

**COMMUNICATION STRATEGIES APPLIED BY THE EIGHTH GRADE
STUDENTS IN SPEAKING CLASS AT SMP MUHAMMADIYAH PROGRAM
KHUSUS SURAKARTA**



Submitted as a Partial Fulfillment of the Requirements
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in English Department

by
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SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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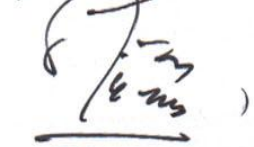
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The writer



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ABSTRAK

Penelitian ini bertujuan untuk (1) mengidentifikasi tipe strategi komunikasi yang digunakan oleh siswa kelas delapan (2) mendeskripsikan strategi komunikasi yang paling dominan yang digunakan oleh siswa kelas delapan di kelas Speaking di SMP Muhammadiyah Program Khusus Surakarta. Penulis menggunakan metode deskriptif kualitatif sebagai tipe penelitian. Penulis menggunakan 2 kelas Speaking dengan jumlah 27 siswa sebagai subjek penelitian. Teknik yang digunakan penulis untuk mengumpulkan data yaitu, observasi, wawancara, dan analisis dokumen. Data dalam penelitian ini, yaitu: strategi komunikasi yang digunakan siswa kelas delapan di kelas Speaking di SMP Muhammadiyah Program Khusus Surakarta. Data di analisis menggunakan taksonomi strategi komunikasi dari Dornyei. Hasil dari penelitian ini menunjukkan bahwa ada 2 tipe dengan 8 sub tipe strategi komunikasi. Strategi komunikasi yang paling dominan digunakan oleh siswa adalah Stalling or Time Gaining Strategies (63,15%), Message Abandonment, Circumlocution, Word coinage, Nonlinguistic signals, Code-switching, Appeal for help, dan yang paling jarang digunakan adalah Topic avoidance (1,32%). Strategi komunikasi digunakan oleh siswa karena dibutuhkan untuk menghindari terhalangnya komunikasi serta tetap membuat komunikasi tetap berlanjut dan dapat di mengerti.

Kata Kunci: Speaking, Komunikasi, Strategi Komunikasi

ABSTRACT

This research aims at (1) identifying communication strategies applied by the eighth grade students, (2) describing the most of dominant type of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah Program Khusus Surakarta. The researcher uses descriptive qualitative method as the type of the study. The researcher takes 2 classes of speaking class with 27 students as the subject of the research. The techniques used by the researcher in collecting data are namely, observation, interview, and document analysis. The data of the research is communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah Program Khusus Surakarta. The data were analyzed using Dornyei's communication strategies taxonomy. The result of this research shows that there are 2 types with 8 sub types of communication strategies. The dominant type of communication strategies applied by the students is Stalling or Time Gaining Strategies (63,15%), Message Abandonment, Circumlocution, Word coinage, Nonlinguistic signals, Code-switching, Appeal for help, and the rarely type of communication strategies applied by the students is Topic

Avoidance (1,32%). It can be applied because communication strategies are needed for the students to prevent the communication from the interruption and keeping the communication going on and can be understood.

Key Words: Speaking, Communication, Communication Strategies

1. INTRODUCTION

Speaking is known as a productive skill used as the communication tool through an oral form. As the first manifestation of language, speaking places the first rank in communication compared with the other skills. It can be proven that most of the communication interaction is done by a human through speaking. In the communication, there is no good speakers or listeners of a language. There is still a people who can not speak a target language such perfectly and can use appropriately in the communication. Moreover, learning purposes of language are firstly focused on the ability to communicate in speaking.

According Tarone (1980) in Lin Wei (2011:15), communication strategies is a mutual attempt in the communication between two interlocutors to make a deal on an importance communication. We realize that both speaker and the listener are included; the responsibility of both speaker and listener is successful communication. At the point, when the participants know about that they do not seem to understand the meaning of language each other, they will depend to a number of the strategies, for example, paraphrase, and avoid a topic.

Bachman (1990) in Thao (2005:16) defined the term “communicative language ability” as the synthesis of competence and the use of the knowledge in the appropriate context in order to gain achievement in communication goals. This is the base of strategic competence, and to a greater extent, communication strategies.

In this research, the researcher will analyze data by using the Dornyei's taxonomy of communication strategies. The researcher uses Dornyei's because it's a good example of communication strategies to understand what is the meaning of language use in communication strategies according to Fauziati (2015: 38). The purpose of this type of communication strategies is to prevent

the communication from the interruption and keeping the communication going on.

According to the problems above which have been already discussed, the researcher in the current research focused on the communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Kottabarat Surakarta in the academic year 2017 / 2018. The researcher wants to analyze communication strategies at formal school that is SMP Muhammadiyah *Program Khusus* Kottabarat Surakarta because the researcher wants to identify and described the types of communication strategies which are applied by the eighth grade students. As we know SMP Muhammadiyah *Program Khusus* Surakarta has a speaking activity named English Camp for the students every Friday afternoon. At English Camp the students can be divided into some speaking classes consisting of 15 students each class. The English Camp activity is held to improve the eighth grade students speaking skill for their preparation for doing Edu Trip to Singapore at February 2018. The tutor of English Camp is not only the English teacher at SMP Muhammadiyah *Program Khusus* Surakarta, but the English students from Universitas Muhammadiyah Surakarta at fifth semester consist of 5 English Students. This can make the class interesting because the teacher is not only their own English teacher. This also makes the students become interested in joining English camp because the tutor is from English department students. This case gives an impact that the students have an English speaking ability above an average than the other students in general.

In the current research, researcher focused on the communication strategies applied by the eighth grade students in process of learning a foreign language in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta. The researcher has some reasons why she took this research on speaking class at SMP Muhammadiyah *Program Khusus* Surakarta. First reason is to identify what strategies applied by the students to achieve their intention when they effort a conversation to the others. Second reason is to analyze the kinds of communication strategies which are appropriate for junior high school students.

From those reason, the researcher decided to do a study about communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah Program Khusus Surakarta. The researcher takes some previous research which has a relation with communication strategies.

First, Anggrantasari (2016), conducted a research with the title “*Naturalistic Study on Communication Strategy Used by Second Semester Students in Speaking Class of English Education Department of Muhammadiyah University of Surakarta*”. She analyzed data based on Celce-Murcia communication strategies taxonomy. Results of the current research shows that there are 5 types with 14 subtypes of communication strategies, *Fillers* with 31,05% becomes the most dominant types of communication strategies and the rarely type of communication strategies used by students are *topic avoidance*, *word coinage*, *literal translation*, *self-initiated repair* with 0,53%. The resultsof the study above implies communication strategies needed for students for the use of target language.

Second, Herawati (2015) conducted research entitled “*Communication Strategies Used by the Eight Grade Students of SMP N 1 Surakarta in Developing Speaking Skill*”. She analyzed the data by using Tarone’s Taxonomy of communication strategies. She concludes that: (1) the students use all types of communication strategies with Tarone’s communication strategies taxonomy, (2) the strategies used by the students are a) topic avoidance 3,92%, b) message abandonment 15,7%, c) paraphrase 5,89%, d) coinage 1,96%, e) native language switching 35,29%, f) miming 19,6% and g) appeal for assistance 17,64%, and (3) the most dominant type of communication strategies in this study is native language switching with the 35,29%.

Third, Pratiwi (2011) conducted research entitled “*Communication Strategies Used by English Department Students of UMS in Speaking Class*”. This case study of research is at SEGA Program. She analyzed the data by using Celce-Murcia Taxonomy. The results of Pratiwi’s study are: a) there are 5 types of communication strategies: avoidance or reduction strategies 3,65%, achievement or compensatory strategies 23,59%, stalling-time gaining strategies

58,5%, self-monitoring 5,32% and the last interactional strategies 8,97%. b) stalling or time gaining strategy is the most strategies used by the students. She suggests to teach communication strategies as the part of subject in school.

Fourth, Puspitasari (2017) conducted research "*An Analysis of Communication Strategies Used by English Tutorial Program Students in Speaking Class: Naturalistic Study at Department of Accounting Education at Muhammadiyah University of Surakarta*". The most dominant type used by the students is Stalling or Time Gaining 56,49% and the rarely type used by students in this study is Non-Linguistic Signals 1,67%. She analyzed the data using Dornyei Taxonomy of communication strategies. The result is that communication strategies can be used as a subject in class so the students can communicate with brief and fluently.

Fifth, Sari (2015) conducted research with the title "*Strategies in Communication Used by English Department Students in Muhammadiyah University of Surakarta: A Case Study in Saturday English Gathering (SEGA) Program*". She uses descriptive qualitative research by Celce-Murcia Communication Strategies Taxonomy of in her study. The result data found on this research as follows, a) Stalling or Time-gaining Strategies: (1) Self Repetition, (2) Fillers. b) Interactional Strategies: (1) Appeal for Help (Indirect) and (Direct), (2) Requests (Repetition). c) Achievement or Compensatory Strategies: (1) Retrieval, (2) Code switching, (3) Non-Linguistic Means, (4) Word Coinage, (5) Restructuring, and the last d) Self Monitoring Strategies: (1) Self Initiated Repair. The dominant strategy used by the students in this study is Stalling or Time-gaining Strategies 66,49% and the rarely type is Self Monitoring Strategies 6,59%.

The researcher concludes that the current research is an original research because it has differences with the previous research. The difference of the current research with previous research is on the subject of the study. Researcher analyzed a communication strategies with the students at formal school, that is SMP Muhammadiyah Program Khusus Surakarta as a subject. It is

different that the most of previous research focused on communication strategies applied by the students at UMS.

The objective of the study in the current research is aimed at identifying types of communication strategies and describing the most of dominant type of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta.

2. RESEARCH METHOD

In the current research, the researcher uses descriptive qualitative method. Holloway and Wheeler (2002) in Langen (2009:2) stated qualitative research refers to a type of social enquiry that focused on individual to interpret and comprehend their experiences and their life.

The subject of the current research is the eighth grade students in Speaking class at SMP Muhammadiyah *Program Khusus* Surakarta in 2017 / 2018 academic year. The researcher takes 2 classes of eighth grade students in speaking class as the subject, consisting of 27 students. The object of the research is focused to the communication strategies applied by the eighth grade students according to Dornyei's communication strategies taxonomy. The data and the sources of the data consist of three parts, namely: event, informant, and document. Researcher collecting data by doing an observation, interview, and document analysis. The data taken then classified to the theory of Dornyei's communication strategies taxonomy including the types and most dominant type of communication strategies.

3. RESULT AND DISCUSSION

According to the data analysis in the data transcript, the researcher found 76 utterances consisting of 2 types with 8 sub types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta.

3.1 Types of Communication Strategies Applied by the Eighth Grade Students

3.1.1 Avoidance Strategies

3.1.1.1 Message Abandonment

According to Dornyei (1995) in Ya-ni (2007: 48) message abandonment refers to leave an unfinished words because of the difficulties of language. The researcher found 8 utterances in this type. An example utterance of Message Abandonment is on the underlined sentences below:

➤ Data 4.1

From the traffic light of bond street (2s) go straight(2s)..... eeee...at the..... (“circle” but didn’t say it).

➤ Data 4.4

You (1s)go (2s) e.... I’m in the here (3s) in the bond street go straight.

From the conversation about “Asking Direction” above, in the Data 4.1, after the student said “*eeeeee.... at the...*” and in the Data 4.4 , after the student said “*You go eee.....*”the student dind’t continue the utterances. The student gave up to continue the conversation because the student felt hard to inform the meaning into English.

3.1.1.2 Topic Avoidance

According to Dornyei (1995) in Ya-ni (2007: 48), topic avoidance is avoid the topic or areas or concepts that pose difficulties of language. The researcher found 1 utterance in this type.The example of Topic avoidance utterances is on the underlined sentence below:

➤ Data 4.9

You are here pass traffic light eeee..... Aku ga tau.....

From the conversation about “Asking Direction” above, after the student said “*You are here pass traffic light eee..... akuga tau...*”. The student said *aku ga tau* which means she did not know what to say in the

conversation and avoid the topic because that pose language is difficult, so she said *aku ga tau*.

According to the result data, the researcher will explain the result of the research finding then compare it with the previous findings. According to the the table below, the researcher found as follows,

Table 1 Frequency of Each Types of Communication Strategies

No	Type of Communication Strategies	Subtypes of Communication Strategies	Frequency	Percentage (%)	Total	Total (%)
1.	Avoidance Strategies	Message Abandonment	8	10,53 %	9	11,85 %
		Topic Avoidance	1	1,32 %		
2.	Compensatory Strategies	Circumlocution	2	2,63 %	69	88,15%
		Word Coinage	3	3,95 %		
		Nonlinguistic Signals	3	3,95 %		
		Code-Switching	5	6,58 %		
		Appeal for Help	6	7,89 %		
		Stalling or Time Gaining Strategies	48	63,15 %		
	Total Strategies		76	100%	76	100%

There are 2 types with 8 sub types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta based on the Dornyei's Taxonomy. They were followed by a) Avoidance Strategies: (1) Message Abandonment 10,53%, (2) Topic avoidance 1,32%, b) Compensatory Strategies: (1) Circumlocution 2,63%,(2) Word coinage 3,95%,(3) Nonlinguistic signals 3,95%, (4) Code – switching 6,58%,(5) Appeal for help 7.89%, (6) Stalling or Time Gaining Strategies 63,15%.

3.2 Dominant Type of Communication Strategies Applied by the Eighth Grade Students

According to the data, the researcher can conclude that dominant types of communication strategies applied by the Eighth Grade Students in Speaking Class at SMP Muhammadiyah *Program Khusus* Surakarta is Stalling or Time Gaining Strategies 63,15 %, and the types of communication strategies rarely applied by the students is Topic avoidance 1,32%.

The researcher compares the differences of the current research with the previous research. The first previous is Anggrantasari's finding there are 5 main types communication strategies, namely: Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling or Time-gaining Strategies, Self-monitoring Strategies, and Interactional Strategies. Fillers consist of Stalling or Time Gaining as most frequently strategies.

Second, Herawati's finding showed there are of 7 types of strategies used by respondents based on Tarone's communication strategies taxonomy, as follows: topic avoidance, message abandonment, paraphrase, coinage, native language switching, miming and appeal for assistance. Native language switching is most frequently used in this research

Third is Pratiwi's finding's there are 5 main types communication strategies in Celce-Murcia Taxonomy as follows, avoidance or reduction strategies, achievement or compensatory strategies, stalling-time gaining strategies, self-monitoring and interactional strategies. The most frequently used strategies is Stalling or time gaining.

Fourth is Puspitasari's finding's; there are 2 types with 6 subtypes of communication strategies. It is the as the current research that also used Dornyei's Taxonomy but with different findings. They are Stalling or Time Gaining as the dominant type, then followed by Code Switching, Appeal For Help, Message Abandonment, Literal Translation, and Non-Linguistic Signals as the rarely type used by the students.

Fifth is Sari's finding's; there are 5 main types communication strategies such as, a) Stalling or Time-gaining Strategies: Self Repetition, Fillers. b) Interactional Strategies: Appeal for Help (Indirect) and (Direct), Repetition. Achievement or Compensatory Strategies: Retrieval, Code switching, Non Linguistic Means, Word Coinage, Restructuring, then Self-monitoring Strategies: Self initiated Repair. The dominant strategy is Stalling or Time gaining.

The previous research have differences with the result of this current research found by the researcher. The researcher found that there are 2 types with 8 sub types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta based on the Dornyei's communication strategies taxonomy. From Anggrantasari, Pratiwi, Puspitasari, and Sari ,the most dominant type is Stalling or time gaining. It is the same as the dominant type of communication strategies in this research, but with more frequency than previous research. It can happen because the university students often speak in English than junior high school students. So, the junior high school students used more communication strategies while speaking. The eighth grade students applied communication strategies in their communication to prevent the communication from the interruption and keep the communication going on.

4 CONCLUSION

The eighth grade students at SMP Muhammadiyah *Program Khusus* Surakarta use two types with eight sub types of communication strategies applied by the eighth grade students in speaking class at SMP Muhammadiyah *Program Khusus* Surakarta based on the Dornyei's communication strategies taxonomy. They were followed by a) Avoidance Strategies: Message Abandonment 10,52%, Topic avoidance 1,31%, b) Compensatory Strategies: Circumlocution 2,63%, Word coinage 3,94%, (3) Nonlinguistic signals 3,94%, (4) Code – switching 6,57%, (5) Appeal for help 7.89%, (6) Stalling or Time Gaining Strategies 63,15 %.

The dominant type of communication strategies is Stalling or Time Gaining Strategies 63,15 %. The students use Stalling or Time Gaining Strategies during the speaking activity. The lowest frequency is Topic Avoidance with 1,31%.

They used those types of communication strategies without realizing that they have used those kinds of strategies. The students who can not speak English fluently nervous or forget the meaning of word in English when they speak. They usually gain a time to think when they speak English and asked to their friends, teacher, or tutor when they difficult to speak. They used those kinds of communication strategies to prevent the communication from the interruption and keep the communication going on. This is usefull for the students for the improvement in speaking skill also it can help the students to be brave and fluent to speak English.

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