

ARTICLE
AN ANALYSIS OF COMMUNICATION STRATEGIES USED IN
EXTENSIVE SPEAKING CLASS AT ENGLISH DEPARTMENT OF
NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2015-2016



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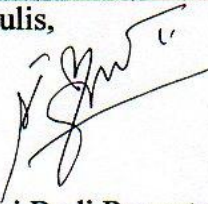
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AN ANALYSIS OF COMMUNICATION STRATEGIES USED IN EXTENSIVE SPEAKING CLASS AT ENGLISH DEPARTMENT OF NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2015-2016

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ABSTRACT

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. Moreover, Gass and Selinker (2008:285) state that a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language. From the statement, the researcher can be concluding that communication strategy is alternative way to reduce the difficulties faced in expressing ideas. This present study investigated the types of communication strategies are used one of group students in speaking class when they played drama in preparation day. This research focuses on the communication strategies applied by students in speaking when they played drama. There are two formulation of the problems that the researcher used. The formulation of the problem are (1) What communication strategies are used by a group of students in 3-B class in Extensive Speaking Class At English Department of Teacher Training Faculty University of Nusantara PGRI Kediri academic year 2015/ 2016? (2) How do a group of students as the object of the research employ the communication strategies in the Extensive Speaking Class At English Department of Teacher Training Faculty University of Nusantara PGRI Kediri academic year 2015/ 2016?

In this research, the researcher used case study design. She observed on of group students drama in 3-B class. The researcher used observation and documentation. As data collection, the researcher classified and result of this research were conducted and presented in the form of a description in discussion part.

The findings showed that students applied various communication strategies when they practiced. They were appeal for help, code switching, and was time-gaining. After practicing few times, their performance was much better. Because they did not find problems in communication strategies. It can be concluded that communication strategies are used by foreign language learners when they are not capable to expres using the target language.

Keywords: communication strategies, speaking.

I. Introduction

Communication is the process of exchanging information. Information is conveyed as words, tone of voice, and body language. Communication is important aspect in life. Because every day everywhere the learners used communication to deliver and tell the other. Nowadays, how to communicate effectively in Foreign Language Learning becomes much more important than reading and writing.

To minimize the problem, students used kind of communication strategies, for example they used gesture, miming, translate into first language, and etc. 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 circumlocution something they do not know the words for. 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 communicating. And one of the strategies that can help students when they face some problems

in communicating is communication strategy.

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. Moreover, Gass and Selinker (2008:285) state that a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language. From the statement, the reseacher can be concluding that communication strategy is alternative way to reduce the difficulties faced in expressing ideas.

As in 3-B class of University of Nusantara PGRI Kediri, there is a group of students who always has good performance in speaking class. They speak fluently and share their ideas smoothly in a good confidence. They also joined English Debate Competition as representative of 2C in English Students Association which was held on University of Nusantara PGRI Kediri in 2013 ex.Kediri level. Furthermore, they were a student of Global English Course students in Pare for three years. So from his experience, they have a good basic

in speaking. In his grade, they always has good score. From thus data, the researcher is interested to examine An Analysis Of Communication Strategy Used In Speaking Class At English Department Of Teacher Training Faculty University Of Nusantara PGRI Kediri Academic Year 2015/2016.

II. Reseach Method

This research is a qualitative research in which the researcher used the data collected from a group of students as research subjects in 3-B class. In this research, the researcher chose a case study types because in this case in English Department of Nusantara PGRI Kediri there is one group of drama from third grade in 3-B class that they have good ability in speaking, good score, and table score in speaking and their ability was different from other students, so the researcher chose their to find out the communication strategy used in extensive speaking class.

III. Result and Conclusion

A. Result

The researcher will explain what communication strategies that they used when they had preparation of the drama in the first day preparation. She was seeing

communication strategies in the fifth scene when Samosir go to his friends' house to play in that day.

The first example :

Samosir : Hello friends, how are you today ?

Sam's friend : I am good Sam... have you helped your parent?

Sam : Ohohohoho..dont worry I have... I won't play before helping them,

Sam's friend : I know well who you are... don't always be naughty...

Sam : Trust me... I am not that naughty...

Sam's friend : Remember, your daddy has limit patience,, but not your mummy...

Sam : Yeah... I think so... that is why I am closer to mom...

Sam's friend : Okay..Tomorrow you can go with me to fish nearby your daddy's farm... so so (mmmm) you can help him.

Sam : That's good idea. Okay we'll meet here... I go home now... see ya...

Sam's friend : Take care Samosir,, See you

In this scenes the researcher saw when samosirs' friend say "Okay..Tomorrow you can go with me to fish nearby your daddy's farm... so so (mmmm) you can help him".

The first was time gaining strategy. It was produced when she missing what will her say then she is leaving a message unfinished. She used "mmmm.." was classified as fillers devices. The second strategy which identified in this dialogue was is Appeal for help. When she missing what will she say she ask her friend to inform her. The third strategy was code switching. This strategy was identified

from the used words “opo” which was Javanese word. In this scenes, Samosir’s friend used body language to tell their friends that she do communication strategies.

In sixth scenes when Samosir go to deliver food and drink his fathers to the farm on his way he meet with his friend and forgot to deliver his father’s lunch. Samosir played with his friends.

The second example :

Toba : Honey, where is my lunch?

Princess : I have already prepared it.

Well Samosir, where is the food?

Samosir : I ate it up..I'm still hungry, but never mind .. I'm going to play..byemommy daddy ...

Toba : Samosir ...!! Ah youalways spoils him, I am hungry..

Princess : Be patient honey, remember he's the only son that we have. Do not let usualthing like this make you emotional.

Toba : okay, please cook some food for me honey...

Princess : Wait, I'll make it.

In these scenes the researcher saw when samosirs say “*I ate it up. I'm still hungry, but never mind.. I'm going to play..bye mommy daddy ...*”. The strategy was time gaining. It was produced when she missing what will her says then she is leaving a message unfinished. She used “mmmm..” and it was classified as fillers devices. Toba forgot the sentences to express, so he used body language.

B. Conclusion

The communication strategies used by the students of appeal for help, code switching, and was time gaining. The first strategy was of appeal for help. It was happen to the dialogue 2 look for help from the friend, because he was lack of vocabulary. As stated Dornyei (1995:58), “Appeal for help is asking for aid from the interlocuter either directly or indirectly.” It means that high level students produced this strategy to get help from their friends”.

The second strategy was time gaining, we can see in the dalogue. All of high level students produced this strategy by use of “e” and “eemmm” it provided the students to get enough time in order to think the words after. It was supported by Dornyei (1995:58) who defined, “Stalling for time-gaining strategies is using filters or hesitations devices to fill pauses and to gain to think”.

The third strategy was code switching. High level students sometimes liked to switch into their native language rather than to use create new word. It might happen because the students did not know the specific term of the word. As a result, they had chosen to switch it directly into their first language in order to make the audience understand what they wanted to say. Dornyei (1995:58) defined, “Code-switching is using a L1 word with L1

pronunciations or a L3 word with L3 pronunciations while speaking in L2”.

The communication strategy used by the student that observed by the researcher is not really much enough because of the ability of that student itself. The students are fluent in speaking English so that it is only a little mistake that made by him. The reason why they used communication strategy is in order to make the speaker and the listener has the same understanding during they communicate and interact. Thus, communication strategy was basically used in as their ways to understand the listener about what they want to say.

The students practiced to perform drama twice. In the first practice, they used more communication strategies than in the second practice. For example when Samosir's friend talked with Samosir, she forgot the dialogue then she asked her friend to tell what sentences should she said to Samosir. In the final perform they did not use communication strategies they have practiced and can performed fluently.

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 in drama and conversation go fluently,

smoothly, and clearly. Moreover, structure in speaking is also important, so selecting appropriate communication strategy and use correct grammar is very necessary.

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