NATURALISTIC STUDY ON COMMUNICATION STRATEGY USED BY THE SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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by
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ENGLISH EDUCATION DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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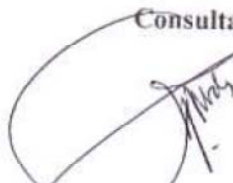
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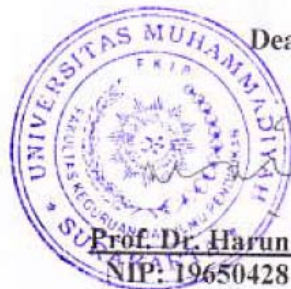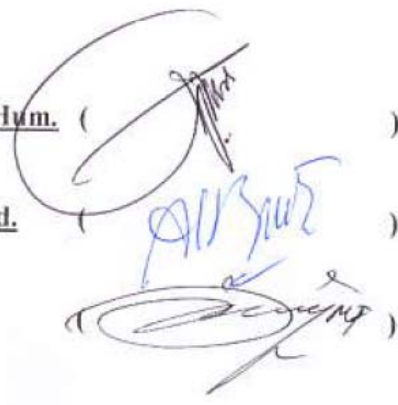Arvati Prasetyarini, S.pd, M.Pd.
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ACCEPTANCE

NATURALISTIC STUDY ON COMMUNICATION STRATEGY USED BY THE
SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF ENGLISH
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SURAKARTA

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TESTIMONY

I am here the researcher, signed on the statement below:

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Title   :Naturalistic Study on Communication Strategy used by the Second Semester Students in Speaking Class of English Education Department of Muhammadiyah University of Surakarta.

      I hereby assert that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this paper and mentioned in the bibliography.

      Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, August 08, 2016

The writer

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NATURALISTIC STUDY ON COMMUNICATION STRATEGY USED BY THE SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi komunikasi yang digunakan oleh mahasiswa semester dua di kelas Speaking di Universitas Muhammadiyah Surakarta. Dengan spesifik untuk menggambarkan: (1)tipe strategi komunikasi, (2)frekuensi strategi komunikasi yang digunakan oleh mahasiswa semester II dalam kelas berbicara di Universitas Muhammadiyah Surakarta, (3)tipe dominan strategi komunikasi yang digunakan oleh mahasiswa semester II dalam kelas speaking di Universitas Muhammadiyah Surakarta. Data dalam penelitian ini adalah strategi komunikasi yang digunakan mahasiswa semester dua di kelas berbicara Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta tahun 2016/2017. Ada tiga sumber data dalam penelitian ini, yakni: peristiwa, informan, dan dokumen. Penulis menggunakan 2 kelas speaking, dengan jumlah 30 mahasiswa sebagai subjek penelitian. Penulis menggunakan deskriptif kualitatif untuk menganalisis data. Data berdasarkan taksonomi strategi komunikasi dari Celce-Murcia. Hasil dari penelitian ini menunjukkan bahwa ada 5 tipe dengan 9 sub-tipe stratgei komunikasi, dengan tipe strategi komunikasi paling dominan digunakan mahasiswa semester dua di kelas berbicara adalah *fillers* dengan 34,48%, dan tipe strategi komunikasi yang jarang digunakan adalah *non-linguistic Means dan restructuring dengan 1,15%.* Hasil tersebut menyatakan bahwa pengajaran strategi komunikasi diperlukan untuk mahasiswa yang masih kekurangan pengetahuan di sasaran bahasa. Untuk membantu komunikasi yang dilakukan mahasiswa, strategi komunikasi sebagai mata kuliah dalam kelas Speaking akan membuat mereka tahu ketika mereka berkomunikasi dengan orang lain.

Kata Kunci: strategi komunikasi, speaking.

Abstract

This research in general, aims to describe the communication strategies used by the second semester students in speaking class of Muhammadiyah University of Surakarta. Specifically, it is to describe: (1) the types of communication strategies, (2) the frequency of communication strategy used by the second semester students in speaking class of Muhammadiyah University of Surakarta, (3) the dominant type of communication strategy used by the second semester students in speaking class of Muhammadiyah University of Surakarta. The data of research contain Communication Strategies used by the Second Semester Students in Speaking Class of English

Education Department of Muhammadiyah University of Surakarta in 2016/2017 academic year. There are three sources of data in this research, namely: event, informant, and document. The writer takes 2 classes of Speaking, with the total 30 students as the subject of the research. The writer uses descriptive qualitative method in analyzing the data. The data are categorized based on Celce-Murcia taxonomy of communication strategies. The result of this study shows that there are 5 types with 9 subtypes of communication strategies, the most dominant type of communication strategies used by second semester students in Speaking class is *fillers* with 34,48%, and the rarely type of communication strategies used by students is *non-linguistic Means and restructuring* with 1,15%. The result above implies that teaching communication strategies is needed for students who still have limited knowledge in the target language. To maintain student's communication, communication strategies as a subject in speaking class will make the students aware when they communicate with the others.

Keywords: communication strategies, speaking.

1. INTRODUCTION

Department of English Education is one of several departments in Muhammadiyah University of Surakarta. In every year English Department becomes the most popular department which has lot of students. The goals of English Education Department is developing English lesson to produce the graduates that are competent, respectable, experienced, skillful and trained. English Department teaches students to be professional English teacher. English is an important language for students of English Education Department because it's always used as language instruction in most of subject in learning process.

According to Bailey and Savage (1994:vii) in Fauziati (2010:15) "speaking in a second or foreign language which has often been viewed as the most demanding of the four skills". It can be inferred from the quotation that speaking is the most important skill than other skills because it can measure how well someone masters the second language. Celce-Murcia (2002:3) in Fauziati (2010 : 17) stated that

"Speaking in a foreign language, however, is a challenging task for language learners since speaking is an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners".

Communication strategies (CS) is a part of strategies competence and strategic competence is a part of communicative competence of a language learner. It was Selinker (1997) in Fauziati (2010:167) who first used the term communication strategies of second language communication to refer to one of the processes that is responsible for producing interlanguage error. Communication strategies may be viewed as attempts to bridge the gap between the linguistic knowledge of second language learner and the linguistic knowledge of the target language interlocutor in real communication (Felix in Tarone, 1981:63). The study of communication strategies is a relative corner in the field of SLA research (Mitchbell and Myles, 1998:94).

Students of English Education Department of Muhammadiyah University of Surakarta are foreign language learners. Communication strategies are part of the development of language learning especially in spoken language. Both native and non-native speakers use communication strategies, but non-native speakers use them more frequently. Someone's communication strategies develop unconsciously, though assimilation of role models – person we admire and some extend and success experienced in the past (Savignon, 1983:40).

As Savignon stated above, the existence of good role model of communication strategy is important to result a communicator. By the reason the researcher is interested in observing   the communication strategies used by second semester students in Speaking II of English Department of Muhammadiyah University of Surakarta.

The second reason why the researcher wants to do research in communication strategies is the problems faced by the students of English Department when they speaking especially in Speaking Class. Communication problems among English Education Department of Muhammadiyah University of Surakarta as follows.

First, students lack of vocabulary to speak fluency. Second, students feel nervous when speak in English.

Based on that, to prove the originality this research, the writer takes some previous study related to communication strategies. They are: Pratiwi (2011), Rolitasari (2015).

Pratiwi (2011) conducted research entitled *"Communication Strategies Used by English Department Students of UMS in Speaking Class"*. The objective of this study carried out to (1) describe the type of communication strategies and (2) the frequency of communication strategies and the frequency of communication strategies used by the students of Speaking III of English Department of Muhammadiyah University of Surakarta. The type this research is descriptive qualitative method in analyzing the data. The results of her research are: a) there are five major types of communication strategies: avoidance or reduction strategies with 3,65%, achievement or compensatory strategies with 23,59%, stalling-time gaining strategies with 58,5%, self-monitoring with 5,32% and the last is interactional strategies with 8,97%. b) from five major types communication strategies, stalling or time gaining strategy is the most frequently used.

Rolitasari (2015) conducted research entitled *"Communication Strategy Used by English Department Students of Muhammadiyah University of Surakarta: A Case Study in Saturday English Gathering (SEGA) Program"*. In her research, the objective are (1) types of communication strategies used by the learner, (2) the frequency of communication strategies and (3) the dominant type of communication strategies. The study is also to the reference for the better of teaching speaking. The result of her study shows: a) the frequency of communication strategies, b) the dominant type of communication strategies, c) the frequency of each types of communication strategies used by students of SEGA in UMS 2014/2015 academic years as follows: (1) the frequency of the type Avoidance or Reduction Strategies is 8, (2) the frequency of the type Achievement or Compensatory Strategies is 35, (3) the frequency of type Stalling or Time – gaining Strategies is 97, (4) the frequency of type Self – monitoring (5) the frequency of the type Interactional Strategies is 10. The type of communication strategies rarely used by the students is non-linguistic means and restructuring with 0, 62%. The most dominant types of communication strategies used by students in SEGA program is fillers with 37, 26%.

2. RESEARCH METHOD

In this research the writer uses descriptive qualitative research, especially Naturalistic Research. According to William (1989:66) Naturalistic inquiry is conducted in natural setting (in field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, and writing) in natural interests in what by people who have natural interests in what they are studying. The subject of this study is Speaking II Students of English Education Department of Muhammadiyah University of Surakarta, in 2016/2017 academic year. The researcher takes two classes: K and L with average 30 students as the subject of the study. The total number of the students in Speaking II is 120. The object of the study is communication strategies used by students of Speaking II class K and L of English Education Department of Muhammadiyah University of Surakarta, in 2016/2017 academic year.

The data in this research are in the form of experts and note, contain communication strategies made by students of Speaking II class during the lesson. The data are taken when the subject of the research Speaking II class 2K and 2L have their lesson, each class of speaking is approximately attended by 30 students. The total number of Speaking II is 120.

The data are taken by observation, recording, and Note taking. The researcher uses descriptive qualitative research by Celce-Murcia taxonomy of communication strategies. The technique for analyzing the data are as follows. First, the data collected and then classified based on Celce-Murcia's framework of communication strategies. By then, the writer can be collected the data easily. The last step is drawing conclusion from the data that has been identify, collect, and analyze.

2.1 Types of Communication Strategies Used by Students

Based on the data analysis, there were 5 types with 9 subtypes of Communication Strategies used by the second semester students in Speaking Class of English Education Department of Muhammadiyah University of Surakarta.

a. Avoidance or Reduction Strategies

   1) Message Abandonment

Message abandonment is the strategy of leaving message unfinished because of language difficulties.

b. Achievement or Compensatory Strategies

1) Non-Linguistic Means

The strategy uses non-verbal communication strategy, when the learner speaking to convince interlocutor to show something.

2) Restructuring

This strategy is leaving the utterance unfinished because of the language or difficulties words, but the learners still continue the utterance.

3) Code-Switching

In communication strategies, code switching is when the speakers switch from target language into native language to communicate their message, the learner use L1 or L3 in their utterance.

4) Retrieval

Retrieval is the strategy in which the speakers repeat the first syllable of a word or phrase. The speakers unconsciously employ this strategy while trying to convey the message.

c. Stalling or Time-gaining Strategies

1) Fillers

Fillers in time-gaining strategies is the strategy to stalling the time until the learners forgetting the word. They usually use the word aaaa, ehmmm, eee, etc.

2) Self- Repetition

Self- Repetition is the strategy in which the speakers repeat word or phrase that they have mentioned before. Self- Repetition is one of the most popular in communication strategy.

d. Self-Monitoring Strategies

1) Self-Initiated Repair

This strategy is about self-monitoring strategies connected with the consciousness by themselves. The learner consciously knows that his utterance is wrong and the learner feels nervous or forget the first time spoken.

e. Interactional-Strategies

1) Appeal for Help

Appeal for Help is the strategy to ask for help interlocutor or other around the learner.

Based on the data analyzed by using Celce-Murcia's taxonomy, the researcher found five types of communication strategies with 9 subtypes in speaking class. The types consist of: a) Avoidance or Reduction Strategies, b) Achievement or Compensatory Strategies c) Stalling or Time-gaining Strategies, d) Self-monitoring Strategies, and then e) Interactional Strategies. The table here shows each types of communication strategies used by students.

Table 1

Type of Communication Strategy used by the Second Semester Students in Speaking Class of English Education Department of Muhammadiyah University of Surakarta in 2016/2017 Academic Year.

No	Types of Communication Strategies	Sub-types of Communication Strategies
1	Avoidance or Reduction Strategies	Message Abandonment
2	Achievement or Compensatory Strategies	Non-Linguistic Means
		Restructuring
		Retrieval
		Code-Switching
3	Stalling or Time-gaining	Self-Repetition
		Filler
4	Self-monitoring Strategies	Self-Initiated Repair
5	Interactional Strategies	Interactional Strategies

2.2 The Frequency of Communication Strategies

The writer shows the table of Frequency of Communication Strategies used by the Second Semester Students of Speaking Class of English Education Department in Muhammadiyah University of Surakarta with percentage.

Table 2

Frequency of Each Type of Communication Strategies Used by the Second Semester Students in Speaking Class of English Education Department of Muhammadiyah University of Surakarta in 2016/2017 Academic Year.

No	Types of Communication Strategies	Sub-types of Communication Strategies	Frequency	Percentage	Total	Total (%)
1	Avoidance or Reduction Strategies	Message Abandonment	5	5,75%	5	5,75%
2	Achievement or Compensatory Strategies	Non-Linguistic Means	1	1,15%	15	17,25%
		Restructuring	1	1,15%		
		Code-Switching	7	8,05%		
		Retrieval	6	6,90%		
3	Stalling or Time gaining Strategies	Self-Repetition	22	25,29%	52	59,77%
		Filler	30	34,48%		
4	Self-Monitoring Strategies	Self-Initiated Repair	8	9,19%	8	9,19%
5	Interactional Strategies	Appeal for Help	7	8,04%	7	8,04%
	Total Strategies		87	100%	87	100%

2.3 The Dominant Type of Communication Strategies Used by Students

The table above shows that second semester students in speaking class has variation types of communication strategies. The researcher summarize the result of the dominant type of communication strategies with the percentage. The Dominant Type of Communication Strategies used by the students of Speaking Class of English Education Department of Muhammadiyah University of Surakarta is Fillers with 34,48% which is followed by Self-Repetition with the percentage 25,29%. And then the third is Self-

Initiated Repair with 9,19%, next is Code-Switching with 8,05%, Appeal for Help with 8,04%, Retrieval is 6,90%, Message Abandonment is 5,75%. Furthermore, Restructuring and Non-Linguistic Means have same percentage as the lowest number it is 1, 15%.

2.4 Discussion of the Finding

The researcher will describe the result of research finding and the compare this research and the previous studies. The researcher uses Celce-Mulcia taxonomy of communication strategies in analyzing the data. Based on the research finding there are 3 research questions that are discussed. First, Types of Communication Strategies used by the Students. Second, is th Frequency of Each Type of Communication Strategies used by the Students. Third, is the Dominant Type of Communication Strategies used by the Students. Based on the research finding, the researcher finds that this research completes the previous study.

The result of data analysis, the researcher found 5 types with 9 subtypes of communication strategy that used by the students in Speaking Class of English Department of Muhammadiyah University of Surakarta. They were, a) Avoidance or Reduction Strategies, b) Achievement or Compensatory Strategies, c) Stalling or Time-gaining strategies, d) Self-monitoring Strategies, e) Interactional StrategiesFrom that data, the researcher estimated there was cause students often used Stalling or Time-gaining strategies. The researcher will compare the differences between this study and the previous one by one.

The first previous is Pratiwi's Work. Pratiwi's Work used Celce-Murcia framework. Pratiwi found five types of communication strategies used by the students, namely: Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling or Time-gaining Strategies, Self-Monitoring Strategies and the last is Interactional Strategies. From five major types of communication strategies, Stalling or Time-gaining strategies is the most frequently used by students with percentage 58,8%, and rarely used is Avoidance or Reduction Strategies with 3,65%.

The second previous is Sari's Work. Sari used Celce-Murcia framework in analyzing the data. Her data is the same with the third previous one. Rolitasari's Work

but different result. Sari found 4 types with 10 subtypes of communication strategy that used by the students in SEGA program UMS. They were: 1) Stalling or Time-gaining Strategies: Self- Repetition, Fillers. 2) Interactional Strategies: Appeal for Help (Indirect) and (Direct), Requests. 3) Achievement or Compensatory Strategies: Retrieval, Code- Switching, Non-Linguistic Means, Word Coinage, Restructuring, and the last 4) Self-Monitoring Strategies: Self-Initiated Repair. 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%

3. CONCLUSION

Based on the data analysis, the result of Communication Strategy used by the Second Semester Students in Speaking Class of English Education of Muhammadiyah University of Surakarta 2016/2017 using Celce-Murcia's taxonomy as follows.

1. The types of Communication Strategies used by the Second Semester Students in Speaking Class of Muhammadiyah University of Surakarta.

The researcher summarizes the result the types of communication strategies with the percentage. From this research, the dominant type of communication strategies used by the students of Speaking Class of English Department of Muhammadiyah University of Surakarta is Fillers with 34,48% which is followed by Self-Repetition with the percentage 25,29%, Self-Initiated Repair with 9,19%, next is Code-Switching with 8,05%, Appeal for Help with 8,04%, Retrieval is 6,90%, Message Abandonment is 5,75%. Furthermore, restructuring and Non-Linguistic Means have same percentage as the lowest number it is 1, 15%.

2. The Frequency of Communication Strategies used by the Second Semester Students in Speaking Class of Muhammadiyah University of Surakarta.

The researcher found strategies which is often and rarely used by the second semester students in speaking class. The strategy which is often used by the students is Filler which is belong Stalling or Time-gaining Strategies. Moreover, the strategy which

is rarely used by the students is Non-Linguistic Means and Restructuring. The researcher summarizes the frequency of communication strategies with percentage.

3. The dominant type of Communication Strategies used by the Second Semester Students in Speaking Class of Muhammadiyah University of Surakarta.

The researcher summarize the dominant type used by the students of Speaking Class of English Education Department of Muhammadiyah University of Surakarta 2016/2017 Academic Year is Fillers/Hesitation with 34, 48%. Moreover, the type of communication strategies rarely used by the students is Restructuring and Non-Linguistic Means with the result 1, 15%.

Acknowledgement

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