

**COMMUNICATION STRATEGIES USED BY THE EIGHT
GRADE STUDENTS IN SPEAKING CLASS OF MTs
NEGERI MIRI IN ACADEMIC YEAR OF 2015/2016**

PUBLICATION ARTICLE



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A handwritten signature in black ink, appearing to be 'Anam Sutopo', with a large, stylized flourish above the name.

Dr. Anam Sutopo, M.Hum.

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ABSTRAK

Siswa mempunyai tujuan dalam mempelajari bahasa khususnya bahasa Inggris yaitu agar dapat terbiasa dalam bahasa Inggris dengan baik. Namun dalam prakteknya, beberapa masalah dalam berbicara sering terjadi. Masalah dalam berkomunikasi dapat diatasi dengan strategi komunikasi. Penelitian ini membahas tentang jenis-jenis strategi komunikasi yang dapat digunakan oleh siswa dalam berbicara, sehingga mampu mengatasi kesulitan-kesulitan mereka ketika tampil berbicara di depan kelas. Penulis menggunakan metode retelling story untuk mengetahui sejauh mana kesulitan yang dihadapi oleh siswa dalam berbicara / speaking.

Untuk mendapatkan data, penulis menggunakan descriptive qualitative dalam penelitiannya. Kelas VIII A dari MTs Negeri Miri Tahun akademik 2015/2016 sebagai subjek penelitian. Data utama dalam penelitian ini ialah strategi komunikasi yang digunakan oleh siswa. Peneliti menggunakan observasi, wawancara, catatan di kelas, dan rekaman video untuk mendapatkan data dan mengklasifikasikannya ke Dornyei and Scott's taxonomy.

Hasil dari penelitian penerapan metode retelling story menunjukkan bahwa semua siswa menggunakan strategi komunikasi oleh Dornyei and Scott's taxonomy yang berupa: message abandonment, topic avoidance, circumlocution, approximation, use of all-non purpose words, word coinage, use on non linguistic means, literal translation, foreignizing, code switching, appeal for help dan fillers or hesitation. Strategi yang paling dominan digunakan adalah fillers atau hesitation dengan 49,19% atau 152 ungkapan sedangkan yang paling sedikit adalah literal translation 0,32% atau 1 ungkapan saja.

Ada 3 alasan mengapa siswa menggunakan strategi komunikasi dalam retelling story mereka yaitu: karena mereka ingin komunikasi / speakingnya lancar namun karena terbatasnya kosakata; siswa memerlukan waktu untuk berfikir karena mereka masih mengingat kata yang masih diucapkan selanjutnya; mereka memerlukan bantuan dari teman untuk memberikan petunjuk. Harapan penulis hasil penelitian ini dapat bermanfaat bagi guru, tentang strategi ilmu komunikasi dan juga bagi siswa untuk mengembangkan keterampilan berbicara atau komunikasi mereka agar lebih baik lagi.

Kata kunci: strategi komunikasi, retelling story, Scott's dan Dornyei taxonomy.

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ABSTRACT

The students have a purpose in learning a language especially English that they want to be able in speaking. However, in the practice, some communication problem occurred. The existence of communication problems are coped by using some communication strategies. This study was an attempt to obtain data on the types of communication strategies used by the students while speaking, to handle their difficulty in speaking performance. The researcher used retelling story method to occurred the students performance.

In order to obtain those data, a descriptive qualitative research design was used in this study. The subject of the study was class VIII A in MTs Negeri Miri in the academic year of 2015/2016. Moreover, the primary data of this study were communication strategies appeared in the students' utterances. To obtain the data, observation, interview, field notes and recording were employed. In addition, Dornyei and Scott's taxonomy was used to classify the data.

The result showed that during implementation of retelling story, the students used some communication strategies which support Dornyei and Scott's taxonomy: message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, use of non-linguistic means, literal translation, foreignizing, code switching, appeal for help, and fillers or hesitation. The dominant type of communication strategies which used by the eight grade students is filler or hesitation type with 49,19 % or 152 utterances while the lowest number is literal translation with 0,32 % or 1 uttreance only.

In addition, there are three reasons of the students employed communication strategies in their retelling story: first, because they wanted their speaking can run well or communicatively because most of them still have limited vocabularies; second, the students need time to think because they tried to memorize the next words to say; the third, they need help from other friends to give a clue of the next words. Hopefully, this research result can be used for the teacher to give knowledge about communication strategies and for the students to develop their speaking skill by using more communication strategies.

Keywords: communication strategies, retelling story, Scott and Dornyei's taxonomy.

INTRODUCTION

English is the most important means of International communication. People from all over the world speak English when they meet each other in every international meeting, workshop, conference, or commerce. In every products' leaflet we could see some sentences or words of English. It is because English is the biggest language in the world. English becomes the most essential language in the world. As the consequence, all countries in the world use English as one of the subjects studied at school. The purpose is to make the young generation competent in English eventhough passive or active English, whether to speak fluency or just to understand what people say or to write their opinion to express their idea.

The students usually have some motivation why they want to be able in speaking such as: they want to be able to watch foreign film without necessary to read the translation, they can sing their favorite song in English with good pronunciation, they want to know some information assessed from the internet, they want to have chat with foreigner in social media etc. They said that to be able to speak English skill is proud thing to have.

Most of the students still have difficulty to speak English as their foreign language. However, to overcome the problem the students used some communication strategies to keep their speaking communicatively. "Communication strategies are important in helping second or foreign language

learner to communicate successfully when they are faced with the production problem due to their lack of linguistic knowledge” (Rababah, 2003:77).

According to Hymes (1972) in Fauziati (2014:98) states that “communicative competence refers to what a speaker needs to know in order to be communicatively competent in a speech community”. There are four components of communicative competence according to Hymes:

1) Grammatical Competence

Grammatical competence or linguistic competence refers to the ability to use the language correctly, which consist of appropriateness, grammatical accuracy, intelligibility, fluency, and adequacy.

2) Discourse Competence

Discourse competence is the knowledge of how to produce and comprehend oral or written text in the modes of speaking or writing and listening or reading respectively. It is knowing how to combine language structures into a cohesive and coherent oral or written text.

3) Sociolinguistic Competence

Sociolinguistic competence is the knowledge of sociocultural rules of use. It refers to the learner’s ability to use language correctly in specific social situations, the ability of using expressions in relevance to particular contexts and situations in which communication takes place, who speaks and to whom one speaks.

4) Strategic Competence

Strategic competence is ability to recognize and repair communication breakdowns before, during, or after they occur. Strategic competence could be in verbal form or non-verbal form (eye contact, face expression, mimic, body movement, smile, and gesture) which enhance the efficiency of communication and where enable the learner to overcome difficulties when communication breakdowns.

Based on the problem above, the researcher interested in conducting her research focusing on communication strategies used by the eight grade students in speaking class of MTs Negeri Miri academic year 2015/2016 to develop their speaking skill. The first reason, the researcher would like to find kind of communication strategies used by the students in speaking class, then find out the dominant communication strategies used by the students, and also their reasons of used the strategies. The researcher would like to contribute for the improvement of students' speaking ability by socializes the communication strategies for both teachers and students who at first the existence of communication strategies are not usual thing to used for their speaking.

There are many taxonomies of communication strategies, such as: Dornyei and Scott's taxonomy, Faerch's taxonomy, Tarone's taxonomy, Celce-Murcia's taxonomy etc. The taxonomies are quit similar each others but in this research, the researcher used Dornyei and Scott's taxonomy to classified his found in the speaking class. Dornyei and Scott's taxonomy consist of: message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word

coinage, use of non-linguistic means, literal translation, foreignizing, code switchinf, appeal for help, filler or hesitation.

Furthermore, the researcher chooses Dornyei and Scott's taxonomy because it is simple and easy to understood. Dornyei and Scott's taxonomy is the latest taxonomy, so it provides complete, uptodate and a good example to understand. In other words, the researcher hopes in using Dornyei and Scott's taxonomy as the theory which is used to analyse the data, the readers of this research can understand the use of Communication strategies.

RESEARCH METHOD

The reseacher uses descriptive qualitative for this research. This research is a case study of communication strategies used by the eight grade students in speaking class of MTs Negeri Miri academic year of 2015/2016. The writer tries to describe the communication strategies used by the students in words, it is not in numeric. The subject of the research is the students of class VIII A MTs Negeri Miri which is consist of 26 students. There is conversation class or usually called as *kelas unggulan* there.

In this study the data collected from the result of observation, field note form, and interview with the students and the teacher, video recording and photograph. The data of the study come from transcription or excerpt of the students' performance which the theme of the story is Malin Kundang and interview from the teacher and the students to get the students' reasons of using some communication strategies in their speaking. The data is taken from speaking class which held on Monday, September 28, 2015 at 08.40 am – 10.00 am;

Wednesday, September 30, 2015 at 07.00 am – 08.40 am; and Monday, October 5, 2015 at 08.40 am – 10.00 am.

The researcher develops the information using credibility of the data by using triangulation from an analysis. To analysis the data in qualitative research, the researcher uses three techniques, namely data reduction, data display, and drawing conclusion or verification.

Data reduction is the process of making summary from the main point, arranging it and categorizing it based on its classification” (Moloeng (2000:190). Thus, it is very important for the writer to reduce the data in getting clear image and to make it easier in analyzing the data because there are many data taken in this research. The researcher focuses on the data which is related to using communication strategies used by the students then clasified it into Dornyei and Scott’s taxonomy as the theory used.

The second step is, data are displayed to classify them based on Dornyei and Scott’s taxonomy including the types of communication strategies, the dominant type, and the students’ reason of using communication strategies in their speaking skill. The last step is drawing conclusion where the researcher writes the conclusion based on the finding.

FINDINGS AND DISCUSSION

Research finding shows the analysis of the data that are found during the observation of the students’ performance and interview with the teacher and the students after the observation (post-interview). The researcher has found three hundred and nine (309) utterances from twenty six (26) students who retell the

story. The students of the eight grade in MTs Negeri Miri used all of the strategies in their retelling story performance and even a student could use more than one communication strategies.

The researcher has found forty one (41) for message abandonment, twelve (12) for topic avoidance, seven (7) circumlocution, three (3) for approximation, nine (9) for use of all purpose words, two (2) for word coinage, seventeen (17) for use of non-linguistic means, one (1) for literal translation, fourteen (14) for foreignizing, seven (7) for code switching, forty four (44) for appeal for help, and one hundred fifty two (152) for filler or hesitation utterances which represent appeal for assistance of the communication strategies type.

a. Message Abandonment

There are forty one (41) utterances or 13,27 % which represent the type of communication strategies of message abandonment type. “Message abandonment is the strategy when the speaker begins to talk about the entity but is unable to continue” (Tarone in Nakatani, 2006:11). One example is follow:

- (1) He was... (filler) a boy mmm... (she closed her eyes while thinking the next words to say). who lived with his mom.

The underlined speech show the strategy of message abandonment because she leaves the message unfinished. She abandoned her speech. She made an unfinished utterance in the middle of the running speech because she had limited related vocabularies, and she can not end the speech which had been running.

b. Topic Avoidance

In this type, the researcher has found twelve (12) utterances which occupies 3,88 % of the whole percentage. Topic avoidance refers to the avoidance of certain words or sentence because the students don't know the English terms or forget the English terms. One example is below:

(1) This is e.... (she smiled because of wrong to start her speech).

Hello my friends, I will tell a story about Malin Kundang.

She preferred to change her topic or preferred to end the speech instead of continuing the running of her speaking. This situation also found in previous studies which presented previously where the learners of second language (L2) used this kind of communication strategy to help them avoiding speech with unfriendly topic.

c. Circumlocution

There are seven (7) utterances used by the students in communication strategies for circumlocution which occupies 2,27 % of the whole percentage. Circumlocution is describing or exemplifying the target object or action. The example utterance of circumlocution is on the underlined sentence below.

(1) What... what makes her so sure is because of his ... mmm wound mmm... blood on his hand (he tried to explain the word "wound" with blood in his hand).

The speaker used it when he has difficulty to describe or paraphrase the target object or action. He preferred to change the word

instead of naming it. As an example the speech he said “his ... mmm hurt on his hand” which on the term “hurt” must be “wound”.

d. Approximation

There are three (3) utterances used by the students in communication strategies for approximation which occupies 0,97 % of the whole percentage. The speaker used this strategy when he used an alternative term to express the meaning of the target lexical item or using a word that means appropriately the same. The example utterance of approximation is on the underlined sentence below.

- (1) Malin’s mother knew he was Malin kundang from his hurt (supposed to be wound).

e. Use of All Purpose Words

There are nine (9) utterances used by the students in communication strategies for all purpose words which occupies 2,91 % of the whole percentage. This strategy means extending a general, empty lexical item to contexts where specific words are lacking. One example is below:

- (1) Years later... (filler) Malin Kundang ... mmm... (what we call “tumbuh”? she tried to answer her own question, but then a friend answered it “grow... Grown up”).

f. Word Coinage

The researcher has found two (2) word coinage strategy which occupies 0,65 % of the whole percentage. Word coinage is creating

nonexisting second language word based on a supposed rule. Furthermore, one example is below:

- (1) Malin Kundang worked hard until he became a rich man and married beautiful girl. His ship sailor to his village.

g. Use of Non-Linguistic Means

There are seventeen (17) utterances which occupies 5,50 % of the whole percentage. Non-linguistic means consist of gesture, sound imitation, mime, and facial expression to help the students in expressing the meaning or emphasized the words meaning. One example is below:

- (1) He was slipp off and hurt his hand... (he was smiling while touch his hand to emphasize the word mean “hand”).

h. Literal translation

Literal translation has the most little number on the data finding in this research. There is only one (1) utterance or occupies 0,32 % of the whole percentage. Literal translation means translating the native language into the target language word by word. The example utterance of literal translation can be seen on the underlined sentence below.

- 1) He very loved to chased chicken.

i. Foreignizing

There are fourteen (14) utterances or occupies 4,53 % of the whole percentage. Foreignizing strategy is just a used of word or phrase from the first language with the second language pronunciation. The example utterance of foreignizing is on the underlined sentence below.

(1) He was aboy from a poor family who lived... (filler) who lived with his mom.

j. Code Switching

Code switching is another communication strategies, there are seven (7) utterances or 2,27 % of the whole percentage used by the students. “Conversational code switching is the use of two languages by the same speaker within the same speech event” (Callahan, 2004:5). One example is below:

1) “Malin kundang. Once upon a time, there was a boy who lived with his mother. He was mmm... (filler) miskin people.

k. Appeal for Help

Appeal for help means ask someone (friends, interlucator, listener, audience) to help him. It means that the speaker try to ask help from the people around him, as the posi There are fourty four (44) utterances which occupies 14,24 % of the whole percentage. One example is below:

(1) Malin’s mother was very upset then..... (sssttt....piye? ssstt.... she asked her friends to help her).

l. Filler or Hesitation

There are one hundred fifty two (152) utterances used by the students in communication strategies for filler and hesitation which occupies 49,19 % of the whole percentage. This strategy is the most done by the students. It is a communication strategy that the speaker gains time to think for the next words. One example is below:

- (1) He was a boy from very poor family who lived with his mother
..... ehmm his mom.

From the research finding above, it can be inferred that there are 12 communication strategies based on Dornyei and Scott's taxonomy and the students of the eight grade in MTs Negeri Miri used all of the strategies in their retelling story performance.

The dominant type of communication strategies which used by the eight grade students in MTsN Miri is filler and hesitation type with 49,19 % or 152 utterances. which is followed by appeal for help with 14,24 % or 44 utterances. Next, the third number goes to message abandonment with the percentage is 13,27 % or 41 utterances and followed with use of non-linguistic means type at the fourth with 5,50 % or 17 utterances.

Furthermore, the fifth is foreignizing with 4,53 % or 14 utterances and topic avoidance with 3,88 % or 12 utterances. The seventh is use of all purpose words with 2,91 % or 9 utterances, continued with circumlocution and code switching with 2,27 % or 7 utterances because both have the same amount. At the ninth is approximation with 0,97 % or 3 utterances. Word coinage is 0,65 % or 2 utterances and finally, the lowest number goes to literal translation type of communication strategies with 0,32 % or 1 utterance.

The table also provides the percentage of each type of communication strategies which can be read as follows.

Table 4.1 The Percentage Communication Strategies Used by the Students.

No	Type of Communication Strategies (CS)	Frequency	Percentage
1	Message Abandonment (MA)	41	13,27 %
2	Topic Avoidance (TA)	12	3,88 %
3	Circumlocution (Cir)	7	2,27 %
4	Approximation (App)	3	0,97 %
5	Use of All-Purpose Words (UPW)	9	2,91 %
6	Word Coinage (WC)	2	0,65 %
7	Use of Non-Linguistic Means (NM)	17	5,50 %
8	Literal Translation (LT)	1	0,32 %
9	Foreignizing (F)	14	4,53 %
10	Code Switching (CS)	7	2,27 %
11	Appeal for Help (AH)	44	14,24 %
12	Filler or Hesitation (Fill)	152	49,19 %
	Total	309	

Based on the interview, the researcher would like to present the reasons of using communication strategies type by the students. There are three reasons state by the students of using communication strategies: first, the students want that their speaking can run well or communicatively because most of them still lack of vocabularies; the second is the students need time to think because they tried to memorize the next words to say; and the third is they need help from their friends around them to give a clue of the next words.

CONCLUSION

Based on the analysis, the researcher can draw the conclusion that: the first is all of the students at the eight grade of Mts Negeri Miri use all types of communication strategies appropriate with the taxonomy proposed by Dornyei and Scott namely: message abandonment, topic avoidance, circumlocution,

approximation, use of all purpose words, word coinage, use of non-linguistic means, literal translation, foreignizing, code switching, appeal for help, and filler or hesitation. They used the types of communication strategies based on their needs and the situation which they faced by them.

The second conclusion is, filler or hesitation as the dominant type of communication strategies used with 152 utterances or 49,19 % while the lowest is literal translation with 1 utterance or 0,32 %. The third conclusion is, There are some reasons why the students used some communication strategies in their speaking skill because they want that their speaking can run well or communicatively because most of them still lack of vocabularies; the students need time to think because they tried to memorize the next words to say; and they need help from their friends around them to give a clue of the next words.

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