

# COMMUNICATION STRATEGIES USED BY ENGLISH EDUCATION DEPARTMENT STUDENTS OF DWIJENDRA UNIVERSITY IN LEARNING PROCESS

## *Strategi – Strategi Berkomunikasi yang digunakan oleh Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Dwijendra dalam Proses Pembelajaran*

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### ABSTRAK

Tujuan dari penelitian ini adalah untuk menginvestigasi strategi – strategi berkomunikasi yang digunakan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris dalam proses pembelajaran. Penelitian ini fokus pada jenis – jenis dan alasan siswa menggunakan strategi – strategi berkomunikasi. Subjek dari penelitian ini adalah mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris Universitas Dwijendra. Dalam mengumpulkan data, peneliti menggunakan beberapa instrumen – instrumen, antara lain lembar observasi, catatan lapangan, dan pedoman wawancara. Jenis – jenis dari strategi berkomunikasi dikumpulkan melalui melakukan observasi dan mencatat hal – hal penting yang terjadi pada proses pembelajaran, sementara itu metode wawancara digunakan untuk mengetahui alasan Mahasiswa dalam menggunakan strategi – strategi tersebut dalam proses pembelajaran. Hasil dari penelitian ini menunjukkan bahwa ada 8 jenis strategi – strategi berkomunikasi yang digunakan oleh Mahasiswa Program Studi Pendidikan Bahasa Inggris. Strategi – strategi tersebut adalah *message abandonment* dari *avoidance strategies*, *approximation*, *literal translation*, *code switching*, and *stalling or time gaining from compensatory strategies*, *appeal for assistance* and *non-linguistic signals/mime from conscious transfer*, and *asking for repetition of interactional strategy*. *Stalling or time gaining strategi* merupakan strategi yang paling sering digunakan oleh Mahasiswa. Strategi tersebut terjadi sebanyak 12 kali di dalam proses pembelajaran. Alasan mahasiswa menggunakan strategi – strategi tersebut karena mereka tidak tahu beberapa kata dalam bahasa Inggris dan agar teman – temannya mengerti tentang topic yang sedang didiskusikan.

**Kata Kunci:** *Strategi - strategi Berkomunikasi, Pelajar bahasa Inggris sebagai bahasa asing, Pengajaran Bahasa Inggris, Proses Pembelajaran*

## ABSTRACT

The purpose of this research is to investigate Communication Strategies used by English Education Department Students Dwijendra University in learning process. It focuses on types and the students reasons toward the use of Communication Strategies. The subjects of this research were the fifth semester of English Education Department Students at Dwijendra University. In collecting the data, the researcher used some instruments, namely: observation sheet, field note, and interview guide. The types of Communication Strategies were gathered by observing and take note for the important thing in learning process, while the interview method was used to know the students' reason in using those strategies in learning process. The results of this research showed that there were 8 types of Communication Strategies used by English Education Department Students. Those strategies were message abandonment from avoidance strategies, approximation, literal translation, code switching, and stalling or time gaining from compensatory strategies, appeal for assistance and non-linguistic signals/mime from Conscious transfer, and asking for repetition of interactional strategy. Stalling or time gaining strategy was the most frequently used by the students. It occurred for 12 times in learning process. The reasons of the students used those strategies because they do not know the English of certain words and in order to make their friends understand about the topic being discussed.

**Keywords:** *Communication Strategies, EFL, English Language Teaching, Learning Process*

## I. INTRODUCTION

Learning is a process of acquiring knowledge, exploring and sharing it to others. According to Scarino & Liddicoat (2009) learning is a more than process of absorption of facts, but it is continuously developing as thinking, feeling and changing their behavior. It lets the students learn some information and communicate it through a conversation in the target language.

In relation with this, communication takes important rules in learning process. There is no interaction without communication with each other. In learning process, the students communicate with their lecturer in order to share their ideas, feelings, information and opinion. Besides that, they communicate to discuss some problems with their friends or Lecturer.

Moreover, through communication, the lecturer could share her knowledge and ideas to the students by applying some teaching strategies. By having communication, the Lecturer could know the difficulties and problems that are faced by the students in the teaching and learning process. Therefore, by knowing the students' problems and difficulties, the Lecturer will use the appropriate teaching strategies to help the students solve their problems in learning process.

Based on the observation, the students had a good motivation in learning process. It could be seen when the lecturer explain the material, the students pay attention to their lecturer, sometimes they ask

question if they do not exactly know the real meaning. However, there were some students still confuse and afraid to speak in English. It was because they felt shy and afraid in communicating using English. It happened because the students still confused the English of certain words.

Furthermore, in teaching EFL students, the use of English as the medium of communication is necessary. The class activities are mostly in English. However, during the teaching and learning process, the researcher showed that not all students speak English fluently. The students are asking for translation and translating what they wanted to say in English in order to keep interacting with the lecturer. Sometimes, when the lecturer asks them some questions using English, the students just kept silent and did not answer the lecturer's question. It was because they did not understand with the question that was uttered by their lecturer. Therefore, they pretended to keep silent in order to avoid their misunderstanding in the communication.

By looking at the students' condition in learning process, it was hard for the lecturer to teach the students and deliver the knowledge to them. It made the lecturer could not use full English to communicate and explain the topic to the students. Sometimes, the lecturer had to translate some words from L1 (Indonesia) to L2 (English) on the contrary in order to make the students understood the topic. In having discussion, the students could not express their ideas or interact

freely. Many of them are very hesitant to communicate because of their inadequate competence in the target language.

Since English is necessary for EFL students in learning process, the use of Communication Strategies becomes important. Communication strategies could be defined as strategy for solving someone's problem in reaching the purpose of communication. It was known as the strategies that are used by English for Foreign Language (EFL) students to overcome the communication breakdowns especially in learning process. According to Faerch and Kasper (1983a:36) in Brown 2000, communication strategies as potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal. In the others word, it is perceived as the way learners used to cope with communication breakdown and manipulate language in order to achieve communicative goals. They emphasized the planning and execution of speech production. These authors affirmed that to solve communication problems, a learner does not only cooperate with his or her interlocutor, but also finds a solution without the help of others.

Moreover, the students use communication strategies when there is a problem to convey their ideas and thoughts in the second language (L2). It happens when the students could not select or use the appropriate words, idioms, structures, and phrases. They face difficulties to communicate their thoughts in foreign language (FL), it is because they lack of

communication competence. These strategies will help the students to reduce or decrease their problem in transferring their ideas to the others.

## II. RESEARCH METHOD

The method of this research used descriptive qualitative research. Descriptive qualitative research describes the concepts, definitions, characteristics, metaphors, symbols, and description of things. It concerned on the analysis of the relationships between non-manipulated variables and the development of generalizations (Riduwan, 2008).

This study was aimed at investigating communication strategies used English Education Department students in learning process, especially in classroom interaction. It involved investigating, recording, analyzing and interpreting the conditions qualitatively. Furthermore, this study analyzed to reveal the strategies used and the students' reasons. Therefore, the design of this study was descriptive qualitative design.

The subjects of this research were the 5 semester students of English Education Department, Dwijendra University. There were 25 students that consisted of 10 males and 15 females' students.

In collecting the data, the writer used some instrument, namely observation sheet, field note, and interview guide.

### a. Observation sheet

The observation sheet is used to check types of Communication Strategies used by the students in

- the teaching and learning process.
- b. Field note  
The field note is used for taking a note of the real situation during teaching and learning process.
  - c. Interview guide  
The type of interview used in this study was semi structure with the interview guide used as the guidance to conduct the interview. It is used as a guide for asking many things related to the study during learning process.  
Moreover, there were some steps in analyzing the data, namely: coding, reduction, categorizing, and analyzing data.
    - a. Coding  
After the researcher got the data and transcribed it into the written form, the researcher code the important data or information that she will used in analyzing the further data.
    - b. Reduction  
All obtained data were reduced. The purpose of it was to gather the data which are able to answer the research questions. There were the activities in the data reduction that needed to be followed by the researcher. First, it was important to make script of field note data a.
    - c. Categorizing  
After doing reduction, it follows by identity kinds of communication strategies and categorized it into major strategies namely avoidance and compensatory strategies. After the researcher categorizes Communication Strategies into the major strategy, it will

- continued by categorizing it into each specific strategy.
- d. Analyzing data  
In the data analysis, the researcher analyzed the data using some theories of communication strategies.

### III. FINDING AND DISCUSSION

As stated previously, the aim of this study is to investigate the type of the communication strategies used by English Education Department Students in learning process, and describe the reasons of the students use those strategies in having interaction with the others in classroom activities. The research was conducted at Dwijendra University particularly in the and fifth semester students of English Education Department, Faculty of Lecturer Training and Pedagogy. The researcher observes classroom interaction during teaching and learning process. The researcher used observation sheet and take a note for the important things in learning activities in order to check types of Communication Strategies used by the students in the teaching and learning process.

#### **Types of Communication Strategies used by English Education Department Students in learning process.**

In collecting the data, the researcher observed the lecturer in learning process especially in pragmatics course. The researcher doing observation for two times during teaching and learning process. In this case, the researcher used an observation sheet in order to check

the types of Communication Strategies occur from the students in classroom activities. The observation sheet of Communication Strategies consisted of thirty two statements with its indicators. Those statements based on Dornyei (1995), Dornyei and Scott (1997) and also Tarone (1981) theories of Communication strategies. The table below will show the types of Communication Strategies occur during teaching and learning process.

*Table 1. Types of Communication Strategies used by English Education Department Students at Dwijendra University.*

N o.	Types of Communication Strategies	Dimension	Frequency of occurrence
1.	Avoidance Strategies	Message Abandonment	6
2.	Compensatory Strategies	Approximation	5
		Literal Translation	10
		Code Switching	8
		Stalling or time gaining strategies	12
3.	Conscious transfer	Appeal for Assistance	6
		Non-linguistic signals/Mime	3
4.	Interactional Strategy	Asking for repetition	5

As shown in the above table, there were 8 types of Communication Strategies used by English Education Department Students in learning process. There was Message Abandonment from Avoidance Strategies; four strategies come from Compensatory Strategies, namely Approximation, Literal Translation, Code Switching and Stalling or time gaining strategies. Furthermore, there were also two strategies from conscious transfer, namely appeal for assistance and Non-linguistic signals/Mime. Then, there was asking for repetition from Interactional Strategy. These strategies have been arranged according to their frequency of occurrence. The strategies was differentiated by its types in Dornyei (1995), Dornyei and Scott (1997) and Tarone (1981) theories of Communication strategies.

In relation with this, the description of the kinds of Communication Strategies used by English Education Department students in learning process could be seen as follows:

1. Message Abandonment

This strategy was used when the students began to refer to an object or to talk about a concept, but they gave up because it was too difficult. This strategy was used 6 times by the students in the learning process. For example, the students started to describe saying: *"I can see in this conversation that the maxim quantity is ..... a ..... (long pause)"* then he gave up and described something else. The others, look same, they just gave up, shook their heads and stopped talking. For intsnecs: *"in my opinion this conversation belongs to ..... maxim of quantity and flouting because .... ..um ...um ...I don't know"*.

2. Approximation

The use of such native language (L1) vocabulary items or structures, that the language learner is aware of not being correct, but which shares certain semantic features with the desired item, in order to

satisfy the speaker's intention. For example, the students prefer to use *"telephone for mobile phone, tree for banyan tree, airball for balloon, more people in this place for a crowded place, bag for shopping bag."*

### 3. Literal Translation

The learners use a first language item or structure modified in accordance with the features of the target language. The use of this strategy will help the learners to understand the meaning of some words or vocabularies. The type of compensatory strategy was used by some students. They translated their words into English literally. They translated what they were thinking word-for word. The word they literally translated sounded English, however they followed Indonesian pattern of the sentences. For example *"I can see a tall building"*. They used *"tall"* instead of *"high"*, *"So, what is content from this text?"* instead of *"what is the text tell us about?"*

### 4. Code Switching

The learner uses the L1 term without bothering to translate it into L2. They use this strategy when they do not know how to express some words in L1 and L2.

For example: *"Ya mrs, minggu lalu kita sudah belajar tentang social and discourse deixis"*, *Now, we would discuss about conversational implicature. Ada yang pernah mendengar tentang conversational implicature sebelumnya?"*

### 5. Stalling or time gaining strategies

The students use this strategy in order to gain time to think. For example *"What do you think of your place? Is it country or city? Hmm... or is it village or city?"*, *"What do you think..ee.. Apa yang kalian pikirkan tentang city adalah..."*, *"The difference between Social Deixis and hhhmm....Discourse Deixis is...aa..."*

### 6. Appeal for Assistance

This strategy concerns with the learners ask the interlocutor or the lecturer's for help when they do not know or understand some

words or materials being explained. In the other word it was used by the students when they faced difficulties in expressing their idea in English during conversation with the Lecturer. The students asked the English word to the Lecturer, for instance like : *or "Mrs, What is the Indonesian word of in English?, "What does it mean?", "What do we call this in English?"*. After the Lecturer explained the participants the English word, they continued speaking in English using word they already got from the Lecturer.

### 7. Non-linguistic signals/Mime

This strategy use non-verbal communication strategy. It happens when the learners feel confuse or difficult to say something especially in English. Therefore, they use gesture or any other paralinguistic form to refer to an object or event. This strategy occurs when the speaker. *For example: Discuss with our group maksudnya ya...? (the students uses gesture), and clapping hands to illustrate applause.*

### 8. Asking for repetition

Asking for repetition is requesting repetition when not hearing or understanding something properly. The students use this strategy because they did not get the message clearly. Therefore, they ask the lecturer to repeat it.

*For example:"Excuse me, Mrs. Could you repeat it once again?"*, *"Pardon me?"*

## **The Reason of the English Education Department Students in using Communication Strategies in learning process**

According to the previous finding, there were 8 types of Communication Strategies occurred in learning process. Moreover, the researcher had been interviewed the students in order to know their reasons used those types of Communication

Strategies during teaching and learning process. The researcher interviewed the students in the different time. The researcher asked some questions based on the interviewed guide. The questions related to the communication strategies theories proposed by Dornyei (1995), Dornyei and Scott (1997) and Tarone (1981). The table below will show the reason of the students used those Communication strategies in learning process.

*Table 2. The reasons of the English Education Department Students used Communication Strategies in learning process.*

No.	Types of Communication Strategies	Dimension	Reasons
1.	Avoidance Strategies	Message Abandonment	<ul style="list-style-type: none"> <li>- Lack of vocabulary, do not know the English of certain word.</li> <li>- Feel confuse and nervous how to express the concept/ideas in English.</li> <li>- Difficult to</li> </ul>

			translate some ideas into English.
2.	Compensatory Strategies	Approximation	<ul style="list-style-type: none"> <li>- Unable to produce the accurate forms or structures, the students resorted to use the alternative ones</li> </ul>
		Literal Translation	<ul style="list-style-type: none"> <li>- Do not understand the meaning of some words</li> <li>- Make the other students understand with the concept or ideas</li> </ul>
		Code	- Never

		Switching	<p>heard certain word in English</p> <ul style="list-style-type: none"> <li>- Do not know how to say certain word in English</li> <li>- Make the other students easier in understanding the concept or ideas</li> </ul>
		Stalling or time gaining strategies	<ul style="list-style-type: none"> <li>- Do not know the English of certain words</li> <li>- Lack of vocabulary</li> <li>- Think about the appropriate word that</li> </ul>

			will be used to continue the utterance.
3.	Conscious transfer	Appeal for Assistance	<ul style="list-style-type: none"> <li>- Have difficulties in expressing the idea using English.</li> <li>- Do not know or understand some words or materials being explained</li> </ul>
		Non-linguistic signals/ Mime	<ul style="list-style-type: none"> <li>- Feel confuse or difficult to say something especially in English</li> <li>- Attract the others' attention</li> </ul>

4.	Interactional Strategy	Asking for repetition	- Do not hearing or understanding something properly - Do not get the message clearly
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#### IV. CONCLUSION

This research investigates the types of Communication Strategies used by English Education Department Students in learning process. Based on the finding and discussion which have been discuss previously, there were 8 types of Communication Strategies occurred in the teaching and learning process. There was Message Abandonment from Avoidance Strategies; four strategies come from Compensatory Strategies, namely Approximation, Literal Translation, Code Switching and Stalling or time gaining strategies. Furthermore, there were two strategies from conscious transfer, namely appeal for assistance and Non-linguistic signals/Mime. Then, there was asking for repetition from Interactional Strategy.

There were some reasons that employed students using communication strategies in learning process especially in having discussion or classroom interaction. Most of them said that the reason in using those strategies because they have lack of vocabularies, it makes they feel confuse

and difficult to share their ideas in English. Besides that, they use those strategies in order to make their friends understand about what was being said.

#### V. SUGGESSTION

After gaining some results of the study, there are some suggestions that could be proposed as follows:

- 1). For the English Lecturer.  
It is recommended to plan their communication strategies to establish more effective learning process. Since this strategy offers some strategies in order to improve the students' speaking abilities and also their motivation in learning English.
- 2). For the Students  
Knowing communication strategies as the helpful strategy for the students especially English Education Department Students in learning process, it is good for students to apply the strategies in order to avoid misunderstanding and communication breakdowns with the other friends.
- 3). For the further research  
It is suggested that the other researcher to conduct more elaborate study on the use of Communication Strategies in and learning process in different contexts or subjects and procedure more comprehensive empirical evidence of the Communication Strategies.

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