STRATEGIES IN COMMUNICATION USED BY ENGLISH DEPARTMENT STUDENTS IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A CASE STUDY IN SATURDAY ENGLISH GATHERING (SEGA) PROGRAM

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ABSTRACT

This research describes about the type, the frequency and the dominant type of communication strategies used by English Department students in Muhammadiyah University of Surakarta in Saturday English Gathering (SEGA) program. Data of the research are taken from students of Saturday English Gathering (SEGA) program. The object of this study is communication strategies used by the fourth semester students when they were speaking English in Saturday English Gathering Muhammadiyah University of Surakarta in 2015 period. The data are the transcript of students’ utterances in SEGA. The data are taken by observation, recording and transcribing, note taking, the last validity and reliability. The researcher uses descriptive qualitative research by Celce-Murcia Taxonomy of CS.

The result of data analysis the researcher found 4 types with 10 subtypes of communication strategy that used by the students in SEGA program UMS. They were, a) Stalling or Time-gaining Strategies: (1) Self Repetition with 25.38%, (2) Fillers with 41.11%. b) Interactional Strategies: (1) Appeal for Help with 1.52% (Indirect) and 7.1% (Direct), (2) Requests (Repetition) with 1.01%. c) Achievement or Compensatory Strategies: (1) Retrieval with 4.56%, (2) Code switching with 7.61%, (3) Non-Linguistic Means with 2.53%, (4) Word Coinage with 1.01%, (5) Restructuring with 1.52%. And the last d) Self Monitoring Strategies: (1) Self Initiated Repair with 6.59%. The dominant strategy used by the students is Stalling or Time-gaining Strategies with 66.49% and the lowest percentage is Self Monitoring Strategies with 6.59%. From that data, the researcher estimated there was cause why the students often used stalling and time-gaining strategies. It was because this strategy was the most easy to apply than other types of communication strategies. Sometimes, Stalling and time-gaining strategies spontaneously used by the students. The students usually used words “aaa”, “emm”, as the strategy to got more time to think or reminded their memories when they lost their word. When they spoke with their friends in public places and felt nervous or afraid, they also used stalling and time-gaining strategies.

Keywords: Communication Strategies, Students, SEGA program
INTRODUCTION

English department in UMS is developing English lesson to produce the graduate that are competent, respectable, experienced, skillful and trained. English department in UMS makes students to be professional English teacher that Islamic and insightful global. English is an important language for students of English Department because it’s always used as language’s instruction in most of subject in learning process. Some students may have better communication abilities but some students may not.

Speaking is one of four language skills, which is basic function of languages as communication instrument. Speaking is an important skill in communication. Most of people in the world use speaking skill to communicate with other people every day. As students in English Department, speaking has been more important skill than other. Tarigan (1990: 3-4) defines that “speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.”

Saturday English Gathering (SEGA) has been held since 2004, it is an organization that consists of students of English department in UMS. There are several aims of SEGA, they are: producing the professional personnel that is competent in English, and producing the professional personnel that can develop and apply their knowledge. Saturday English Gathering (SEGA) is not only conducted in campus but also in outing class to Prambanan and held every year. In Prambanan the students can practice with tourists immediately. Together with lecturers and the English Education Students Department (EDSO), this event should be done thoroughly and without any meaningful difficulty. SEGA train them to develop their skill in English, especially speaking. So, it is important to conduct a research in communication strategies for students of SEGA.

Communication is deeply rooted in human behaviors and societies. Communication is one of ways to socialize to other people around us. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Rubin and Thompson (in Fauziati, 2010: 166) state that “It is through
communication that people send and receive messages effectively and negotiate meaning”.

According to Ellis (in Wei, 2011: 13) “Communication strategies (CSs) are what learners use to overcome the inadequacies of their interlanguage resources”. Communication strategy is a way that people usually use to maintain their speech to other. Fauziati (2010: 177) said that “Practice in communication strategy can be combined with activities to aid the development of learners’ vocabulary”. It means that the learners must be active to practice speaking foreign language to develop their vocabularies. Even sometimes they do not realize that they apply certain CS in their conversation, for example:

Y: What do you do every Sunday?
X: Every Sunday I … lari-lari. . . jogging in the park.

From the example above, it can be seen that X tries to maintain the communication by switching the L2 with her/his L1. It means that he/she applies a communication strategy by Celce-Murcia, et al.’s. He/She use code switching to L1.

The example of SEGA program when they practice the conversation:

Hand phone is a modern electronic. With hand phone aaa we can aaa call anyone, send messages, and aaa... and aaa... listen music, etc.

The student repeats some words or phrases to hold the floor while they are thinking. It means that the student use stalling or time-gaining strategies in the form of repetition in Celce-Murcia, et al.’s Taxonomy.

This research is important, because we can know the types of communication strategy that students used and we can develop the good communication strategies especially in speaking. The writer decided to conduct a research on communication
strategies in students of SEGA in UMS entitled: **STRATEGIES IN COMMUNICATION USED BY ENGLISH DEPARTMENT STUDENTS IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A CASE STUDY IN SATURDAY ENGLISH GATHERING (SEGA) PROGRAM.**


The objectives of this study are to find out the type of Communication Strategies used by student of SEGA in conversation, figure out the most frequency of each type of Communication Strategies used by student of SEGA in conversation, and know the dominant type of Communication Strategies used by students in speaking session in SEGA program.

**RESEARCH METHOD**

In this research the writer uses descriptive qualitative method to describe the type of communication strategies, to classify data, and describe data. This research called descriptive qualitative research because the researcher describes the data by referring the existence of linguistic elements by sentences, not counting data by statistically. Mack (2011) define that “qualitative methods have become important tools within this broader approach to applied research, in large part because they provide valuable insights into the local perspectives of study populations.” The subject of this study is the fourth semester students of Saturday English Gathering
Muhammadiyah University of Surakarta in 2015 period. The researcher takes three groups as the subject of the study. The object of this study is communication strategies used by students when they were speaking English in Saturday English Gathering Muhammadiyah University of Surakarta in 2015 period. The data are taken by observation, recording and transcribing, note taking, the last validity and reliability. The researcher uses descriptive qualitative research by Celce-Murcia Taxonomy of CS.

FINDING AND DISCUSSION

This part answer of problem about the types of CS used by the learners, the most frequency of each types of CS used by the learners, and the dominant type of CS used by the learners.

The researcher used the framework of Celce-Murcia Taxonomy. Based on the data analysis, there were 4 types with 10 subtypes of Communication Strategies used by the students in SEGA program in UMS. They were, a) Stalling or Time-gaining Strategies: 1) Self Repetition, 2) Fillers. b) Interactional Strategies: 1) Appeal for Help, 2) Requests (Repetition). c) Achievement or Compensatory Strategies: 1) Retrieval, 2) Code switching, 3) Non-Linguistic Means, 4) Word Coinage, 5) Restructuring. And d) Self Monitoring Strategies: 1) Self Initiated Repair.

Below the table of type of CSs and the dominant type of CSs found on the data from the highest percentage into lowest percentage.
<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Communication Strategies</th>
<th>Subtypes of Communication Strategies</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Stalling or Time-gaining Strategies</td>
<td>Fillers</td>
<td>81</td>
<td>41.11%</td>
<td>131</td>
<td>66.49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self Repetition</td>
<td>50</td>
<td>25.38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Achievement or Compensatory Strategies</td>
<td>Code Switching</td>
<td>15</td>
<td>7.61%</td>
<td>34</td>
<td>17.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retrieval</td>
<td>9</td>
<td>4.56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-linguistic means</td>
<td>5</td>
<td>2.53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restructuring</td>
<td>3</td>
<td>1.52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Coinage</td>
<td>2</td>
<td>1.01%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Interactional Strategies</td>
<td>Appeal for Help</td>
<td>14</td>
<td>7.1%</td>
<td>19</td>
<td>9.64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indirect</td>
<td>3</td>
<td>1.52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requests: Repetition</td>
<td>2</td>
<td>1.01%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Self-monitoring Strategies</td>
<td>Self-initiated Repair</td>
<td>13</td>
<td>6.59%</td>
<td>13</td>
<td>6.59%</td>
</tr>
<tr>
<td></td>
<td>Total Strategies</td>
<td></td>
<td>197</td>
<td>99.94%</td>
<td>197</td>
<td>99.97%</td>
</tr>
</tbody>
</table>

The dominant type of communication strategies used by students of SEGA UMS is Stalling or Time-gaining Strategies with 66.49%, consists of Fillers with 41.11% which is followed by Self Repetition with 25.38%. Then the second is Achievement or Compensatory Strategies is 17.25% involves Code switching with 7.61%, followed by Retrieval is 4.56%, Non-linguistic Means is 2.53%, Restructuring with 1.52%, last Word Coinage is 1.01%. The third type is Interactional Strategies with 6.59% consists of Appeal for Help with Direct 7.1% and
INDIRECT 1,52%, Requests (Repetition) with 1,01%. Lowest dominant type is Self Monitoring Strategies consist of Self-initiated Repair with 6,59%.

The conclusion is the dominant type used by the students of SEGA UMS is Stalling or Time-gaining Strategies with 66,49%. Moreover, the type of communication strategies rarely used by the students is Self Monitoring Strategies with 6,59%.

CONCLUSION

Based on the data analysis, the researcher draws the conclusion of the use of communication strategies by the students of SEGA program in UMS. The researcher uses Celce –Murcia Taxonomy of communication strategies. There were many students that used communication strategy when they were practiced speaking. The types of communication strategy that usually used by the students are Stalling or Time-gaining (Fillers and Self repetition), Interactional Strategies (Appeal for Help and Requests of Repetition), Achievement or Compensatory Strategies (Retrieval, Code Switching, Non-linguistics Means, Word Coinage, and Restructuring), the last Self Monitoring Strategies (Self Initiated Repair).

The conclude is the dominant type used by the students of SEGA UMS is Stalling or Time-gaining Strategies with 66,49%. Moreover, the type of communication strategies rarely used by the students is Self Monitoring Strategies with 6,59%. It is concluded that the students have communication problems. The students often use the types of communication strategy when they spoke. The students used that strategies because they felt nervous, confused, and needed more time to think or recall their memories. The communication strategy that is used by the students is variation, because there were 10 subtypes used to maintain their communication.

Communication strategies are recommended that is useful for the students of SEGA program, because they can still maintain the communication with their friends. The teacher should choose the right strategies and teach their students how to use them. According to Ogane (1998: 13) the teacher should prepare some activities to teach Communication Strategies, as follows:
1. **Paraphrasing**

Paraphrasing is one of the most effective communication strategies, but it is difficult because the learners should paraphrase their word that they didn’t know. But, preparation to teach paraphrasing should be started at an earlier stage little by little. Paraphrasing usually start with Graded Direct Method. The Graded Direct Method was devised based on the ideas of Ogden (1968) and Richards & Gibson (1945). In this method, the target language directly connected with the meaning, without used learners’ mother tongue. Then, teaching vocabulary, the learners taught words with the general meaning before specific meaning. If the students start learning, the teacher should prepare some activities about use paraphrase strategy. The activities are the students should explain something, guess the word, traditional game, and so on.

2. **Borrowing from L1**

This strategy is using the mother tongue in their English sentences. The problems can be classified into the following four kinds: a) change of pronunciation, b) change of form, c) change of meaning, and d) words from languages other than English. In order to inform the students of the problems contained in the use of imported words in speaking English, the following activity on imported words would be helpful.

3. **Miming**

Miming is easy strategy to use for the students that have limited vocabularies in English. While, the problem is seldom there were different gestures in different culture. The same meaning can be different represent and the same gesture has different meaning. So, the teacher should give the students some information about that. Teach this strategy, the teacher can use games where the learners guess the gesture and explain the meaning.

4. **Appeal for Help**

In this strategy, the learners ask for help to the interlocutor about word or some words that they didn’t know. It can be, because the learners have limited vocabulary. Teaching this strategy consist of two parts, they were teaching the useful expressions and practicing using the expressions. Using expression can helpful when the learners didn’t know what to say. Practice asking for help can teach with dialogue with their
friends. The learners ask questions to the interlocutor, the interlocutor didn’t say that word but use some words that express the main word.

5. Avoiding

When the learners used this strategy, it is mean that they tried to avoid the topic of speaking, they usually leave the utterance and change the topic. Teaching this strategy there are two parts, as follows: first, teach useful expression could use by the learner to avoid the problem and change the topic if they can’t answered the questions. Second, practice this strategy. The learners can avoid the topic with expanding the questions or didn’t answer the questions. They can practice use that method with the interlocutor.
BIBLIOGRAPHY


