

**A STUDY ON COMMUNICATION STRATEGIES USED BY
STUDENTS AT SMA MUHAMMADIYAH PROGRAM
KHUSUS KARTASURA**



**Submitted as Partial Fulfilment of The Requirements To Obtain The
Master's Degree In English Education**

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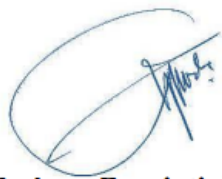
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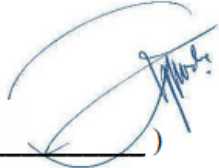


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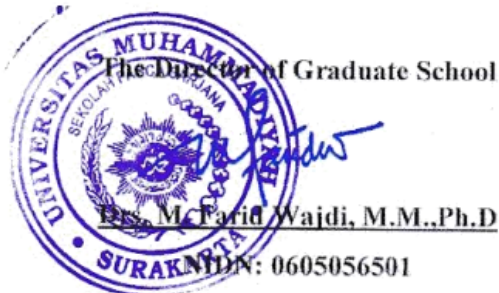
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A STUDY ON COMMUNICATION STRATEGIES USED BY STUDENTS AT SMA MUHAMMADIYAH PROGRAM KHUSUS KARTASURA

Abstrak

Penelitian ini adalah penelitian kualitatif dengan rancangan studi kasus tentang strategi komunikasi yang digunakan siswa laki-laki dan perempuan di SMA Muhammadiyah Program Khusus Kartasura. Tujuan dari penelitian ini adalah, 1) untuk mendeskripsikan jenis strategi komunikasi yang digunakan siswa dan 2) untuk mengidentifikasi perbedaan gender dalam strategi komunikasi yang digunakan siswa. Penelitian ini melibatkan tujuh laki-laki dan tujuh perempuan siswa kelas sepuluh dan sebelas. Dalam penelitian ini, peneliti menggunakan observasi, wawancara dan dokumentasi sebagai sumber data. Data dianalisa menggunakan Celce-Murcia, et al (1995) taksonomi. Temuan ini mengungkapkan bahwa sub-jenis *message replacement* dari *avoidance or reduction strategies* sering digunakan dibandingkan dengan jenis strategi lainnya, siswa laki-laki menggunakan delapan strategi dan siswa perempuan menggunakan enam strategi. Keduanya menggunakan *message replacement*, *approximation*, *literal translation*, *code switching* dan *use of all-purpose words*. Untuk *message abandonment* dan *filler*, *hesitation devices and gambits* hanya digunakan oleh siswa laki-laki. Sedangkan *self and other repetitions* hanya dilakukan oleh mahasiswi.

Kata Kunci: studi kasus, strategi komunikasi, perbedaan gender

Abstract

This research was qualitative research with a case study design on communication strategies used by male and female students in SMA Muhammadiyah Program Khusus Kartasura. The objectives of this research were, 1) to describe the types of communication strategies used by students and 2) to identify the gender differences in communication strategies used by students. This study involved seven male and seven female of tenth and eleventh grade students. In this study, the researcher used observations, interviews and documentations as the data source. The data analyzed using Celce-Murcia, et al (1995) taxonomy. The finding revealed that message replacement sub-types of avoidance or reduction strategies were frequently used compared to other types of strategies, male students employed eight strategies and female students employed six strategies. Both of them employed message replacement, approximation, literal translation, code switching and use of all-purpose words. For message abandonment and filler, hesitation devices and gambits were only employed by male students. While self and other repetitions were only employed by female students.

Keywords: case study, communication strategies, gender differences

1. INTRODUCTION

English is taught as a foreign language in Indonesia. The goal of English instruction is for all students at all levels to be able to listen, speak, read, and write in English. English is taught as an elective subject in elementary schools.

Meanwhile, as a compulsory subject at the junior high, senior high, and vocational school levels by the Ministry of Education. Actually, the primary goal of learning English is for students to be able to communicate using English as an international language. SMA Muhammadiyah Program Khusus Kartasura is a senior high school in Sukoharjo that focuses on developing English skills in order to produce graduates who can effectively communicate in English. It is critical for students to be able to communicate effectively in English. Graddol proposed in Uglu et al. (2013) that the use of English as a first international communication medium has increased over the last several decades.

Because speaking takes less time than writing, it is the most efficient mode of communication. Because neither the speaker nor the listener needs to write or read when the speaker speaks fluent English, both the speaker and the listener can enjoy the conversation. Speaking is the most important ability in the process of teaching and learning a foreign language, according to Oradee's statement in Aziz et al., (2017). Speaking, on the other hand, becomes more difficult than writing because speakers have less time to prepare what they will say to their interlocutors. Speakers should not make their interlocutors wait too long for the appropriate response. Few students, however, can communicate fluently and effectively in English. They require time to consider what to say and even what to write down on paper. This occurs as a result of students' limited vocabulary. As a result, when speaking, students must be able to think quickly in order to express themselves. Students are not permitted to review their vocabulary or consult the dictionary for extended periods of time.

Communication in English is unlikely unless students practice speaking English or make it a habit. However, most students nowadays believe that speaking is difficult, which discourages them from trying. In this case, the primary role of the teacher is to pique his students' interest so that they can enjoy learning to speak. In fact, students who are fluent in English are less. When speakers and listeners can understand each other, students must be able to communicate in English. Many things can go wrong at this point. Misunderstandings can occur when speakers are unable to find the appropriate

words to convey due to a lack of vocabulary. In order to communicate effectively, students must be able to speak with others without difficulty.

Communication strategies are required by the speaker in order for the communication to run smoothly. William and Burden in Sener & Balkir (2013) defined that communication strategy as the strategy employed by speakers when they encounter communication difficulties due to a lack of language vocabulary knowledge. Based on this statement, the researcher concludes that communication strategies are used by students or speakers who have limited vocabulary knowledge and are having difficulty communicating in the target language, and they employ a variety of strategies to deal with those communication problems. Tarone and Fauziati (2015) proposed three fundamental criteria for defining a communication strategy. First, the speaker wishes to convey to the listener X's message. Both speakers believe that linguistic and sociolinguistic structures are required to convey message X, but the message is not conveyed. Finally, the speaker decides whether to avoid communication by conveying X or to try another method of communicating X.

Various taxonomies of communication strategies, such as those of Tarone, Faerch and Kasper, Bialystok, Dornyei, and Celce Murcia, have been developed and formulated over time. Celce Marcia et al. identify five communication strategies in Fauziati (2017): 1. Strategies for avoidance or reduction (message replacement, topic avoidance, and message abandonment). 2. Compensatory strategies, which include circumlocution, approximation, use of all-purpose words, word-coinage, use of non-linguistic means, literal translation, code switching, restructuring, and retrieval. 3. Stalling and time gaining methods. 4. Self-monitoring strategies, including self-initiated repair and self-rephrasing. 5. Interactional strategies, including help requests, requests, and responses.

The point that made the researcher interesting to do the research is based on the students' communication strategies, particularly their speaking ability and its school programs. One of the programs is the English Camp Program, which focuses on the students' English proficiency. Another program is the Public Speaking Program. This school program is in the form of a speech to encourage

students' ability to perform in public. The gender differences were also interested to investigate how the students use the communication strategies.

Based on the foregoing, the researcher identified the objective of the study: 1) to describe the types of communication strategies used by students and 2) to identify the gender differences in communication strategies used by students. That was why the study, which was explored in this study entitled: "A Study on Communication Strategies Used by Students at SMA Muhammadiyah Program Khusus Kartasura".

2. METHOD

The researcher employed a qualitative approach with a case study approach in this study. The purpose of this study was to determine the types of communication strategies used by senior high school students. The subject of this study were seven male students and seven female students at tenth grade and eleventh grade in SMA Muhammadiyah Program Khusus Kartasura. The researcher used observation, interview and documentation as the instruments to obtain the students' communication strategies. The interviews were translated into Indonesian in order to avoid misunderstanding. The collected data were analyzed based on Krippendorff's (2004) analysis technique which consisted of the following steps: (1) unitizing (data collection) (2) sampling (sample determination) (3) recording (4) reducing (5) inferring (conclusion) (6) narrating. In this study, source triangulation was used. According to Sugiyono (2012), source triangulation involves checking data obtained from multiple sources. The researcher used technical triangulation involves checking data obtained through interviews, observation, and documentation.

3. RESULTS AND DISCUSSION

This section presents the data acquired from observations, interviews and documentations result; 1) to describe the types of communication strategies used by students and 2) to identify the gender differences in communication strategies used by students.

3.1 Results of Finding

The researcher classified the categories of communication strategies used by male and female students using Celce-Murcia (1995) taxonomy. The classification of communication strategies was described in the following description.

3.1.1 Message Replacement

Celce-Murcia et al states message replacement is replacing a message unfinished because of language difficulties. Students used message replacement when they encountered words, phrases, or sentences that were difficult to convey or that they did not recognize. They attempted to replace difficult tasks with easier ones based on their abilities so that the message or meaning conveyed to the audience when they told stories could still be conveyed. In this study, the researcher discovered 15 utterances containing sub-type message replacements.

"My brother and I rented a motorcycle for the holidays" (MR7), the second female student said it during one of the performances of the students' retelling stories in speaking class. Before saying "holidays," she tried to recall. She was trying to keep her cool while telling a story in front of the class. She was looking for the right word or phrase to replace as *"they rode around town"*. To overcome these constraints, she ultimately chose to replace it with the phrase *"for the holidays"*.

3.1.2 Message Abandonment

Celce-Murcia et al states message abandonment is leaving a message unfinished because of language difficulties. When students came across words, phrases, or sentences that were difficult to convey or that they did not recognize, they used message abandonment. They tried to abandon the difficult tasks because they were having difficulty telling the story and had to stop in the middle of it in front of the audience. The researcher discovered 2 utterances containing sub-type message abandonments in this study.

The first male student said in one of the performances of the students' retelling stories in speaking class, *"... slapped, flicked, kicked and others"*. (MA1). He had to think for a while before he could continue his story. This occurred because he considered what to say next but was unable to continue because he forgot and do not understand the meaning in the target language.

Finally, he decided to abandon the intended meaning "*My father got mad then he*" by continuing the story as best he could by saying "... *slapped, flicked, kicked and others*".

3.1.3 Approximation

Dornyei and Scott propose that approximation strategy is using an alternative term to express the meaning of the target lexical item as closely as possible. Approximation was the period in which students attempted to express themselves verbally by using a similar word because it could really help learners when they did not know or forgot the appropriate word in the target or foreign language. They communicate using approximation by saying or selecting words that are more general or closer to the meaning or message to be conveyed. The researcher discovered 11 utterances that contain approximation sub-type strategy in this study.

The third male student said in one of the performances of the students' retelling stories in speaking class, "*I was in the waiting room for about an hour and there was a notification that the plane I was on was delayed*" (AP1). He took a little time before saying "*notification*". He was taking his time telling his story to the audience. It happened because he was thinking about which word to use. The third male student wanted to say "*information*" but the word he uttered was "*notification*".

3.1.4 Literal Translation

Dornyei and Scott (1995) propose that literal translation strategy is translating literally a lexical item, an idiom, a compound word or structure from L1 to L2. Literal translation was the period in which students attempted to express themselves verbally in their native language while using L2. Because this helps them convey the story they want to tell, but they have limitations in vocabulary and linguistic structure knowledge L2. They communicate using literal translation, saying what they mean in L2 with L1 grammar. In this study, the researcher discovered 12 utterances with literal translation.

The fourth male student said in one of the performances of the students' retelling stories in speaking class, "*I don't know if it was wrong turn or what*" (LT1). He took a little time before saying "*it was wrong turn or what*". This

occurred as a result of his search for the appropriate word in the target language in relation to what he wanted to say. He did this to ensure that his story in front of the class went smoothly. Then he decided to speak in target language while using his native language grammar. The fourth male student wanted to say “*it was wrong turn or another*” but the word he uttered was “*it was wrong turn or what*”.

3.1.5 Code Switching

Celce-Murcia et al (1995) states code switching is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2. Students used code switching when telling a story in front of the class by telling their experiences in English. When they came across words they didn't know, they spoke according to the target language's writing. This occurred as a result of their method of ensuring that when they told stories in front of the class, everything ran smoothly. They did this because they didn't know how to properly pronounce the target language. In this study, the researcher discovered 8 utterances with code switching.

When the second male student told a story in front of the class, he said “*While on bus I see a lot of a beautiful landscape that I never seen before, like paddy field, a big forest, and also sea*” (CS1). “*Paddy*” spoke exactly as it was written. Aside from that, he spoke slowly and thought. This could have occurred because he did not understand paddy in English. In the end, he chose to say paddy so that his story in front of the class would continue to go as planned.

3.1.6 Use of All-Purpose Words

Dornyei and Scott (1995) propose that use of all- purpose words strategy is extending general, empty lexical item to contexts where specific words are lacking. Students used this as a form of effort in communicating so that everything ran smoothly. Despite their lack of a real vocabulary, they attempted to make their stories understandable to the listeners. Finally, they chose to create their own word based on their version, where the word they created was intended to represent a word or term that they did not know in the target language. In this study, the researcher discovered 3 utterances with use of all-purpose words.

The first male student spoke about being ticketed by the police while fasting. This was one of his own words “*I intended to look for gasoline with my friends while motoring in the Sukoharjo Square Area*” (PW1). He paused for a

moment to think before finally saying “*motoring*” when he was about to say it. This appeared to be happening because he didn't know the right words in the target language while driving.

3.1.7 Use of Non-Linguistic Means

Tarone (1997) proposed the use of use of non-linguistic means was by describing an object or event instead of using appropriate vocabulary item and using gesture indicated to refer to an object or event. Students used this method to help them told stories in front of the class when they were having difficulty conveying their meaning through words. They decided to use gestures, symbols, or signs to represent things they couldn't express verbally. In this study, the researcher only discovered one data where students used this strategy.

The third male student described his experience boarding a plane late at night. As he spoke, his hands made repeated circular motions. He then continued the story with the speech “*After going around and around for half an hour it finally landed*” (LM1). He did this as an effort to deal with his difficulties telling stories in front of the class. He chose hand gestures because they were easier to remember and could represent “*before landing, the plane flew around the runway*”.

3.1.8 Fillers, Hesitation Devices and Gambits

Dornyei and Scott (1995) proposes use of fillers is using filling words or gambit to fill pause and to gain time to think. When students were having difficulty telling their stories in front of the class, they chose to use filler to provide a pause, space, or opportunity. They did this so that they could use the time wisely and think while remembering the words they would say. In this study, the researcher discovered 3 utterances with fillers, hesitation devices and gambits.

Only the third male student used this strategy when telling a story in front of the class. The very first utterance with fillers was “*Yes, but it's okay to check my cell phone at the same time*” (FHDG1). He did this because he was confident that he could continue his story in front of the class, but he needed time to express himself. He was relaxed when telling stories, but he also needed time to think when he encountered difficulties. He chose to say “*Yes, but it's okay*”.

3.1.9 Self and Other Repetition

Dornyei and Scott (1995) states repetition is when the speakers repeat the word after the word is spoken. When students told stories in front of the class, they repeated words, phrases, or sentences that they had said in an effort to solve problems. Aside from that, it was done to give them extra time to think about what they should say next. In this study, the researcher discovered 4 utterances with fillers, hesitation devices and gambits.

When the second female student told the class about her vacation, she repeated a phrase “*After that my brother and I, my brother and I rented a motorcycle for the holidays*” (SOR1). She did “*After that my brother and I, my brother and I*” to gain some extra time to think about what the next appropriate word to say would be. Aside from that, so that her appearance in front of the class was maintained properly despite her problems.

Based on the utterances produced by the students during retelling stories in front of the class when English speaking class, it was found that all the students generally employed communication strategies. However, every student used different type of strategy depending on their English capability. Identification and classification to be carried out were based on Celce-Murcia et al (1995). From the frequency of occurrence, it indicated that message replacement sub-types of avoidance or reduction strategies were frequently used compared to other types of strategies. It was then followed by literal translation subtypes of achievement or compensatory strategies which was also often used by the students.

3.1.10 Gender Differences in Communication Strategies Used by Students

There were 28 utterances uttered by male students and 31 utterances uttered by female students based on the discovery of 59 utterances using communication strategies. Male and female students used the same five strategies: message replacement, approximation, all-purpose words, literal translations, and code switching. Message abandonment, the use of all non-linguistic means and filler, hesitation devices, and gambits were only used by male students. Female students were the only ones who used it for self and other repetition. Male students used more communication strategies than female students, despite producing more utterances. That was, male students employed eight strategies,

while female students employed six strategies. The code-switching sub strategy of 6 utterances was more dominant in male students. Female students, on the other hand, were more dominant in using the message replacement sub strategy of 11 utterances. The frequency of strategies used based on gender differences was shown in the table below:

Table 1. Gender Differences in Communication Strategies Used by Students

No.	Male Student		No.	Female Student	
	Type of Communication Strategies	Number of Use		Type of Communication Strategies	Number of Use
Achievement or Compensatory Strategies			Avoidance or Reduction Strategies		
1.	Code Switching	6	1.	Message Replacement	11
2.	Literal Translation	5	Achievement or Compensatory Strategies		
3.	Approximation	4	2.	Approximation	7
4.	Use of All-Purpose Words	2	3.	Literal Translation	6
5.	Use of Non-Linguistic Means	1	4.	Code Switching	2
Avoidance or Reduction Strategies			5.	Use of All-Purpose Words	1
6.	Message Replacement	4	Stalling or Time-Gaining Strategies		
7.	Message Abandonment	2	6.	Self and Other Repetition	4
Stalling or Time-Gaining Strategies					
8.	Fillers, Hesitation Devices and Gambits	3			

3.2 Discussion

According to the findings of this study, there were three communication strategies and nine sub-types of communication strategies. Avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies were discovered. Then, for the sub-type of communication strategies discovered, up to nine communication strategies were discovered, namely message replacement, message abandonment, code switching, literal translation,

approximation, use of all-purpose words, use of non-linguistic means, fillers, hesitation devices and gambits, and self and other repetition. The findings of this study were consistent with the Celce-Murcia Taxonomy et al. (1995) framework, which included five communication strategies: avoidance or reduction strategies, achievement or compensatory strategies, stalling or time gaining strategies, self-monitoring strategies, and interactional strategies, as well as nineteen sub-type communication strategies: message replacement, topic avoidance, message abandonment, circumlocution, approximation, use of all-purpose words, word coinage, use of non-linguistic means, literal translation, code switching, restricting, retrieval, fillers, hesitation devices and gambits, self and other repetition, rephrases, appeal for help, meaning negotiation strategies and responses.

Researchers discovered three communication strategies and nine sub-types of communication strategies in this study. The current study's findings are similar to those of previous studies conducted by Cartes and Olivera (2014), in that they discovered avoidance or reduction communication strategies commonly used by students. Furthermore, the current study's findings are similar to those of Nurliana's (2020) previous study because he used the Communication Strategy Taxonomy developed by Celce-Murcia et al.

However, the current study's findings differ from those of several previous studies. Hua et al. (2012) conducted the first study because they discovered achievement or compensatory communication strategies and code switching sub-type communication strategies that students frequently used. Furthermore, the current study's findings differ from those of Kalisa (2019), Rahman and Israyana (2021), Mursyid et al (2021), Ahmed (2018), Adnan (2012), and Nizar (2017) because they use the Communication Strategies Taxonomy developed by Dornyei and Scott. Furthermore, the current study's findings differ from those of previous studies conducted by Dewi (2108), Murshid et al (2021), and Adnan (2012) due to differences in data sources used by researchers, who used observation, interview, and questionnaire.

However, about the findings of gender differences in using communication strategies of this study, male students used three communication

strategies and eight sub-types of communication strategies. Avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies were discovered. Message replacement, message abandonment, code switching, literal translation, approximation, use of all-purpose words, use of non-linguistic means and fillers, hesitation devices, and gambits were discovered as sub-type communication strategies.

While, research from female students reveals that three communication strategies and six sub-types of communication strategies are used. Avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies were discovered. Then, for the sub-type communication strategies discovered, there are a total of six communication strategies: message replacement, code switching, literal translation, approximation, use of all-purpose words, and self and other repetition.

Researcher discovered that female students were dominant used message replacement strategies and male students were dominant used code-switching strategies in this study. The current study's findings differ from previous research by Hajiesmaeli and Darani (2017), which found no difference in the use of communication strategies by male and female students. The current study differs from previous research conducted by Sener and Balkir (2013), in which non-linguistic device strategies are only used by female students. Furthermore, the current study's findings differ from those of several previous studies conducted by Demir et al. (2018) due to differences in data sources used by researchers. They employed observation, interview, and questionnaire techniques.

4. CONCLUSION

The researcher wrote two conclusions in this section. In research, conclusions were reached using the problem formula. Researcher discovered solutions to the problem formulation. The researcher responded to two problem formulations: (1) the type of communication strategies used by students; (2) gender differences in communication strategy used by students

The Celce-Murcia et al Taxonomy was used to classify and identify the communication strategies used by students when telling stories in front of the

class when speaking English. In this taxonomy, the researcher discovered three communication strategies used by students: avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time gaining strategies. While the sub-types of communication strategies used by students were as follows: fifteen utterances of message replacement (25%), twelve utterances of literal translation (20%), eleven utterances of approximation (19%), eight utterances of code switching (14%), four utterances of self and other repetition (7%), three utterances of all-purpose words (5%), three utterances of fillers, hesitation devices, and gambits (5%), two utterances of message abandonment (3%), and one utterance of use of all linguistic means (2%).

Gender differences in communication strategies used by male students used eight sub-type communication strategies. Using code switching strategies of six utterances, male students were more dominant. Then there's literal translation of five utterances, approximation of four utterances, message replacement of four utterances, fillers, hesitation devices, and gambits of three utterances, use of all-purpose words in two utterances, message abandonment in two utterances, and use of non-linguistic means in one utterance. Female students, on the other hand, used fewer sub-type communication strategies than male students. They used six different communication strategies. With eleven utterances, female students outnumbered male students in the use of message replacement strategies. Then there are up to seven utterances of approximation, six utterances of literal translation, and four utterances of self and other repetition, code switching strategies of two utterances, and all-purpose of one utterance.

It can be concluded that students used various communication strategies when telling their experiences in front of the class. Furthermore, both male and female students have some differences in using communication strategies. Male students employed eight strategies and female students employed six strategies. Both of them employed message replacement, approximation, literal translation, code switching and use of all-purpose words. For message abandonment and filler, hesitation devices and gambits were only employed by male students. While self and other repetitions were only employed by female students. They would use as many communication strategies as they could when they were having difficulty

communicating in English. It can be considered as students' effort in managing their performances in front of the class in order their stories could be conveyed and understood by their listeners or audiences.

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