

**THE FREQUENCIES OF COMMUNICATION STRATEGIES APPLIED BY THE
FOURTH SEMESTER STUDENTS IN SPEAKING CLASS AT ENGLISH
DEPARTMENT OF NUSANTARA PGRI KEDIRI UNIVERSITY IN ACADEMIC
YEAR 2015/2016**



PUBLICATION ARTICLE

By:

AHMAD FATHONI

NPM.11.1.01.08.0010

- 1. Drs. Agung Wicaksono, M.Pd**
- 2. Yunik Susanti, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS OF NUSANTARA PGRI KEDIRI
2016**

**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017**




Yang bertanda tangan di bawah ini:

Nama Lengkap : Ahmad Fathoni
NPM : 11.1.01.08.0010
Telepon/HP : 085853833349
Alamat Surel (Email) : fathonia09@gmail.com
Judul Artikel : THE FREQUENCIES OF COMMUNICATION STRATEGIES APPLIED BY THE FOURTH SEMESTER STUDENTS IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF NUSANTARA PGRI KEDIRI UNIVERSITY IN ACADEMIC YEAR 2015/2016
Fakultas – Program Studi : PENDIDIKAN BAHASA INGGRIS
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi : Alamat, : Jl Kh Achmad Dahlan 76 Mojoroto.

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Pembimbing I  DRS. AGUNG WICAKSONO, M.PD NIDN.0711076802	Pembimbing II  YUNIK SUSANTI, M.PD NIDN. 0718017801	Penulis,  Ahmad Fathoni NPM. 11.1.01.08.0010

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Ahmad Fathoni
11.1.01.08.0010

Faculty of Teacher Training and Education
English Education Department

fathonia09@gmail.com

Drs. Agung Wicaksono, M.Pd & Yunik susanti, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The writer wants to show up the communication strategies that is implemented by students. In fact University students have different communication strategies which are one-way task (concept identification) and a two-way task (role play). The one-way task performed that students use communication strategies from such as paraphrase, restructuring and generalization, and avoidance strategies such as message abandonment. The research is focused on frequent of communication strategies used. This research used descriptive qualitative research. The subject of the research was 4-C class on English Department in University Nusantara PGRI Kediri . The data were gained through observation and documentation from the writer to the student. The technique of analyzing data was used reducing the data, displaying the data and make the conclusion. This research finding tells about one kind of strategy that students often used, which is compensatory strategies. And the most frequent of communication strategies used is non – linguistic signals. The conclusion is the Students could develop the presentation well by using compensatory strategies. It can be seen from understanding audience from the explanation of the presenters in presentation.

I. INTRODUCTION

Communication strategy is one of the strategies that 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.

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.

In fact University students have different communication strategies which are one-way task (concept identification) and a two-way task (role play). The one-way task performed that students use communication strategies from such as paraphrase, restructuring and generalization, and avoidance strategies such as message abandonment.

Because of that, the researcher wants to know the communication strategies of

the students and what communication strategies frequently used in the speaking class.

Considering that, it is essential to do a research under title The Frequencies of Communication Strategies Applied by the fourth semesters' English Departmen students of Nusantara PGRI University Kediri.

Dornyei (1995:56) states that a communication strategy is a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty.

There are two tyes of communication strategies , which are :Avoidance Strategies (Message Abandonment, Topic Avoidance) and Compensatory Strategies (Circumlocution, Approxiation, Use of All-Purpose, Word Coinage, Prefabricated Patterns, Nonlinguistic Signals, Literal Translation, Foreignizing, Code-Switching). Therefore, it is interesting to investigate the way of the students use such kind of strategies.

the writer would be formulating of the problems. In generally the writer would be formulating of the problems:

1. What communication strategies are used by the fourth semesters' english departmen students of nusantara pgri

university kediri during the speaking class?

2. What are the most frequent strategies used by the fourth semesters' english departmen students of nusantara pgri university kediri during the speaking class?

here the researcher would like to know the most used of communication strategies by the fourth semesters' english departmen students of nusantara pgri university kediri.

II. RESEARCH METHOD

the reseach data were collected from observation class during presentation process and video documentation. Thus, this study involves an english teacher, and the fourth semesters' english departmen students of nusantara pgri university kediri.

this is focused on the frequencies of communication strategies applied by the fourth semester students. In this study, the writer attempts to identify and to describe the result of observation of the frequencies of communication strategies applied by the fourth semester students.

researcher chooses the student subject because they are as English learners that following the learning method of English lesson.

III. RESEARCH FINDING

In this stage, the writer describes the frequencies of communication strategies applied by the fourth semester students in speaking class at english department of nusantara pgri kediri university in academic year 2015/2016.

1. *Communication*

Strategies Used

Students as the presenter explained by using communication through some strategies used. The strategies used by the students are : Avoidance strategies (Message Abandonment, Topic Avoidance) , and Complementary strategies (Circumlocution, Approximation, Use of All-Purpose Word, Word Coinage, Prefabricated Patterns, Nonlinguistic Signals, Literal Translation, Foreignizing, Code-Switching).

❖ **Message Abandonment**

Message abandonment is leaving a message unfinished because of language difficulties. Therefore, students of L2 that has difficulties or confuse with vocabulary, word, or meaning they often cut their voice, for example; the students say “in Bunaken beach, we will find beautiful mm.....” (They do not continue their utterance).

E.g. Skip, pass, other else, quit, and so on.

The result, there was no one students used this strategies.

❖ **Topic Avoidance**

Topic avoidance is avoiding topic areas or concepts that pose language difficulties. It is the strategy when the students try not to talk about concepts or topic which they find it difficult to express. In situation; when the students in the speaking class and teacher give topic about hobby, they felt difficult of it and they did topic avoidance strategy.

E.g. When students get food topic they prefer to eject the topic or better choose other topic / related topic.

The result, there was no one students used this strategies.

❖ **Circumlocution**

Describing or exemplifying the target object of action E.g. the thing you open bottles with, for corkscrew.

The result, there was no one students used this strategies.

❖ **Approximation**

Approximation is a strategies that presenter had confused about what she/he

told the the audiences. So she/he felt unconfidence at the same time.

E.g. Arsinta : **On 4.33 min – 4.53 min:**

“And the first is *strength*. (hand gesture 3x) Aaaa..ours .aa... our *strengtha*... *strengthis* eeeemmm.. our *strength* is personal.(stuck 5x)”

The result, Arsinta felt confuse of the best word of the strength, she may be forgot about what strength she though. So she used some accent/ some sticking to discover what she really wanted to explaine well.

❖ Use of All-purpose Word

Use of All-purpose Word is a strategies that rememorized the step of the presentation, it was usually happened on the opening of the presentation.

E.g. Tia Riska: **On 0.1 min – 0.13 min** : “*good evening everybody, we are from group four. We will presented our material about the healthy drink*”.

The result, Actually this structure or this pattern is wrong, but because this sentence acceptable by audience or the interlocutors, the process of speaking persistent run well.

❖ Word Coinage

A student creates an L2 word based on his/her knowledge of morphological rules. The students create some words or sentences logically as they know

from their analysis. For example; students say ”drummist” for “drummer” because they are after learning about pianist, violinist, guitarist, etc.

The result, there was no one students used this strategies.

❖ Prefabricated Patterns

Prefabricated patterns are the memorization of certain stock phrases or sentences without internalized knowledge of their components. It means using the utterances which have memorized before without think it over what the real meaning of those utterances. For example, the student said “I am boring” for “I

am bored”, actually those utterances have the different meaning, the first utterance means (Sayamebosankan) and the second means (Sayamerasabosan), so it make the different reaction from the students around.

The result, there was no one students used this strategies.

❖ Non-Linguistics Signals

Non-Linguistics Signals is a strategies that he/she used gesture to make clear in explaining that words.

E.g. Arsinta :*“the example of non verbal interaction is hand gesture.*

When the

presenter explain to the other students and then the presenter give a stress about the sub topic by appoint her hand to the specific topic and explained it while giving hand gesture (while she modeling his hand up, down, around, shake, etc)”

On 4.33 min – 4.53 min :So , this is about our.. a... what it is like?. A.... an ou... e.... what is like? A voice in our speech.Delivery order. And then the unit taste , consistency, and location. (hand gesture 9x)

❖ **Literal Translation**

Literal Translation is a strategies that exchanged the L2 to become L1. It is happened when the audiences didn't get the understandable of the presentation meaning.

E.g. Wayan :**On 0.57 min – 1.36 min**”*And then Goal and Strategies For the goal , use the qualitative Our service and (Translate) Jadi the last scope itu yang di yang pertama itu*

Dijanjikan kualitas makanannya dan juga servisnya”

The result, Although he explained clearly the meaning, but the writer didn't get the goal, yet.

❖ **Foreignizing**

Students use L1 word by adjusting it to L2 phonologically. For example, students do not know the word “pedicab”, they use the L1 word, that is “becak”, but in L2 pronunciation.

The result, there was no one students used this strategies.

❖ **Code Switching**

Code Switching is a strategies that he/she faced problem to say a word, then she used Java language as her mother tongue in the middle of her sentence.

E.g. Arsinta: **On 3.30 min – 3.54 min**.*“we can offer ...kita bias membuat contoh di daerah lain.”*

The result, she combined her language with her mother tongue that is Indonesian language when she did not know the vocabularies that appropriate with the context.

❖ **Appeal for Help**

Appeal for Help is a strategies that asked for some help when presenter got some difficult question from the

audience. He / she could discuss with other audience/ their group to solve the problem.

E.g. Wayan: **On 0.57 min – 1.36 min:**

Jadi the last scope itu yang di yang

pertamaitu di janjikan kualitas makanannya dan juga servisnya untuk menjadi.....untuk menjadi...??? (Stucked) (*While ask his friend*) then continued his statement). Untuk menjadi rasa

terbaru.

The result, he still confused about what answer might be. Eventhough he had already used native language.

❖ **Stalling or Time Gaining**

Stalling or Time Gaining is a strategies that often used for the presenter when he/she got stuck for continuing her speech. She usually use “eee or aaa or eemmm, etc

E.g. Arsinta: **On 3.55 min – 4.32 min:**

“Nah . ee... for the culture e.. for the budged is 70 until 80portions a day.”

The result, When the student said Nahand ee... e... actually she stole the time to think what she wanted to say.

2. *Frequencies of Communication Strategies Used*

From the result of the data analysis can be concluded as the data table 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and for the table 4.7 is the conclusion of the data.

Table 4.7. The Data Interpretation

N o.	Kinds of CSs	Percent age %	Interpreta tion
1.	Massage Abandonm ent	0%	Not Used
2.	Topic Avoidance	0%	Not Used
3.	Circumloc ution	0%	Seldom
4.	Approxima tion	7.7%	Seldom
5.	Use of All – Purpose Words	2.1%	Seldom
6.	Word Coinage	0.4%	Not Used
7.	Prefabricat ed Patterns	0%	Not Used
8.	Non – Linguistics Signals	52.8%	Often
9.	Literal	2.1%	Seldom

	Translation		
10	Foreignaizi ng	0%	Not Used
11	Code – Switching	7.7%	Seldom
12	Appeal for Help	2.1%	Seldom
13	Stalling or Time – Gaining strategies	26.2%	Often

From the result of the data interpretation above, the researcher concluded that there were seven kinds of communication strategies that used by the presenters when they faced difficulties in speaking class. Those were, Approximation, All Use of Purpose Words–, Non – Linguistics Signals, Literal Translation, Code – Switching, Appeal for Help, Stalling or Time – Gaining strategies. From thirteen types of communication strategies here, it can be seen that communication strategies that *often* used by the students are use of non-linguistics signal and stalling or time – gaining strategies.

IV. DISCUSSION

In this part, the researcher discusses the results by comparing with the previous study, and the theory of communication

strategy. The result of this research shows that the students used some of communication strategies in their presentation when they faced difficulties. There are seven types of communication strategies were used by presenters in this research, those were Approximation, All Use of Purpose Words–, Non – Linguistics Signals, Literal Translation, Code – Switching, Appeal for Help, Stalling or Time – Gaining strategies.

From the result of it, the most frequently used of communication strategy was non-linguistics signal. This strategy belongs to the compensatory strategy. The present study indicates that the students tended to rely on compensatory strategy. From the explanation above, shows that the result of the research in the previous study and the researcher result itself are the same. The way to collect the data, participants and the lecturer in this research and the previous study are different. It happened in both of this research and previous study. It indicated that the students attempted to keep the conversation flowing and maintain their interaction with the interlocutors. It can be concluded that the presenters solve their problems when they faced difficulties in speaking while continuing the conversation with the interlocutors.

V. CONCLUSION

From the previous chapter above, the researcher could draw a conclusion that the communication strategies were used by the fourth semester students in English Department in speaking class of University of Nusantara PGRI Kediri while practice in speaking English class.

The communication strategies used by the students were seven that are message abandonment, approximation, use of all-purpose words, nonlinguistic signals, 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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