UNIVERSITAS
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STUDENT COMMUNICATION STRATEGIES IN SPEAKING ENGLISH AT INDONESIA JUNIOR HIGH SCHOOL

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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INTRODUCTION

1 Megawati & Mandarani (2016)

- state English is one of the most commonly accepted languages and is used by people from other countries when they gather for conferences, debates, and social gatherings.

2 Megawati & Mandarani (2016)

- assumed that to overcome problems in speaking English, the application of communication strategies is carried out when there are communication problems, using certain tricks can help them keep the conversation going and carry out oral communication well.

3 Faerch & kasper (1984) as cited in Celce-Murcia et al., (1995)

- communication strategy is a verbal plan that the speaker uses to overcome problems in the planning and execution stages of achieving communicative goals

PRE-OBSERVATION

In the pre-observation activities carried out at SMP Muhammadiyah 9 Boarding School Tanggulangin Sidoarjo, where this school will be the place of research. Initial observations were made on October 27th and November 9th 2022. The researchers concluded the results of the pre-observations as follows:

1)SMP Muhammadiyah 9 Boarding School Tanggulangin Sidoarjo, one of the Islamic boarding schools which has 2 language specialization classes (Arabic and English).

In the aspect of English there are two classes, regular classes and specialization classes

1)There is the use of communication strategies in learning English in regular classes and specialization classes.

RESEARCH OBJECTIVE

The purpose of this study focuses more on the communication strategy employed by the student in English class. This is because each student uses a different communication strategy, and researchers are interested in finding out whether or not using such various communication strategies could benefit the student when they are having difficulty speaking English in class, particularly at this particular school where English is the third language after Indonesian and Arabic

METHOD

Research Design

- Qualitative method

Data Collection

- Obervation and interview

Setting

- SMP Muhammadiyah 9 Boarding School Sidoarjo

Subject

- Six students of seventh grade (female)

FINDINGS

Type of Communication Strategy		Frequency	
		1st week	2nd week
Avoidance	Topic Avoidance	5	3
	Message Abandonment	2	3
Paraphrase	Approximation	2	4
	Word Coinage	3	2
	Circumlocution	3	2
Borrowing	Literal Translation	3	4
	Language switch	7	5
Appeal for Assistance		4	7
Mime		3	5
Total		32	35

FINDINGS

- ***Student X1 : I go to school at 7 am, then I studying until 12 o'clock or more. After that I eat some food in canteen with my friends. After that, I back to home. Then…. I don't want to tell what happen in my home. So, at 10 pm I go to sleep.***
- ***Student IV : (teeling their habits) My name is Chaira Putri and… everyday I wake up at 5 am in the morning. And… ee.. I take a shower, and then I pray subuh. And… after that.. emm.. I breakfast and then emm….. (quite for a while).***
- ***Student V : But.. Are…. You… eee.. don't… you… (can't continue her question)***

In the example above, is the use of a communication strategy in the form of Topic Avoidance and Message Abandonment in Avoidance, according to Tarone, usually someone who does this strategy when they are talking and they cannot continue their words or suddenly they are silent for a long time or change the topic [9].

FINDINGS

- ***Students I : I read a novel about "love". (instead said Romance Novel")***
- ***Student XV : Sometimes, I like… play a game with my friends at home, the game is like… ee… we have to jump with one foot and then we take ee… like ee.. rocks. (instead said Hopscotch).***
- ***Student XXI : I like a check-out some emm things in Shopee. (instead said buy)***

The examples above, the students used Tarone's communication strategy of approximation, word coinage, and circumlocution in Paraphrase. The use of the word "novel about love" here means "romance novel", this can be understood because the words love and romance have almost the same meaning but their use here is not correct. This is the same as Tarone's theory that Approximation is the incorrect use of the vocabulary in the target language but still has the same enough semantic features. Other example is a circumlocution that used by student, because here the student describe the characteristic of hopscotch game. Then the last example is a circumlocution, because the student used a new word "check-out" that mean which means buying something in an online store. These two examples are comparable to what Santoso and Taufiq reported in their study, in which students attempt to explain their opinions with facts and logical reasoning [5]

FINDINGS

- *Student I : (teeling their habits) At afternoon I pray dhuhur and eat lunch at canteen. Then… I go home, then I take a bath and pray ashar. After that I go to "les" in Kalidawir. Then.. I go home and pray magrib.*
- *Student III : (teeling their habits) At school I always happy because I meet my friends. At afternoon I pray dhuhur and lunch with my friends. After that eemm… I sometimes have a "kelas peminatan" at 2 pm. I go home at 4 pm.*
- *Student XXIV : I am just looking a "Komik" book. (speak use Bahasa)*
- *Student XIX : We have the last exam eemm… I think is "IPA".*

The example above is the use of Literal translation and Languange switch in Borrowing by students in English class. According to Tarone [9], languange switch is the use of the mother tongue without translating it into the target language, here she uses native language words such as "Les" instead of saying "Courses". The same thing happened with students, but in this second example she used the native language "Kelas peminatan" instead of saying "Elective class". This is comparable to what Santoso and Mandarani explained, in that students strive to create understandable statements but lack the necessary translation skills and they do not have enough translation skills [13]. The other example, here the student also uses the same category, the student does not translate into the target language, but still uses her native language, she says "IPA" instead of saying "Science".

FINDINGS

- ***Student XV : Hello, guys. My name is Ervin and everyday I always wake up at 5 am. After wake up I pray subuh and after that I take bath. I never breakfast at home, because my apa ini (pointing to her stomach) ee… stomach yaa? Ee…will sick in the morning.***
- ***Student XIII : Eee… three… three apa bahasa inggrisnya "tiga kali"? (asking in whispering)***

Another example, like the one above, is the use of Appeal for Assistance. Tarone revealed that Appeal for Assistance is like asking others for correction on the words we say to the target language, or asking for help to translate to the target language. This time, the student uses the sentence "my apa ini...ee stomach ya?" as a way of asking for help to correct whether it is correct or not. The example above also uses the same type of communication strategy in the form of Appeal for Assistance, only in a different context. Here, the student tries to ask his friend for a word in the target language by whispering because he doesn't know the translation in the target language.

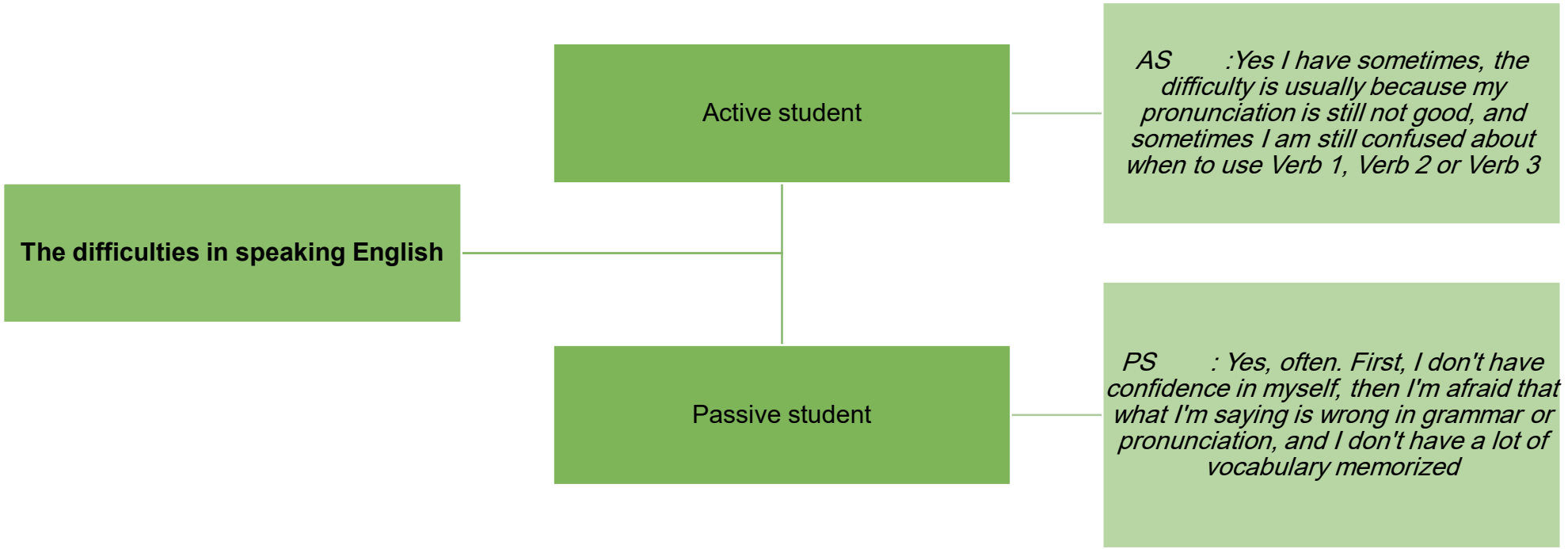
FINDINGS

- ***Student XXVI : Emm… I always ee.. thisss….. TikTok everyday. (while moving her index finger exemplifying scrolling her phone)***
- ***Student XXX : (teeling their habits) Hello… my name is Aini, and… everyday I wake up at 5 o'clock. And… I take bath and.. praying subuh. Then… I help my mother to cooking breakfast…then I go to school. And… afternoon I eat lunch and pray dhuhur… Then I back in my home at 3 o'clock… Then I take bath and pray ashar… then I scroll TikTok… And I pray magrib. After that I… study and before sleep I… (mimic tooth brushing style) my teeth and pray isya. Thank you***

Next is the form of using the Mime strategy by students, where according to Tarone's theory, Mime is a type of strategy that uses limb movements or nonverbal. Like the example above, the student moves her finger like she is scrolling up and down her cellphone screen. The next example is also still the same, namely the use of communication strategies in the form of Mime, here the student moves her hand in front of her mouth up and down, implying that she is brushing her teeth.

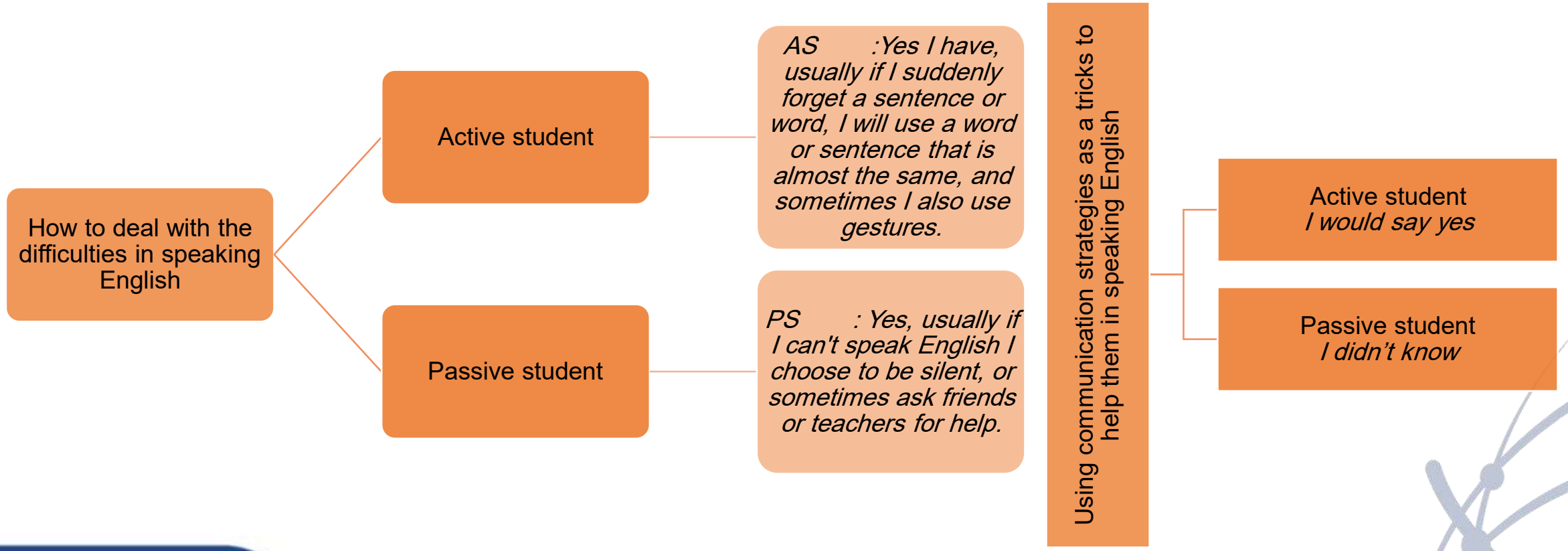
FINDINGS

The use of various communication strategies by active and passive students to overcome problems

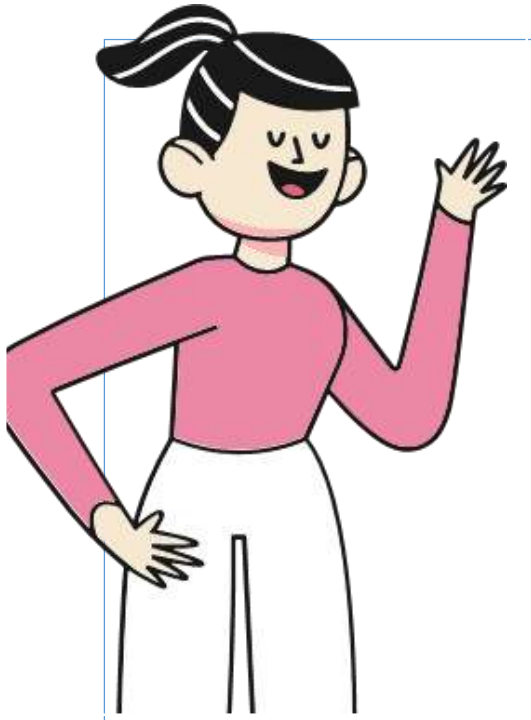


FINDINGS

The solutions to overcome difficulties in speaking English



CONCLUSION



The majority of the time, students who struggle with speaking and communicating in English classrooms adopt this communication strategy. Students in the classroom employ nearly all communication strategies, including avoidance, paraphrase, borrowing, appealing for assistance, and mime, to address these communication problems. The majority of communication techniques utilized in seventh-grade English lessons are language switch in borrowing. From the data, the researcher also concluded that the most frequently used strategy by the seventh grade students overall was Language switch in Borrowing. The results of these findings turned out to have similarities with previous research conducted by Herawati on eighth grade students at SMP N 1 Surakarta, namely the frequency of using the most communication strategies is language switch in Borrowing. According to the data from the interviews, there is a positive impact on the use of communication strategies. Although some students are unaware they use strategies for communication, most of them are able to feel the benefits that they consciously felt the positive influence of employing communication strategies to stay on track and achieve communication goals. The fact that this research additionally analyzes the impact of students' use of communication strategies when speaking English in class sets it apart from previous studies in this area.

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