



Communication Strategies Used by Students in Indonesia

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This research aims at investigating the communication strategies used by the students at some courses in Indonesia. The data is taken from conversations and interview five students in active speaking class. The data were used observed and recorded. After obtaining the data from the dialogue script of the students, the researcher concluded that their communication strategies were very relevant with Tarone's theory. In this theory explained that the communication strategy has two types; verbal and non verbal. Verbal communication strategies there are several kinds, such as; Avoidance (topic message, avoidance abandonment), Paraphrase (approximation, word coinage, circumlocution), Borrowing (literal translation, language mix), and the Appeal of Assistance. While the non verbal communication strategy, this is only one category which is Mime, when the student uses non verbal tactics in place of lexical item or action. Effect of the study in this writing form is expected to be an important source of information for teachers and learners because the purpose is to increase education quality, especially related to the problem of mastering speaking and using the communication strategies.

Keywords: Communication, communication strategies, verbal, non verbal, language, speaking

Penelitian ini bertujuan untuk mengetahui strategi komunikasi yang digunakan oleh siswa kursus Bahasa Inggris di Indonesia. Data yang dikumpulkan berdasarkan transkrip percakapan dan wawancara yang dilakukan oleh lima siswa aktif di kelas Active Speaking. Data diambil dengan cara observasi dan merekam suara percakapan. Setelah mendapatkan data peneliti membentuknya menjadi sebuah naskah dialog siswa, hal ini dapat disimpulkan bahwa strategi komunikasi yang mereka gunakan sangat relevan dengan teori Tarone. Dalam teori ini dijelaskan bahwa strategi komunikasi memiliki dua jenis; verbal dan non verbal. Strategi komunikasi verbal ada beberapa macam, di antaranya; Avoidance (topic message, avoidance abandonment), Paraphrase (approximation, word coinage, circumlocution), Borrowing (literal translation, language mix), dan the Appeal of Assistance. Sedangkan strategi komunikasi non verbal hanya memiliki satu kategori yaitu Mime, ketika siswa menggunakan taktik non verbal sebagai ganti item atau tindakan leksikal. Pengaruh penelitian dalam bentuk penulisan ini diharapkan menjadi sumber informasi penting bagi guru dan peserta didik karena tujuannya adalah untuk meningkatkan kualitas pendidikan, terutama terkait dengan masalah penguasaan berbicara dengan menggunakan strategi komunikasi.

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INTRODUCTION

The process of building and sharing meaning through the use of verbal and non-verbal symbols are speaking. In Indonesia, speaking English is a crucial part of foreign language learning and teaching, because speaking is an activity used by someone to communicate. English is one of languages is used in politics, economy, education, and every side of communication. One of function is as a bridge to cross cultures, religion, language, nationality, and the lack of understanding between one and the other languages.

We know that language connecting with communication. A part of the communication is speaking that is very important when someone is transferring knowledge to others. We need to speak the words clearly enough to be understood, and it is a very important part of communication. And speaking can't be separated from language because it is an important step to build a good communication. For getting a good communication should have communication strategy. Communication strategy can to help the students in learning and practice their language to be easier in the class. Accordance to [Tarone \(1983\)](#) communications strategy is used to express the idea where is the perfectly transfer by the current language ability. The overall success of the conversation and the extent to which the participants reach a mutual understanding in meaning through oral speech "depend on the coordinated actions by [all of the participants]" [Clark and Schaefer \(2003\)](#) .

Communication used by students in the learning interaction is a media for learning to train and develop their language knowledge and maximize strategic competence. Someone trying to communicate using a variety of linguistic forms that has to declare the intent and his thoughts to others. In order to be able to communicate that there are important that need to be examined, that is how students communicate in the language they learn. Delivery of messages in communication with students who master perfectly the target language, can be continued in various ways. It depend on the situation and conditions when communication be continued and variety of other factors that influential, [Corder \(1983\)](#) .

Communication strategy, according to [G and Kasper \(2003\)](#) is a conscious plan to solve an individual's problem to solve sending message. [Corder \(1983\)](#) states that communication strategies are a systematic technique employed by speakers to examine bias meaning facing some difficulty. In line with that opinion, in more detail [Tarone \(1980\)](#) defines communication strategy in to two versions: (1) communication strategy is a systematic effort to express the target language when it cannot be developed appropriately. (2) A communication strategy is a student's conscious effort to communicate his thoughts when a grammar is inadequate to convey such thoughts. [Dörnyei and Scott \(1997\)](#) argued that communication strategies should "include every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication" (p. 179).

From the description it can be simplified that communication strategy is a way that speakers use to express their intent when facing communication difficulties due to the limited knowledge of the target language that they have. Concerning this understanding, [Tarone \(1983\)](#) presents several markers of the use of communication strategies. First, the speaker wants to communicate a specific intention to the said partner. Second, the speaker feels unable to develop communication because of linguistic and sociolinguistic limitations to declare a purpose. Third, speakers choose to avoid communication and try to use a certain way to communicate certain intentions and this effort stalled when the said partner has understood the purpose that was put forward. In addition, during a conversation with non-native speakers, special attention may be redirected to lexical choices and as a listener, attention may directed to "and extra linguistic aspects of a message-gestures, kinesics, intonation, the surroundings-as these may assist in the interpretation of the message" [Kellerman and Bialystok \(1997\)](#) .

For language students to receive access to comprehensible input, feedback, and modified output, "students must be put in a position of being able to negotiate the new input, thereby ensuring that the language in which is it heard is modified to exactly the level of comprehensibility they can manage" [Long and Porter \(1985\)](#) . Furthermore, based on the problems which have been discussed, the researcher is interested in conducting research focusing on communication strategies used by students in some of English course in Indonesia is a trustworthy

English language institution that builds a learning community in a natural setting that emphasizes achievement and morals to all citizens supported by sufficient IT facilities, professional faculty and centered on the Learning Approached Center, this course has been able to compete with other English education institutions. Some courses is (English) language institutions of community hope to be able to answer the demands of the times in the mastery of the English language intensively and comprehensively. With the target of 16 Tenses & Basic Grammar mastery in a short time, so that it can be applied in writing and speaking English well.

Overall, however, “the findings indicate that for children, as for adults, peers are an important source of data about the target language and that the use of peers in teaching practices would appear to be justified whether it is in an adult context or in a primary school setting” Oliver (2002). The purposes of this study is to know the communication strategies used by the students in *Active Speaking* class at the some courses in Indonesia. This research has been held in verification study done by observation in the student’s *Active Speaking* class and communication strategies used by active student.

METHODOLOGY

This research used the qualitative approach. A qualitative approach is used to find the picture as a whole, natural and deep events related to follow-up said was played by students. And the object of the research are students in the *Active Speaking* class, exactly five students. The students from this class were selected as objects in this study due to direct advice from the owner of the course or place of learning. Besides that, the researcher also wants to focus on the students who are actively speaking as stated in the previous conversation, that this class is *Active Speaking*. And these five students were taken directly from the class where they were direct users of the communication strategy found in the Tarone’s theory (1983) used in this study. Tarone (1983: 125) have the summary of communication strategies and it is more be esier to understood, the aspects are; (1) Avoidance: (a) Topic avoidance: the student simply tries not to talk about concepts for which the target language item or structure is not known. (b) Message abandonment: the student begins to talk about a concept but is unable to continue and stop in mid-utterance. (2) Paraphrase: (a) Approximation: the student uses a single target language vocabulary item or structure, which the student knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. “pipe” for “water pipe”). (b) Word coinage: the student makes up a new word or phrase in order communication a desired concept (e.g. “airball” for “ballon”). (c) Circumlocution: the student describes the properties of the object or action instead of using the appropriate target labguage item or structure (e.g. “She is.. uh, smoking something. I don’t know what its name is. That’s, uh, Persian, and we use in Turkey, a lot of”). (3) Borrowing: (a) Literal translation: the student translate word for word from the native language (e.g. “he invites him to drink” for “they toast one another”). (b) Language mix: the student uses the native language term without bothering to translate (e.g. “balon” for “bal-lon”, or “tirtil” for “turtle”). (4) Appeal for Assistance: the students ask for the correct term (e.g. “what is this?”, “what called?”). (5) Mime: The learner uses nonverbal tactics in place of lexical item or action (e.g. “clapping one’s hands to illustrate applause” or to accompany another communication startegy, for example “it’s about this long”). In this study, the researcher used this theory of Tarone because this theory is the most complex than another one.

The research instrument is a core instrument served as a researcher with supporting guidelines in the form of instrument of observation, interview, documentation, and discussion with the teacher to get the validity of the conclusion.

F INDING AND DISCUSSION

The researcher used this theory of Tarone because this theory is the most complex than another one. In the theory of Tarone explained that the communication strategy has two types namely verbal and non verbal. Verbal communication strategies there are several kinds and this is the relatable finding and the theory, among them; (1) Avoidance: (a.) Topic Avoidance (TA): The

student simply tries not to talk about concepts for which the target language item or structure is not known. The conformity of the theory and the findings of this study were proven when the student (A) tries not to talk about concepts for which the target language item or the structure of the topic is not known. Because she want to continue but she can not to do, and she has decided to say the next words or sentence, so she just stop talking and just smile to avoid the topic.. (b.) Message Abandonment (MA): The student begins to talk about a concept but is unable to continue and stop in mid-utterance. The conformity of the theory and the findings of this study were proven when the teacher interrupted the student's expression which resulted in the student stopping to continue speaking or explaining.. In another word, the student begins to talk about a concept but is unable to continue and stop in mid-utterance. She quite suddenly, before continues and finish her sentences or utterance due to something happen or the selection of word that is considered inappropriate by the teacher, so that she was forced to stop continuing to speak. (2) Paraphrase: (a.) Approximation (A): The student uses a single target language vocabulary item or structure, which the student knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker. The conformity of the theory and the findings of this study were proven when the student tried to explain that Mr. Totok is "*short and tiny*", actually the student known that is uncorrect but the student just found the "*small*" word. Because the student can not to convey or deliver the right words or sentences, then the students tried to approach the expressions of the target language. (b.) Word Coinage (WC): The student makes up a new word or phrase in order communication a desire d concept. The conformity of the theory and the findings of this study were proven when the student means "*playing basket ball*", she just make a phrase in order the communication explicitly. It is like new meaning, that the actual is just using a word that is commonly expressed in terms of disclosure at the first language of the students, and the selection of phrases were selected to make the speaker and the listener understands the intent of the target language or desired concept of utterance. (c.) Circumlocution (C): The student describes the properties of the object or action instead of using the appropriate target language item or structure. The conformity of the theory and the findings of this study were proven when the student tried to describe the properties in her activity, that is "preparation" and "meeting" means "technical meeting". Because technical meeting is an activity that is contested or meet by some people to be able to discuss many things for example for the preparation of an event or the Independence day activities such as said by the student. How to explain a word or phrase is indeed more toward explain in more details or more objects of the target word. (3) Borrowing: (a.) Literal Translation (LT): The student translate word for word from the native language. The conformity of the theory and the findings of this study were proven when the student translated a word by word from the native language, and "my school join with other school" that can be interpreted as collaboration but all of that is fine. The student common to using the literal translation (LT), it will be found in English communication for learning because the second language acquisition is different from the native language acquisition. This is far-reaching when the student really translate a word, equalized the word, make an idiom, or the structure from first language to second language. Therefore, this strategy used by student because she just try to translate word by word instead of using a target word that is not necessarily the student self agrees that the word she meant. (b.) Language Mix (LM): The student uses the native language term without bothering to translate. All of the conformity of the theory and the findings of this study were proven when the student used first language (F1) for mention the word that she can not to translate to target language or second language, then mix the language in order continuous the communication. And the use of this communication strategy does not affect the meaning of the sentences, the student only mixed the original language with the target language because she feels it will be fine and the sentence spoken is delivered as she expected. (4) Appeal for Assistance (AA): The student ask for the correct term. The conformity of the theory and the findings of this study were proven when the student used the asking sentence for recall the correct word or sentence. The student have forgotten the word, that is why she use the "*what is this*". To recall lost words, the student often expresses question words or phrases that aim to ask back to his memory and to his interlocutor to immediately get the word or phrase referred by student.

While the non verbal communication strategy has only one category that is mime. (5) Mime:

The student uses nonverbal tactics in place of lexical item or act. The conformity of the theory and the findings of this study were proven when the student used nonverbal tactics in place of lexical item or action, and the sentence that will be delivered is "... *my class have shoot of the camera*". Because this student cannot express the word or say the sentence that she wants, then she tries to imitate the object or something so that the intention can be conveyed. The student does not know what the words which the right word to describe what she meant.

The use of all of the verbal form of communication strategy in English learning conducted by Active speaking students consist of two varieties types that is; strategy disclosure form and strategy disclosure speech is content. Speech is the use of verbal communication strategy conducted by *Active Speaking* students in English learning has a characteristic that looks at variation type, factor causes, and functions of its use. But for the use of verbal communication strategies that they use most are language mix. While for the use of non verbal communication strategies, this is always used by Active Speaking students because each student has a different purpose and meaning. And the use of non verbal communication strategies by students in learning English is caused by factors in the level of mastery of language obtained from stimulus both outside formal learning and formal learning. This non verbal communication strategy is also a form of strategy used in language learning to maximize the process of mastering the language competency at an early stage. This method is done by students who are not proficient or who are already proficient in English in the form of using different purposes and objectives.

From the observation checklist table 1, it shows that the most communication strategy used is the language mix due to the lack of vocabulary but students want to continue communication and convey their intentions to their speaking partners. But the use of non verbal communication strategy has a very strong relationship in improving learning motivation through the interaction that occurs in directional citizens learning and continuous. Students are able to accept and understands the intent that you want to be delivered by partners as well as convey what is in his mind spoken through the on verbal communication in the form of mime as imitating movement objects in the language learning interaction. The student uses non verbal tactics in place of lexical item or action. For detail check the table as following:

TABLE 1 | Observation checklist

No.	Learner	Communication Strategies Verbal And Non Verbal								
		Avoidance		Paraphrase			Borrowing		Appeal of Assis-tance	Non Verbal
		TA	MA	A	WC	C	LT	LM	AA	MIME
1.	A	V								v
2.			v					V		
3.	C		v			v		V		
4.	D			V	V		v	V	v	
5.	E					v				v

Based on the findings of the study characteristics the use of verbal communication and non-verbal communication that by Active Speaker students in English learning exactly in Kampoeng Sinaoe Buduran-Sidoarjo is happening to the practice of communicating naturally in communicating due to the limitations of language mastery students has their own indicator. This is shown in the absence of obstacles for students to utilize a variety of communication strategy in accordance with his needs. The findings of the research on factors the cause of the use of non-verbal communication strategy as well as verbal students in the acquisition forms of language involving internal factors and environmental factors language. Thus, the findings support the views of the interactive theory in the process of language acquisition by experts among others [Creswell and Clark \(2007\)](#).

The use of student communication strategy shows that there is an interactive process on acquisition language competence in second language, that is the existence of the involvement of maturity factor and input language that is presented to the students. This student language innate device maturity factor is the device that was instrumental as internal processor in their mental structure, that is as editor and input-language input filter that comes from the language

environment and as who were involved in internalize input-language input an organizing contained in the immediate surroundings be students under the control of rules system. As for the language input factor affects the mastery of strategic competence and acquisition is exposed to the child competence youth's language related to the utilization of forms of speech is that exposed to the students to reveal certain purposes to partners they said in communicating.

CONCLUSION

Communication strategy is ways undertaken by the students to declare the intention when facing obstacles in communicating due to the limited then communication of student ability. With the use of various forms of communication strategy, students can train and develop strategic competence and its language competence in accordance with how they can be mastery of their language. The use of communication strategy of the students in some courses in Indonesia has different characteristics although there are similarities.

(1)The use of non verbal communication strategy by students realized in three form strategies which are: Cue, body movements, and impersonation form of strategy objects. It is done students due to the limitations factor against the right student mastery forms of speech is to declare the intention of the partners he said. The function of the principal nonverbal communication strategy is to keep the continuity of communication. The function of the basic use of this strategy is maintaining the continuity of communication caused by a sense of worry made a mistake in using English. (2)And the use of verbal communication strategy by students reflect on the students attempt to take advantage of speech is forms that have it had to communicate. This verbal form of the use of strategy used students in the two-type and level, namely: (a) strategy the use of the form of speech is and (b) strategy use of the contents speech is. The use of this strategy is caused by factors being bilingual students and limitations of the right vocabulary mastery to declare the intent when the conversation took place. The use of the strategy serves to maintain the continuity of communication and streamline communication purposes. With keep the continuity of communication, students can get a chance to do practice using language to improve the competence of pragmatic. Content disclosure strategy speech is used students speaking are still limited, especially the ability due to the ability in understanding and use forms of speech is necessary in the process of communication that. The use of the fact on verbal strategy shows that students have been able to overcome communication barriers in a way that they have exactly. The accuracy of the use of verbal form shows the development of strategic competence that looks at ease partners to understand the meaning of speech is students. Spoken results of the study research is obtained a description of the use of communication strategy on the actual spoken society that contains norms and socio-cultural rule.

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