are some strategies that can be identified as follows:

a. Avoidance strategy

The utterance above is categorized as avoidance strategy by means the respondent did not explain clearly about the meaning of the word “PUNOKAWAN” and used the expression of “like this one” to avoid it. It can be found from the following dialog:

Researcher : Who was your first friend at school? Why did she/he become your best friend?

Respondent : It could be. At school mean, when I in Elementary School like this. For Elementary School I have, you can call *my friendship is “PUNOKAWAN” like this one,*

b. Compensatory strategy

On the other hand, the respondent more often implemented the compensatory strategies to compensate his missing knowledge about a language during the conversation. It enables the learner to use the new language for either comprehension or production despite limitations in knowledge. Below are some types of

compensatory strategy that the respondent implemented:

1) Approximation

The utterance above as approximation strategy can be seen from the context of the following dialog:

Researcher : Do you think friends are more important than family these days? Why/not?

Respondent : I think family is more important than friend because what in my opinion it is because when I getting when I got sick *my family cures me heal me* and when I need something of course my family will be there.

The topic of conversation above is about the more important between friends and family. In certain opportunity, the respondent used the diction “*cures and heal*” rather than “*takes care of me*” to show his parent’s attention when the respondent got sick.

2) Use of all-purpose words

In an interview by the topic is “Family Matters”, the researcher found the use of all-purpose strategy to make the respondent’s speaking keep running fluently, it can be seen from the following dialog:

Researcher : What are the advantages and disadvantages of having a twin? Would you like to have a twin? Why/not?

Respondent : I never hope about twin and advantages and disadvantages *I prefer I private to it.*

3) Prefabricated Patterns

The use of prefabricated patterns as seen from the utterance above can be found from the following context:

Researcher : Have you lost contact with any good friends? What stops you getting back in contact?

Respondent : Actually he is my best friend to in Junior High School one of PUNOKAWAN but in junior high school for in Elementary School my best friend in Elementary School and junior high school *unlisting*. But I never recognizing well as long as when study in junior high school.

In this case, the respondent explained his friends that he could remember when he was junior high student. But, at that time he had only had the word of “*unlisting*” to explain the total friends that he could not remember. It is not appropriate in grammar, therefore the respondent should use “*unlisted*”.

4) Nonlinguistic Signals

In a certain occasion in the interview, the respondent used the expression “*terpeleset*” by showing his gesture just like getting slipped on the floor. The respondent used the gesture as he could not explain the word into English. the context of using the gesture was

explained by the respondent during interview as seen from the following dialog:

Researcher : Do you usually use such as mime, gesture, facial expression, and sound imitation to help you in expressing the meaning of words?

Respondent : Yes, when I couldn’t find difficult words so I usually use my mime and gesture to help me to provide my vocabulary. For last time when I was in Speaking 1, I don’t know about “*terpeleset*” so I have to like this one (*showing gesture of getting slipped*).

5) Literal translation

The use of literal translation strategy as the utterance above can be found from this dialog below:

Researcher : Who was your first friend at school? Why did she/he become your best friend? ...

Respondent : It could be. At school mean, when I in Elementary School like this. For Elementary School I have, you can call my friendship is “PUNOKAWAN” like this one, the name is Badruk, Agus, Agik, and me, like this one. *And then until now we still communicated but for one*, he is Badruk except, and then for how long *until now I think*. ..

From the dialog above it can be seen that the respondent said the word “*until now*” that is literary translated from

L1 to L2 without considering to the appropriate utterance that is “*I think we still communicate*”.

6) Code-switching

Topic: Friendship

Researcher : What are the advantages of having a pen-pal or an e-pal of a different nationality? Do you have a pen-pal or an e-pal?

Respondent : Oh I see. I don’t have about it, I mean that what in advantages is about aaa sharing knowledge or I will get knowledge from different nationality and we will share it we will make simple, I mean than we will gather we talk it “*oh disana seperti itu*” I think like this one.

In this case, most of the strategies used by the respondent in this research is code-switching just like some examples above. The respondent experienced difficulty to say the expressions above in English without considering other strategies that he could prefer to use, so he just easily used Bahasa by pronouncing it in English to make his speaking went smoothly.

7) Appeal for help

Researcher : Have you ever fallen out with your friends? How did you make it up?

Respondent : Fallen out. *What do you mean fallen out?* Oh...getting problem. ...

In some opportunities, the respondent experienced difficulties to understand the topic given by the researcher. Therefore, sometimes the respondent applied strategy of appeal for help as the examples above to make himself have clear understanding related to the words or utterance that he did not understand as like the dialog above.

8) Stalling or time-gaining strategies

Researcher : Do you think that friends should have a lot in common? Is it important to have the same nationality, background, opinions, taste, financial status, religious beliefs etc?

Respondent : This it. *aaaa.... Mmmmm* very agree with this one friends must have I mean must be having same nationality, background, opinions, taste and soon.

Based on the data of interview and documentation above, the learner frequently used the strategy of compensatory rather than avoidance. But it can be identified that types of compensatory strategy “code switching” is the most frequently used by the respondent to help him solving the problem during speaking.

In conclusion, 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 both avoidance and compensatory can help the students make their communication and conversation go fluently, smoothly and clearly. Therefore, understanding the appropriate communication strategy during speaking is very necessary for EFL students to make their speaking skill developed as native by considering to the other speaking elements such as correct vocabulary, accuracy, pronunciation, and fluency.

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