AN ANALYSIS OF COMMUNICATION STRATEGIES USED BY ENGLISH TUTORIAL PROGRAM STUDENTS IN SPEAKING CLASS: NATURALISTIC STUDY AT DEPARTEMENT OF ACCOUNTING EDUCATION AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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Abstrak


Kata Kunci: Berbicara, Strategi Komunikasi

Abstract

This study described communication strategies used by English Tutorial Program students in speaking class: naturalistic study at Accounting Education Departement at Muhammadiyah University of Surakarta. This study described three components, (1) The type of communication strategies used by students, (2) Frequency the type of communication strategies, and The dominant communication strategies used by students. The data of this study consist of communication strategies used by English Tutorial Program students in speaking class at Accounting Departement at Muhammadiyah University of Surakarta. Researcher uses 3 groups of English Tutorial Program with 30 students as a subject. This study used descriptif kualitatif. The researcher analyzed the data using Dornyei’s Taxonomy. The researcher found 2 types with six subtypes of Dornye’s Taxonomy. The dominant type used by the students is Stalling or Time Gaining with 56,49%, Code Switching, Appeal For Help, Message Abandonment, Literal Translation, and the rarely type used by students is Non-Linguistic Signals with 1,67%. It can be concluded that communication strategy taken by students can be used as materials in speaking class. So, students can communicate fluently.

Keyword: Speaking, Communication Strategies
1. INTRODUCTION

Muhammadiyah University of Surakarta (UMS) is the best Private Educational Institution in Indonesia based on the QS World University Rankings by Quacquarelli Symonds (QS) in 2015. The research indicates that Muhammadiyah University of Surakarta included as the 8th level of top universities in Indonesia. Muhammadiyah University of Surakarta has “Scientific and Islamic Discourse" to enhance an Islamic culture that will provide knowledge and skills based on Islamic values for the students. Labeling as Promising University, Muhammadiyah University of Surakarta makes serious efforts to produce high quality graduates by applying many programs in all sectors, especially in Institute for Development of Basic Science and Language (LPIDB) sector.

Institute for Development of Basic Science and Language (LPIDB) launches new program mainly in language, namely English Tutorial Program, because English curriculum for the non-English Department is not sufficient to prepare students mastering English speaking skill. English Tutorial Program has been applied for non-English Department freshmen in 2015/2016 academic year. The establishment of English Tutorial program is started by evaluating English learning process that shows the lack of speaking ability of the students. The aim of this program is producing graduate student that has good speaking ability, at least mastery in job interview. The program is focused on speaking skill and the students must speak English continuously in the session. In addition, the students gradually try to speak English well in their group. Some students may have better communication abilities but some students may not.

Many people choose speaking as a means of effective and efficient communication to be conveyed in some ways like debate, interview, report, presentation and etcetera. Speaking is one of the essential English skills as oral communication. Speaking involves as a difficult skill to be mastered fast for EFL learners. It can be achieved if it is practiced as habit. According to Ladouse in Nunan, (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity
to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Basically, communication is sending and receiving information between two or more people. People certainly will utilize communication in social interaction to maintain good social relationship. The social interaction will be effective and meaningful if communication is applied contextually. Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983). It means that communication needs receiver understanding in transferring process to keep the communication well. A communication process sometimes does not happen effectively because of several factors, such as lack of vocabulary, getting ashamed, lack of knowledge and etcetera, but it can be anticipated by understanding Communication Strategy.

“Communication strategies are used to handle communication difficulties” (Hismangolu 2000 in Razmjo and Ardekani, 2010:117 in Sari and Purwati, 2007:3 According to Fauziati (2015: 42), “a communication strategy is one of the components of communicative competence”. Such strategies are used because of limited knowledge that can impede them to express their intended idea. Many people use communication strategy because there are some benefits, such as increase their vocabularies and self-confidence. “Practice in communication strategy can be combined with activities to aid the development of learners’ vocabulary” (Fauziati, 2015: 42). It means that the learners must be active to practice speaking English foreign language to develop their vocabularies. Many students use communication strategies, but they do not realize it, because they do not know about the theory of communication strategy, for example:

A : You pass melati street and be opposite ho.o melati street (laughing) ho.o.

The quotation above, shows that the students used code switching strategy of Dornyei’s Taxonomy. The quotation above includes code switching because the speaker uses L1 “ho.o” while speaking in L2.
The researcher found many communication strategies used by students in English Tutorial Program at UMS.

1. I like writing, because writing is my inspiration and I don’t dislike accounting. 

2. I setuju apa mbak agree [4s] soal (dibantu tutor) about bayarnya mahal. (udah ah mbak gak bisa bahasa inggrisnya).

   This excerpt above, shows message abandonment type. She didn’t continue her utterances. The student gave up her utterances, because she felt difficult to convey her meaning.

   The present study is crucial, because it would motivate non-English Department students to be better in speaking skill, and it can enhance self confidence. It would be easy to investigate and anticipate the suitable method for teaching English speaking skill to be an effective learning process. This present study is to fill in this gap by exploring a new perspective of analyzing Communication Strategy used by English Tutorial Program students.

   Based on that, to show the gap of this study, the researcher takes some previous studies related to communication strategies. They are Herawati (2015), Pratiwi (2011), Abdi and Varzandeh (2014)

   First, Pratiwi’s (2011) finding of the study shows that from five major types of communication strategies, stalling or time gaining strategy is the most frequently used. It occupies 58.5% of the excerpts. It is followed by compensatory strategy with 23, 59%, Interactional strategy with 8, 97%, and self-monitoring strategy with 5, 32%. The less used communication strategy is avoidance strategy with 3.65%. The subtypes of communication strategy that have never been found by the writer are topic avoidance, circumlocution, interpretive summary, meaning negotiation and clarification request.

   Second, Abdi’s and Varzande’s finding’s include the Use of all purpose words, Word coinage, Literal translation, Code switching, Nonverbal strategies, Use of fillers, Restructuring, and Asking for repetition. Findings of the study have
implications in helping learners overcome their communication problems in different contexts.

Third, Ugla, Adnan, Abidin ‘s finding shows that Malaysian students did not face many difficulties or breakdowns during their communication in English because they use most of CSs in low level. This study suggests a need to incorporate CSs into the English language programs at different levels of education in order to enhance ESL students’ ability in oral communication.

From the previous finding above, the researcher chooses to investigate non-English Department students who have not studied the communication strategy, namely English Tutorial Program students of Accounting Education at Muhammadiyah University of Surakarta. The writer is going to know whether English Tutorial Program students used communication strategies or not and what kind of strategies they employed.

2. RESEARCH METHOD

In doing the research, the writer uses descriptive qualitative research. It could be qualitative research because it does not include any calculation or enumering (Moleong, 1995:2). Qualitative research has five major types, there are phenomenology, ethnography, case study research, grounded theory, and historical research (Johnson, 2005) in Kuntjojo (009:16).

The descriptive research is used to analyze the data, because the aims of the research are to describe the types, and to figure out the frequency of each type, to find out the most dominant type of communication strategies used by English Tutorial Program: Naturalistic study at Department of Accounting Education at Muhammadiyah University of Surakarta (UMS). The researcher gets the data by the participant’s observation, note taking, recording and transcribing. This research would be held for about one month from October 2016 to November 2016. Researcher uses 3 groups of English Tutorial Program with 30 students as a subject. The data are displayed to classify them based on Dornyei’s taxonomy including the types of
communication strategies, the frequency of each type of communication strategies, and the dominant type used by the respondents analysed by Dornyei’s taxonomy.

2.1 Types of Communication Strategies used by Students

Based on the data that have been analyzed by the researcher in the form of transcribed conversation, the researcher found 2 types with 5 subtypes of communication strategies used by English Tutorial Program Students at Departemen Accounting Education at Muhammadiyah University of Surakarta using Dornyei’s Taxonomy. The type of communication strategies consist of (a) Avoidance Strategies and, (b)Compensatory Strategies.

Avoidance strategies are divided into 2 sub-types, namely: message abandonment, and topic avoidance. But, the researcher only found some of them in the form transcribed conversation.

1) Message Abandonment

Massage abandonment is the strategy of leaving message unfinished because of language difficulties. This strategy is used when the speaker gave up and continued his/her speech. They did not continue the speech due to lack of knowledge or vocabulary, so that the speaker stopped in the middle of the speech. The researcher found 5 utterances in this type. To know clearly about this strategy, here is the description analysis of the datum.

A: Ok aura and I want to your aura question aaaa what your aaaa like and dislike aaaa your work in the class?

B: aaaa I like is writing, because writing is my inspiration and I don’t eehh dislike is aaaa accounting. aaaa accounting is make make....(Message Abandonment)

From the conversation about “Like and Dislike” above, after she said “make make...” she didn’t continue her utterances. The student didn’t give up her utterances, because she felt difficult to convey her meaning.

Here, the researcher found the utterances about message abandonment by the students:
(1) aaaa I like is writing, because writing is my inspiration and I don’t eehh dislike is aaaa accounting. aaaa accounting is make make....

(2) I setuju apa mbak agree [4s] soal (dibantu tutor) about bayaranya mahal. udah ah mbak gak bisa bahasa inggrisnya.....

(3) My opinion UMS is biggest university because [3s] aaaa UMS have 4 campus [5s] and eh 12 opo 14 program study to (berhenti berbicara)....

(4) because mbak terjemahno [4s] mm in [3s] (pelajaran opo mbak?) study, yowes thanks....

(5) I want aaaa as menjadi I want aaaa opo neh ya.Wis ah....Thanks.

b. Compensatory Strategies

Compensatory strategies are divided into 11 sub-types,namely: circumlocution, approximation, use of all-purposes words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignzing, code switching, appeal for help, stalling or time gaining strategies. The researcher only found five of them in the form of transcribed conversation.

1) Literal Translation

Literal translation is when students try to translate literally a lexical item, idiom, compound word, or structure from L1 to L2. This occurs because the students felt difficult if they must be directed to say in L2. The researcher found 5 utterances of literal translation. This is the description of the datum.

A: aaaa kesimpulan compulsion conclusion conclusion (laughing) aaaa her she
eehe ngga kmba “dia adalah temanku(rising intonation) She is my best friend.

(Literal Translation)

This conversation tells about “Descriptive Text”. Before saying “kesimpulan” the students said “conclusion”; it happens because the students can not say directly in L2. So, the students tried to translate the word from L1 to L2.

Here, the researcher found the utterances about literal translation by the students:

(1) kesimpulan compulsion conclusion conclusion (laughing)

(2) kesimpulan conclusion (aaaa) she Luviana.
(3) Her not like ice cream because *giginya sakit toothache*.
(4) She is *delapan belas eighteen* years old.
(5) I’m [2s] *membuka open* [3s] open *cabang i opo mbak brahnce my perusahaan i apa* company company in all country in the world.

2) Code Switching

This type happens when the students do not know what she wants to say, the students try to switch from target language into native language in their utterance. To switch their utterance, the students uses L1 or L3. In this type, the researcher found 53 utterances containing code switching. The analysis about this strategy can be seen below.

A: I think a blue [4s] *oiyo* suitable for you, you girls. (*Code Switching*)

This quotations tells about “Shopping”. The speakers uses code switching type, there is a word “oiyo”. “oiyo” is the word of L1, the students uses L1 while speaking in L2. Code switching also can help students when they are difficult to express some of the terms in the target language. Here, the researcher found the other utterances about code switching using by students:

B: Mia is *people very* [3s] good [6s] aaaa more eeh *lebih dewasa* [7s] *sopan itu apa* a polite good. *Udah.*

In the excerpt above, there is show code switching type. The student does not know to say “lebih dewasa” in target language, so the student uses L1. There are other data that researcher found using code switching as follows.

(1) *Trus* and [3s] in the behind station aaaa (dibantu teman untuk melanjutkan dan menerjemahkan) her keep aaaa *norma* in Indonesian.

(2) (aaaa) *kui* achieve [2s] achieve in aaaa university aboard.

(3) and and *dan But*, aaaa she she is aaaa also aaaa *negeri i opo aaaa prestation in aaaa opo*.

(4) liar liar is [4s] *penghianat, prestasi i apa di luar*

3) Appeal For Help
Appeal for help is the strategy when people difficulties to speak, the student asked for help from another person directly or indirectly. People usually use rising intonation, pause, eye contact or puzzled expression. In this type, the researcher found 37 utterances containing appeal for help. The analysis about this strategy can be seen below.

A : aaaa mereka i opo mbak they [3s] aaaa play a game in kuliah [4s] bbm beloved in kuliah (laughing). (Appeal For Help)

When students have difficulty to say “mereka” in English, students ask for help from others directly. This is called appeal for help of communication strategies by Dornyei’s Taxonomy. There are some utterances about the strategy used by students, as follow:

1) 12 program study [9s] peringkat pertama itu apa mb ranking one.
2) in eehh the first the first [5s] swasta i opo university privet in Indonesia.
3) aaaa in university terdapat i opo located (laughing) [4s] located mm banyak i many?

4) Stalling or Time Gaining

This type of communication strategy is used when the speaker takes the time to think. People use hesitation device, such as uh, well, let’s see, As a matter of fact). (Dornyei, 1995 cited in Brown, 2000:128 in Fauziati, 2015:39). The analysis describes to more know is as follows :

A: aaaa Waalaikumsalam . Yes I I will go meet aaaa meeting teacher and I will emm make you work in the class. (Stalling or Time Gaining)

In the excerpt above, there is show stalling or time gaining type of communication strategies by Dornyei Taxonomy. To fill the gap, the speaker uses the word "aaaa" and “emm”. They use this type to gain time to think. There were another data that researcher found about stalling or time gaining is as follows:

1) Assalamualaikum./2s/ Assalamualaikum Good morning Mss. Liza. Where you eehh [3s] Good morning Mss eehh Good where you go eehh.
(2) I like writing, because writing is my inspiration and I don’t dislike accounting. Accounting is make make.

(3) She compact is she on life style. (3s) (kui) achieve [2s] achieve in university aboard.

5) Nonlinguistic Signals

Many people have difficulty in speaking English, caused at least knowledge or vocabulary. But many strategies to overcome it, for example people can use mime, gesture, facial expression, or sound imitation. There were 4 cases that indicate in nonlinguistic signals. The analysis about this strategy it can show:

A : No no it’s very easy. I will tell you from this street you can go straight and then turn left you can find cross road turn right you can find cross road you (long intonation) turn right and then you can find cross road and the market side at the corner (Nonlinguistic signals)

The quotation above describes the direction a place. When the speaker explained, speaker uses hand gestures to convince an audience. That is called nonlinguistic signals of communication strategies by Dornyei Taxonomy. There were other data that researcher found about stalling or time gaining is as follows:

(1) Yes (mmm) you can go pass you can go pass mawar street and then you will find cross road and then you (long intonation) turn right and the you go pass melati street and (long intonation) beside park. (Nonlinguistic signals)

(2) Ok ok you can (long intonation) you can first (eeem) turn right and the go pass(anggrek street and next to bank (laughing) and market go straight straight turn left ho.o and then turn left and you pass melati street and be opposite (laughing) ho.o(Non Linguistic Signals)
2.2 The Frequency of Communication Strategies

This part shows the frequency of communication strategies used by English Tutorial Program students at Accounting Education Department at Muhammadiyah University of Surakarta. The table shows the percentage of each type of communication strategies of Dornyei’s taxonomy.

3.3 The Dominant Type of Communication Strategies

The researcher found the dominant type used by English Tutorial Program students at Accounting Education Department at Muhammadiyah University of Surakarta, that is Stalling or Time Gaining with 56.49% which is followed by Code Switching with 22.18%, Appeal For Help with 15.48%, Literal and Message abandonment with the percentage 2.09%, and the next is Non Linguistic Signals as the lowest number; it is 1.67%.

From the data, the researcher concludes that the dominant type of communication strategies used by English Tutorial Program Students at Accounting Education Department at Muhammadiyah University of Surakarta is Stalling or Time Gaining with 22.18%, and the type of communication strategies rarely used by students is Non Linguistic Signals with 1.67%.

3. DISCUSSION OF THE FINDING

Based on the data, the researcher will describe the result of research finding then compare it with previous finding. The researcher found two types with six subtypes of communication strategies of Dornyei’s taxonomy that used by English Tutorial Program students in speaking class at accounting education department at Muhammadiyah University of Surakarta. They were, a) Avoidance Strategies: (1) Message Abandonment with 2.09%, b) Compensatory Strategies: (1) Literal Translation with 2.09%, (2) Code Switching with 22.18%, (3) Appeal For Help with 15.48%, (4) Stalling or Time Gaining with 56.49%, (5) Non Linguistic Signals with 1.67%. The students usually use Stalling or Time Gaining, and based on the data, the dominant strategies used by students is Stalling or Time Gaining with 56.49% and the lowest percentage is Non Linguistic
Signals with 1.67%. From six strategies, Stalling or Time Gaining is the easiest strategy. When students need time to think or remember something, the students spontaneously would say the word "aaaa" "eeem" and pauses. So, Stalling or Time Gaining becomes the dominant strategy used by students. The researcher will compare the differences between this study and the previous one by one.

The first previous is Pratiwi’s finding’s; the finding of the study shows that from five major types of communication strategies, stalling or time gaining strategy is the most frequently used. It is followed by compensatory strategy, Interactional strategy, self-monitoring strategy, and avoidance strategy.

Second, Abdi’s and Varzandeh’s finding’s are Use of all purpose words, Word coinage, Literal translation, Code switching, Nonverbal strategies, Use of fillers, Restructuring, and Asking for repetition. Findings of the study have implications in helping learners overcome their communication problems in different contexts.

Third, Ugla, Adnan, and Abidin found the Use of all purpose words, Word coinage, Literal translation, Code switching, Nonverbal strategies, Use of fillers, Restructuring, and Asking for repetition used by the students.

Compared to the previous finding above, the researcher found six subtypes of communication strategies used by English Tutorial Program students at Muhammadiyah University of Surakarta. It is different from the Pratiwi’s finding; Pratiwi found five types of communication strategies used by students of English Departement in speaking class at Muhammadiyah University of Surakarta. It happens because, the students of English Departement often speaking in English than English Tutorial Program students. So, English Departement students less used type of communication strategies than English Tutorial Program students. But, they found that the same dominant type, that is Stalling or Time Gaining. Stalling or Time Gaining is often used because the strategy is spontaneously performed by students.
4. CONCLUSION

The study of communication strategies used by English Tutorial Program students in speaking class at Departement of Accounting Education at Muhammadiyah University of Surakarta uses the framework of Dornyei’s Taxonomy.

The researcher analyzed the types of communication strategies used by students using percentage. From this result, the researcher found two types of communication strategies with 6 sub-types; there are Stalling or Time Gaining with 56.49%. Second, Code Switching with 22.18%, then Appeal For Help with 15.48%, and then message abandonment and Literal Translation with 2.09%, and the last is Non-Linguistic Signals with 1.67%.

The researcher found that dominant type used by English Tutorial Program Students in Speaking Class at Departement of Accounting Education at Muhammadiyah University of Surakarta is Stalling or Time Gaining with 56.49%. Moreover, the researcher found the rarely strategy used by students is Non-Linguistic Signals with 1.67%.

From the result, all English Tutorial Program students use communication strategies. This is influenced by several factors. First, the students are lack of knowledge about vocabulary. Lack of knowledge about vocabulary may lead to students not fluent in speaking English. Second, many students are having a nervous when speaking English. This can cause students forget to remember the words to say when speaking. So, students automatically takes a pause to remember. When the students remember, the students usually use “eeem” “aaaa’ or “mmm”. The last factor is that they usually used Indonesian or Javanese languauge every day. So, that when they speak English, they find trouble. From the problems above, the communication strategy can help the students to speak English fluently and spontaneously. We can conclude from this result that communication strategies are important, and communication strategies can teach students.
BIBLIOGRAPHY


