



An Analysis of Communication Strategies Applied by English Study Program Students in Speaking for Presentation

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Abstract

This Study was a mix method research which used the combination of both qualitative and quantitative data. This study was aimed to find out the types and the dominant communication strategies used by the fourth semester students of English Study Program in University of Bengkulu. The instruments used in this research were observation checklist adapted from Dornyei (1995) and video recorder to collect data. The data were analyzed by Dornyei's Theory of Communication Strategies. The population of this study was fourth semester students of class A of English Study Program. The samples of this study were selected with purposive sampling technique. The findings of this research were: (1) the students used all types of communication strategies, namely: a) message replacement, b) topic avoidance, c) message abandonment, d) circumlocution, e) approximation, f) word coinage, g) non-verbal signal, h) literal translation, i) foreignizing, j) code switching, k) time gaining strategy, and l) appeal for help, and 2) the dominant type of communication strategies used by the students is time gaining strategy with 47.87%. The students mostly used time gaining strategy because they have already had good proficiency but they still needed times or delays to produce the utterances.

Key words: Communication Strategies; Speaking; Speaking for Presentation.

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 leaflet we could see some sentences or words written in English. It is because English is the international language in the world. English becomes the most essential language in the world. As the consequence, all countries in the world require English as one of the subjects studied at school. The purpose is to make the young generation competent in English either by using English passively or actively, or in other words, the young people are expected to speak English fluently or just to be able to understand what people say or be able to write their opinion to express their idea.

As a language, English has four language skills. They are speaking, writing, listening, and reading. Speaking skill is supposed to be a crucial skill and more difficult than other skills because it enables speaker to produce the utterances directly and spontaneously (Nunan, 2003). Many students feel terrified when they are required to speak in front of the class. Besides, syafryadin (2016) also reported in his research that that students were anxious to talk in a public.

In language, the feeling of fear and nervous in communication foreign language is called language anxiety (Horwitz, 1986). Language anxiety can affect the quality of oral language production, make individuals less fluent than they really are. Moreover, In the study done by Horwitz (1986), it shows that anxiety influence students' speaking performance in language class which means that the more anxious student tends to avoid involving in difficult communication using target language.

Most of the students still have difficulty to speak English as their foreign language. In order to overcome the problem, the students used some communication strategies to keep their communication smooth. Dornyei (1995) defines communication strategy as systematic technique employed by speakers to express the meaning of words or utterance they want to express when they face

some difficulties in oral communication. Communication strategies are important in helping second or foreign language learners to communicate successfully when they face the production problem due to their lack of linguistic knowledge.

There are some theories of communication strategies, such as Dornyei's taxonomy, Faerch's theory, Tarone's theory, Celce-Murcia's theory etc. The theories are little bit similar but in this research, the researcher used Dornyei's theory to classify the communication strategies used by the students in speaking class. Dornyei's theory consisted of message abandonment, topic avoidance, message replacement, circumlocution, approximation, word coinage, use of non-linguistic means, literal translation, code switching, appeal for help, and time gaining strategy.

Furthermore, the researcher chose Dornyei's taxonomy because it is simple and easy to understand. Dornyei's taxonomy is the latest taxonomy, so it provides complete, up to date and a good example of classification to understand. In other words, the researcher hoped that by using Dornyei's taxonomy as the theoretical based which was used to analyze the data, the readers of this research can understand the use of Communication strategies.

Based on the explanation above, the researcher was interested in conducting the research focusing on communication strategies used by the students of English Study Program in speaking for presentation to develop their speaking skills. The aims of the research were as follows: 1) the researcher would like to find kind of communication strategies used by the students in speaking class, then 2) to find out the dominant communication strategies used by the students, and also the their reasons of using those strategies.

Research Methodology

The researcher used mix method which combined qualitative and quantitative data for research (Cresswell, 2009). This research was aimed to find out the type and the dominant communication strategies used by the students of English Study Program in delivering presentation. The researcher tried to describe the communication strategies used by the students. The participants of the research

were the fourth semester students of class VIII A of English Study Program consisting of 36 students. Arikunto (2010) explained that if the population is less than 100, the sample should be taken all. Based on the statement, the researcher used all of the students as the sample.

The Instruments used in this research were observation checklist and video recording. Observation checklist was used to classify the type of communication strategies and video recording was used to get the transcript of students' talk. In this study the data were collected by observing the class where the students were having the presentation session. To make all of the information the data of the study comes from transcription of the students' performance which present speaking for presentation in front of the class and draw the students' reasons of using some communication strategies in their speaking.

To collect the data, the researcher conducted some procedures. First, the researcher recorded the students in speaking for presentation in the class by camera. Second is transcribing the video recording of students' speaking. Third is filling the observation checklist by giving a tally mark if the student used kinds of communication strategies. The last is analyzing the communication strategies applied by students and calculating the percentage of communication strategies by using statistical calculation with the help of SPSS application (Riadi, 2016).

The researcher ensured the credibility of the data by using inter-rater reliability (Cohen, 2007) After collecting the data, it was displayed to classify the findings based on Dornyei's theory including the types of communication strategies and the dominant type of communication strategies done during the presentation. Afterwards, the researcher described the data.

Results and Discussion

Result

The researcher has found three hundred and nine (309) utterances from thirty six (36) students who delivered the presentation in the class. The students used all of the strategies in their presentation performance. Even, a student used more than one type of communication strategies during the presentation.

The researcher has found five strategies for message abandonment, six strategies for topic avoidance, three strategies for message replacement, eight strategies for circumlocution, seventeen strategies for approximation, two strategies for word coinage, forty four strategies for use of non-linguistic means, forty one strategies for literal translation, one strategy for foreignizing, seven strategies for code switching, thirteen strategies for appeal for help, and one hundred and thirty five strategies for time gaining strategy.

The percentage of each type of communication strategies is provided in the table below:

Table 1: The Percentage of Communication Strategies Used by the Students.

No	Type of Communication Strategies (CS)	Frequency	Percentage
1	Message Abandonment (MA)	5	1.77 %
2	Topic Avoidance (TA)	6	2.13 %
3	Message Replacement (MR)	3	1.06
4	Circumlocution (Cir)	8	2.84 %
5	Approximation (App)	17	6.03 %
6	Word Coinage (WC)	2	0.71 %
7	Use of Non-Linguistic Means (NM)	44	15.60 %
8	Literal Translation (LT)	41	14.54 %
9	Foreignizing (F)	1	0.35 %
10	Code Switching (CS)	7	2.48 %
11	Appeal for Help (AH)	13	4.61 %
12	Filler or Hesitation (Fill)	135	47.87 %
	Total	282	100%

Discussion

In this part, the researcher would like to explain more about the findings that obtained from the research. There are twelve types of communication strategies

that applied by the students of English Study Program of University of Bengkulu. They are message replacement, topic avoidance, message abandonment, circumlocution, approximation, word coinage, non-verbal signal, literal translation, foreignizing, code switching, time gaining strategy, and appeal for help.

a. Message Abandonment

There are five utterances or 1.77 % 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. The example is as follows:

After we investigate the important factors like facilities, proper guidance, and..... (pause and unable to continue the utterances) it was emphasized to check the impact of learning facilities, communication skill, and proper guidance from parents on student's performance.

The underlined speech shows the strategy of message abandonment because the speaker leaves the message unfinished. He abandoned the speech. He made an unfinished utterance in the middle of running speech because he had limited related vocabularies, and he could not end the speech which had been running.

b. Topic Avoidance

In this type, the researcher has found six (6) utterances which occupied 2.13 % of the whole percentage. Topic avoidance refers to the avoidance of certain words or sentences because the students do not know the English terms or forget the English terms. One example is below:

Ok, my presentation divided...(1) (silent for a while and avoid to continue the topic), now we jump to outline of my presentation..

The speaker prefers to change the topic or tends to end the speech instead of continuing the presentation. This situation was also found in previous studies which

where the learners of second language (L2) used this kind of communication strategy to help them avoiding speech with unfriendly topic.

c. Message Replacement

There are three (3) utterances which are found in this type of communication strategies or it is about 1.77 %. Message replacement is a strategy used by the speaker to replace the idea with the new one in order to avoid communication breakdown. One example is below:

*Thank you for coming to our presentation about... (**silent for a moment and replace with another idea**) our finding in academic flight.*

d. Circumlocution

There are eight utterances used by the students in communication strategies for circumlocution which occupy 2.84 % of the whole percentage. Circumlocution is describing or exemplifying the target object or action. The example of the utterance of circumlocution is on the sentence below.

*Teacher observing behavior start from physical bullying like **hits, kick, punch another student** (describing for bullying). The speaker used it when he has difficulty to describe or paraphrase the target object. She preferred to change the word instead of naming it.*

e. Approximation

There are seventeen utterances used by the students in conducting communication strategies for approximation which occupies 6.03 % of the whole percentage. The speaker used this strategy as an alternative to express the meaning of the target lexical item by using the other word that means appropriately the same. The example utterance of approximation is on the sentence below:

Thirty point three percentage (for percent) is very higher from the frequency because maybe Laos is not English language country, that's why student in Laos is very poor in English.

f. Word Coinage

The researcher has found two different kinds of word coinage strategy which occupies 0.71 % of the whole percentage. Word coinage is creating non existing second language word based on a supposed rule. one example is as follows:

Wira andika is one of youtuber (for a video creator in youtube) in Indonesia, the most popular youtuber that can reach many viewers and million dollars.

g. Use of Non-Linguistic Means

There are forty four utterances which occupy 15.60 % 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:

For the example, English is the play first language for human to communicate **(one person and to another person (pointing one person to another person by using finger that indicates there are two persons for the communication))**.

h. Literal translation

There are forty one utterances which occupy 14.54 % 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 sentence below.

Next point is research question. The research will be try to answer this question.

i. Foreignizing

There is only one utterance which occupies 0.35 % of the whole percentage. Foreignizing strategy is just the use of word or phrase from the first language with the second language pronunciation. The example utterance of foreignizing is on the underlined sentence below.

Women tend to buy something outside the plan like you want to buy mascara, women are very easily tempted by the promo or discount

j. Code Switching

Code switching is another communication strategy in which there are seven utterances or 2.48 % 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. One example is below:

*But if the cycle is still....still not... **berhasil tu apo (the speaker changes to native language because of lack of the knowledge)** still not work or still not working to the students, so we will still use this cycle until finish.*

k. Appeal for Help

Appeal for help means ask someone (friends, interlocutor, listener, audience) to help the speaker. It means that the speaker try to ask help from the people around him. There are thirteen utterances which occupies 4.61 % of the whole percentage. One example is below:

*Student : I spend \$50 on ..eeeeee.. **what we call it? Make up for eyes?***

Audiences : "Mascara"

l. Time Gaining Strategy

There are one hundred and thirty five (135) utterances used by the students in communication strategies for time gaining strategy which occupies 47.87 % of the whole percentage. This strategy was mostly done by the students. It is a communication strategy that the speaker gains time to think for the next words. One example is below:

*I am Yoni Apriani as (eeee) as Lecture of Faculty Teacher
Training and Education Universitas Bengkulu. (Speaker uses word
“eeee” to give the time for thinking the next utterances).*

From the research findings, it can be inferred that there are 12 communication strategies based on Dornyei's taxonomy used by the fourth semester students of English Study Program while delivering presentation in the class

The dominant type of communication strategy used by the fourth semester students of English Study Program was time gaining strategy with 47.87 % or 135 utterances. The second was non- verbal signal with 15.60% or 44 utterances. The third was literal translation with 14.54% or 41 utterances followed by approximation with 6.03% or 17 utterances. The fifth was appeal for help with 4.61% or 13 utterances and circumlocution with 2.84% or 8 utterances. The seventh was code switching with 2.48 % or 7 utterances, continued with topic avoidance with 2.13% or 6 utterances. Next, message abandonment which was used in 1.77% or 5 utterances. The tenth was message replacement with 1.06% or 3 utterances. Then, word coinage was used in 0.71% or 2 utterances and finally the lowest number was foreignizing strategy with 0.35% or 1 utterance. Time gaining strategies became the highest frequency used by the students because they already had English Proficiency, but they mostly still needed more time or delay to cover the lack of producing the utterances.

Conclusion and Suggestion

Conclusion

Based on the analysis, the researcher can draw the conclusion that first, all students used all types of communication strategies which were appropriate with the taxonomy proposed by Dornyei namely: message abandonment, topic

avoidance, message replacement, circumlocution, approximation, word coinage, use of non-linguistic means, literal translation, foreignizing, code switching, appeal for help, and time gaining strategy. The students used the types of communication strategies based on their needed and the situation which faced by them.

The second conclusion was that time gaining strategy as the dominant type of communication strategies used with 135 utterances Or 47.70 % while the lowest is foreignizing with 1 utterance or 0.35 %.

The third conclusion is the reasons why the students mostly used time gaining strategy in their speaking skill. First, they want their speaking running well and the second is the students already have good proficiency but they still needed time to think and memorize the next words to pronounce the utterances. It is similar with Dornyei's theory (1995) that time gaining strategy is functionally different from the other strategies because it is not actually used to compensate for any linguistic deficiencies but rather to gain time and to keep the communication channel open at times of difficulty.

Suggestion

The suggestion of this research, first is for the lectures; the lectures need to introduce and provide the knowledge of communication strategies to the students to overcome the problems the students face in speaking or to avoid the communication breakdown. The lectures also should make a communicative classroom that provides the learners ways to communicate one another and serve to develop their speaking skills. For the students, they also should be active to learn and practice the communication strategies in order to be fluent in speaking English. For further researchers, it can be used as a reference for their research if they want to conduct the study with the similar topic. It is also expected that they can explore other theories of communication strategies used In communication. So they can present new results in the field of communication strategies.

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