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**Strategi Komunikasi Siswa dalam Berbicara Bahasa Inggris di Sekolah Menengah
Pertama Indonesia**
Student Communication Strategies in Speaking English at Indonesia Junior High School

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HALAMAN PERSETUJUAN

Proposal atas nama Siti Nur Aqida NIM 198820300024 dengan judul “Student Communication Strategies in Speaking English at Indonesia Junior High School” telah memenuhi syarat dan dapat diuji pada seminar proposal.

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Student Communication Strategies in Speaking English at Indonesia Junior High School

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Abstract. *The use of English today is very important, one of which is in the aspect of education, especially in speaking using English. For some people, especially students, speaking English has some difficulties. Communication strategies are the right thing to use in overcoming students' problems and difficulties when speaking using English. Therefore, to find out how the use of communication strategies can help students in speaking English in class, the existence of this problem makes the basis of the research to be carried out this time. This research will be conducted at SMP Muhammadiyah 9 Boarding School Tanggulangin, where the data will be processed using qualitative descriptive methods. With research subjects taken from grade 7 students as many as 6 students out of 30 students. Data were collected by observation methods and semi-structured interviews, then the data were analyzed based on the theory of Miles and Huberman. The results of this study are the use of various types of communication strategies based on Tarone's theory (1981) by seventh grade students, including Avoidance, Paraphrase, Borrowing, Appeal for Assistance, and Mime and the most frequent type in active students and passive students is the use of Language switch in borrowing.*

Keywords - Communication strategies; Speaking English; Boarding School

Abstrak. *Penggunaan bahasa Inggris saat ini sangatlah penting, salah satunya dalam aspek pendidikan, khususnya dalam berbicara menggunakan bahasa Inggris. Bagi sebagian orang, terutama siswa, berbicara bahasa Inggris memiliki beberapa kesulitan. Strategi komunikasi adalah hal yang tepat untuk digunakan dalam mengatasi masalah dan kesulitan siswa saat berbicara menggunakan bahasa Inggris. Oleh karena itu, untuk mengetahui bagaimana penggunaan strategi komunikasi dapat membantu siswa dalam berbicara bahasa Inggris di kelas, adanya permasalahan ini menjadikan dasar dari penelitian yang akan dilakukan kali ini. Penelitian ini akan dilaksanakan di SMP Muhammadiyah 9 Boarding School Tanggulangin, dimana data akan diolah menggunakan metode deskriptif kualitatif. Dengan subjek penelitian diambil dari siswa kelas 7 sebanyak 6 siswa dari 30 siswa. Data dikumpulkan dengan metode observasi dan wawancara semi terstruktur, kemudian data dianalisis berdasarkan teori Miles dan Huberman. Hasil dari penelitian ini adalah penggunaan berbagai jenis strategi komunikasi berdasarkan teori Tarone (1981) oleh siswa kelas tujuh, antara lain Avoidance, Paraphrase, Borrowing, Appeal for Assistance, and Mime dan jenis frekuensi terbanyak pada active students dan passive students adalah penggunaan peralihan bahasa dalam Meminjam.*

Kata Kunci - Strategi komunikasi; Berbicara Bahasa Inggris; Pondok Pesantren

I. INTRODUCTION

In the era of the times like nowadays, English is one of the most important parts of human life in various aspects, including the education aspect. According to [1], English is one of the most commonly accepted languages and used by people from other countries when they gather for conferences, debates, and social gatherings. In the process of learning English, there are four basic abilities that are important to know, namely listening, speaking, reading and writing [2]. The ability to listening and reading are included in the category of receptive skills or is called the ability to receive input. On the other hand, the ability to speaking and writing are included in the category of productive skills or is called the ability to use language. So in this case, speaking is concluded as a way of people to communicate orally to convey their ideas or opinions to others.

In speaking English, we find a wide variety of problems, according [3] the researchers 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. With the use of this communication strategy, the students take good advantage of the communication strategy to overcome their difficulties in speaking.

Some notion of communication strategies of the earlier study said that communication strategy (CS) as a reciprocal attempt of two interlocutors to make an agreement about a particular meaning in which the necessary meaning strategies do not appear to be shared [4]. Here that researcher seen the CS as tool used in negotiating shared meaning, in a situations where both interlocutors are attempting to agree on communicative goal. According to Corder (1981, p. 103) as cited in [5] CSs are a systematic technique used by a speaker to express his [or her] meaning

when faced with some difficulty. Furthermore, Archer & Kasper (1984a) as cited in [6] they state that communication strategy is a verbal plan that the speaker uses to overcome problems in the planning and execution stages of achieving communicative goals; e.g., avoiding trouble points or compensation for not knowing a vocabulary item. From several definitions of communication strategy, communication strategies is approved by [3] as a conscious plan for solving the individual's problem in achieving particular communication goals.

Based on the all the statement above about definition of communication strategies, the researcher agree that communication strategies is a series of ways that people used in overcoming problems in communicating to achieve a goal. That's why speaking in English is not considered easy, for some people, especially students in junior high school. Most students have difficulties while learning English is because they have to arrange words or sentences that they are going to say, whether it is new words or not for them to produce a sentence that has meaning and avoids ambiguity [3]. Therefore, in this study researchers look at how communication strategies are used by students, especially junior high school students. With that, the researcher found several previous studies regarding the communication strategies used by students.

In first previous research, according to [7] in her study, the researcher analyzed communication strategies in EFL students based on Tarone's taxonomy theory in speaking class. Three second semester students in the English education study program were the subjects of this study with three different levels of speaking. In her study, the researcher used descriptive qualitative method and she carried out some steps in collecting data: observed the learners, recording the students speaking, transcribing the oral speaking, selecting data concerning with the research questions, and identifying the communication strategies. The result of her study show that the dominant communication strategy used by students at the passive and intermediate levels is borrowing and the dominant students at the active level are paraphrased. The researcher implied that the use of communication strategies is a way to solve communication breakdown especially for learner who does not have high English proficiency and the researcher also concluded that the implication of using CSs can help the EFL learners to explore their ideas and feelings into speaking so the learners are able to communicate in the target language.

On the other side, the taxonomy of communication strategies from Dornyei served as the foundation for the second previous research, which was carried out by [8]. It was done on eighth grade junior high school students at SMP Muhammadiyah Program Khusus Surakarta. In this study, which differs slightly from the previous research that has been done by [7], the researcher tended to identify the various types of strategies used by eighth graders before describing the most common communication strategy used by eighth graders in the speaking class, which already had 27 students as the research subject. Data gathering methods employed by the researcher included document analysis, interviews, and observation as part of a qualitative descriptive method. Then, based on the data that was discovered. The findings of this research show that there are two categories and eight sub-types of communication strategies. Stalling or Time Gaining is the most frequent form of communication strategy utilized by students. Topic Avoidance was the communication strategy that students utilized the least. In this instance, the researcher also claims that the students reportedly utilized this kind of communication technique without being aware of it. As a result of this study, the researcher reached the conclusion that utilizing these communication techniques can help students become more effective communicators, keep conversations on track, and minimize interruptions.

In a third previous research by [9] which had the same objective as the others, the researcher identified the different types of communication strategies that eighth-grade students at SMP N 1 Surakarta most frequently used. The researcher also observed how the communication strategies helped in the improvement of the students' speaking abilities. Conversations students in the speaking class had were recorded and afterwards transcribed to provide the research data. This research had two stages: observation and tape recording, which is how the data was collected. The theory of communication strategies based on Tarone was then used to assess the transcribed data. To give the data validity in this study, the researcher additionally employed triangulation procedures. To validate the accuracy of the analytic findings, researchers employ inter-rater reliability. The study's findings included the following outcomes: 1) all respondents employed all Tarone-based communication strategies, including subject avoidance, message abandonment, paraphrasing, coinage, native language switching, miming, and appeals for help, 2) native language switching was the type of communication strategy that respondents used the most frequently, and 3) among the various functions of communication strategies, respondents used miming, coinage, paraphrasing, and native language switching to improve their speaking abilities. However, the researcher also states that these communication techniques, such as topic avoidance and message abandonment, did not support students in improving their speaking abilities. This is because students preferred to keep clear of topics that did not relate to them and they preferred to close the conversation even though they had not yet reached communicative competence, which prevented them from increasing their capacity to explore new vocabulary.

From the background and previous research, there are several theories regarding communication strategies and their types, one of which is from Tarone [10], as follows:

1. Avoidance:

- a. **1** Topic avoidance: the learner tries not to talk about unknown concepts or structures of the target language
 - b. **3** Message abandonment: the learner starts talking about a concept but cannot continue and stops in the middle of the conversation
- a. **3** Paraphrase:
 - a. **3** Approximation: incorrect use of the vocabulary of the target language by the learner, but having enough semantic features in common with those that are desirable to satisfy the interlocutor (e.g. "pipe" for "water pipe")
 - b. **3** Word Coinage: the learners create new words to communicate the desired concept (e.g. "airball" for "balloon")
 - c. **3** Circumlocution: the learner describes the characteristic or elements of an object or action instead of using the structure of the intended target language ("She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of.")
- a. **3** Borrowing:
 - a. **3** Literal translation: the learners translating word for word from the original language (e.g. "He invites him to drink," for "They toast one another.")
 - b. **3** Language switch: the learners use native language terms without the need to translate to the target language (e.g. balon for balloon, tirtil for caterpillar)
4. **3** Appeal for Assistance: the learners ask for the correct term (e.g. "What is this? What call it?")
5. **3** Mime: the learners use nonverbal strategies or perform lexical actions in communicating (e.g. clapping one's hands to illustrate applause)

After obtaining several theories and previous research on communication strategies, researchers carried out pre-observation activities that had been carried out at one of the schools and Islamic boarding schools in Sidoarjo. In this pre-observation, researchers found that there are communication strategies used, especially those used by students while in English classes. Not only that, in this school the use of English in communicating is a third language, after Indonesian and Arabic. Thus, the researcher draws problems that will be analyzed in this study, including what types of communication strategies are used by active students and passive students while in English classes and whether the use of various types of communication strategies can help students overcome problems when speaking English in class. The purpose of this study therefore be different from previous studies because it focus more on the communication strategy employed by the student in the English class. This is because each student uses a different communication strategy, and researchers are interested in finding out whether or not using such a 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 Indonesia and Arabic.

II. METHOD

In conducting this research, the researcher uses qualitative research. According to [11], data in qualitative research are frequently gathered in the field at the location where subjects experience the topic or subject being studied. They don't send out equipment for people to complete, nor do they usually bring people into a lab (a contrived situation). A main aspect of qualitative research is the close-up information gained by actually speaking with individuals and observing how they behave and act in their context. The researchers meet face-to-face, frequently throughout time, in a natural situation. Based on the book [12] the qualitative research is a study aimed at understanding the phenomena experienced by the subjects of the study. For example; the behavior, perception, motivation, action, and so forth, holistic in a naturally specific context without any human interference and using optimally as a common scientific method used.

In this study, according to Abidin (2007) as cited in [13] the researchers use student participation in the classroom which is divided into two communication behaviors, namely verbal and non-verbal. Verbal or oral participation is exemplified by behaviors such as giving opinions, answering, asking questions or comments, and participating in class discussions or commonly referred to as active students. While nonverbal participation is a behavioral response during class, such as nodding the head, raising hands, body movements, and eye contact or commonly called passive students.

This research was conducted at SMP Muhammadiyah 9 Boarding School Tanggulangin, which is located in Sidoarjo. With regular seventh graders, as many as 30 female students were the subjects of this study. Even though it is in a regular class, the rules in this Islamic boarding school to separate male students from female students remain as determined.

A. Data Collection Technique

To collect data the researcher used observation and interview [14]. In the observation stage, the researcher uses systematic observation techniques or also called structured observation where the researcher determines in advance what will be observed systematically, in this study what is observed is the communication strategies used by students in speaking English. So during the observation, the researcher filled in the observation sheet and noted important things, then the researcher also observed in depth how students used communication strategies during English classes. The researcher also acted as a non-participant in which the researcher did not interact with teachers or students in the classroom. In this observation, the researcher used a voice recorder during the observation.

In the interview technique, the researcher used a semi-structured interview technique where this type of interview is included in the in-depth interview category or in its implementation is freer than a structured interview. The researcher wanted to collect information about whether or not there were effective communication strategies used to help students who had difficulty speaking English in class through interviews with this model. The reason the researcher chose this interview technique is because the researcher has prepared an interview guideline instrument that will be asked to the subject, but later in the interview it is more free, so the researcher can develop interview questions. This interview technique was used by the researcher to collect data from the issue of whether the communication strategies used by students can help them in speaking, especially in English classes.

B. Data Analysis Technique

According to [14], data analysis techniques are techniques used to simplify data into a form that is easier to read and interpret or gives significant meaning to analysis. In the data analysis in this research, the researcher adapted from Miles and Huberman's theory as cited in the book by [12]. The basis of this data analysis based on Miles and Huberman is in the paradigm view of positivism. In analyzing the data with this model, Miles and Huberman mention that there were three series of activities carried out, including the following:

1. **Data Reduction**
In data reduction, researchers process data obtained from the field by summarizing, choosing the main things, focusing on important things, looking for themes and patterns and discarding unnecessary.
2. **Data Display**
After the data is reduced, the next step is to display the data. In displaying the data, researchers use short descriptions or narrative forms.
3. **Conclusion Drawing/Verification**
In drawing conclusions and verifying, researchers make preliminary decisions on data where these conclusions are temporary then verified in the form of the researcher rethinking while writing or reviewing the field notes.

III. FINDINGS AND DISCUSSION

A. Findings and Discussion

1. The types of communication strategies students use by active students and passive students while in English class.

In this chapter, researchers will answer the first research problem about what types of communication strategies are used by active students and passive students. The researcher found and discussed the communication strategies used by students based on their participation in the classroom, namely verbal (active students) and non-verbal (passive students) in communication behavior. These findings will be a reference to answer the first problem formulation regarding what types of strategies students use during English classes.

English subjects, especially in grade seventh, are scheduled on Monday and Wednesday for one lesson hour. In the first week of learning, the teacher provides material about Simple Present Tense, ranging from structure, function, to examples of its use. In the first meeting, the teacher gave the material, in the second meeting the teacher gave an assignment to make a story about students' "Daily Activity" using Simple Present Tense.

While in the second week, the teacher gives material in the form of Simple Present Continuous Tense, in the same way. However, in the second meeting, the teacher gave an assignment in the form of making a dialog with her friend using Simple Present Continuous Tense.

The following is the data of communication strategies used by six students based on the communication behavior of active students (AS) and passive students (PS) in English class. Based on data analysis on data transcripts, researchers found 12 utterances with 9 sub-types of communication strategies used by seventh grade students, both active students (AS) and passive students (PS).

Tabel 1. Communication Strategies used by active students (AS)

Type of Communication Strategy		Frequency		Total
		1 st week	2 nd week	
Avoidance	Topic Avoidance	0	0	0
	Message Abandonment	0	0	
Paraphrase	Approximation	0	1	1
	Word Coinage	0	0	
	Circumlocution	0	0	
Borrowing	Literal Translation	0	0	2
	Language switch	2	0	
Appeal for Assistance		2	0	2
Mime		0	0	0
Total		4	1	5

In table 1 shows that AS (active students) they did not use many types of communication strategies when they speak in English. As written in the table above, it shows that they more often use the types of communication strategies in the form of Borrowing (4 times), Appeal for Assistance only (2 times), and Paraphrase (once).

The following are examples of Borrowing communication strategies used by students during class:

1. AS 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.*

The example above is the use of Language switch in Borrowing by active students in English class. According to Tarone [10], language 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".

2. AS 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.*

The same thing happened with the third active student, but in this second example she used the native language "Kelas peminatan" instead of saying "Elective class".

3. AS I : 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.

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 active 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.

4. AS III : (raising hand) I always eat everyday.
 Ustadzah : Okay good, berapa kali makannya, Kheisa?
 AS III : 3 kali, ustadzah.
 Ustadzah : In English, please.
 AS III : Eee... three... three apa bahasa inggrisnya "tiga kali"? (asking in whispering)
 Ustadzah : Three apa, Kheisa?
 AS III : Emm I don't know, ustadzah.
 Ustadzah : Three times yaa

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 active 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.

5. PS IV : What are you doing now?
 AS I : I am reading a novel.
 PS IV : Wow, whats... what..novel you read?
 AS I : I read a novel about "love". (instead said Romance Novel)
 PS IV : It is a famous novel?

While in the last example, active students use Tarone's communication strategy of Approximation 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.

Table 2. Communication Strategies used by passive students (PS)

Type of Communication Strategy		Frequency		Total
		1 st week	2 nd week	
Avoidance	Topic Avoidance	0	0	2
	Message Abandonment	1	1	
Paraphrase	Approximation	0	0	0
	Word Coinage	0	0	
	Circumlocution	0	0	
Borrowing	Literal Translation	0	0	2
	Language switch	0	2	
Appeal for Assistance		0	1	1
Mime		2	0	2
Total		3	4	7

This second table shows the types of strategies used by PS (passive students) in the first week and second week of English class. based on the data above, the highest frequency are in the use of Borrowing communication strategy (2 times), followed by Avoidance (2 times), Mime (2 times) and finally Appeal for Assistance (once). The following are examples of their use that researchers have analyzed:

1. PS 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). *And in the afternoon I... pray duhur and eat ee... lunch. After that... ee... I go home. And then... I take a shower again and I pray ashar... Then after pray magrib... I studying... ee.. sampai eeh.... Until 9 pm. And... after that I go to sleep. Thank you.*

In the example above, is the use of a communication strategy in the form of 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. Just like what this passive student did, when she was explaining her activities in the morning she suddenly stopped for a long time, then she tried to continue her words with a different context.

2. PS V : *What you doing now?*
 PS VI : *I am playing a game.*
 PS V : *What a game?*
 PS VI : *Mobile Legends*
 PS V : **But.. Are... You... eee.. don't... you... (can't continue her question)**
 PS VI : *What?*
 PS V : *We have.. exam tomorrow*

The same thing was also done by other passive students, they spoke stammeringly then they could not continue their words and preferred to remain silent.

3. PS VI : **Emm... I always ee.. thiss..... TikTok everyday. (while moving her index finger exemplifying scrolling her phone)**
 Ustadzah : *Okay, so everyday you scrolling on TikTok?*
 Student VI : *Hehehe yes, ustadzah.*

Next is the form of using the Mime strategy by passive students, where according to Tarone's theory, Mime is a type of strategy that uses limb movements or nonverbal. Like the example above, the passive student moves her finger like she is scrolling up and down her cellphone screen.

4. PS VI : *(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.*

The next example is also still the same, namely the use of communication strategies in the form of Mime, here the passive student moves her hand in front of her mouth up and down, implying that she is brushing her teeth.

5. PS V : *Yes. We... still have one more exam.*
 PS VI : *Oh my God, what exam?*
 PS V : **Emm... I think... is "IPA" (instead said "Science")**
 PS VI : *I forget emm... I forget we have exam tomorrow. Thank you Aini to remember me.*

In this fifth example, it is included in Tarone's communication strategy of Language switch in Borrowing just as the active student did at the beginning. Here the passive student also uses the same category, here the passive student does not translate into the target language, but still uses her native language, she says "IPA" instead of saying "Science".

6. AS I : *Yes, it is. So, what are you doing?*
 PS IV : **I am just looking a "Komik" book. (speak use Bahasa)**
 AS I : *Emm if you looking a comic, you can found it on second floor.*

The next example also uses the same category of communication strategy Language switch in Borrowing, because here the passive student says the word "comic" in her native language, she does not translate it.

7. PS IV : *He is riding a bike.*
 Ustadzah : *Okay, when is he riding a bike?*
 PS IV : **He is riding in... "sore itu apa?" ee.... Evening?**
 Ustadzah : *Okay, evening yaa.*

The last example, here passive students ask "sore itu apa?... eee evening?" to ensure that the words in the target language are correct or not, this is included in the category of Appeal for Assistance communication strategies which are also carried out by active students.

2. The use of various communication strategies help students overcome problems when speaking English in classroom.

In addition, researchers also analyzed answers from interviews with six seventh grade students of SMP Muhammadiyah 9 Boarding School Tanggulangin to obtain information and answer the second problem formulation about the presence or absence of influence on them using communication strategies when speaking English in class. Here are some answers from AS (active students) and PS (passive students):

- a. The difficulties in speaking English

According to [15], students sometimes had difficulties speaking English in class, and these difficulties ended up interfering with one another. First, spelling, mother language, and various accents all have an impact on how difficult it is to pronounce English words. Second, a lack of understanding and use of the second word contributes to its absence. Third, a lack of motivation and audience interest have an impact on low self-confidence. Lack of training contributes to the latter, difficulties using grammar. The researchers questioned students on the following topics to determine whether or not they had difficulties speaking English in class:

1. Do you have difficulties in speaking English in the classroom? Can you mention it?

Answer:

AS :*Yes I have sometimes, the difficulty is usually because my pronunciation is still not good, and sometimes I am still confused about when to use Verb 1, Verb 2 or Verb 3.*

PS :*Yes, often. First, I don't have confidence in myself, then I'm afraid that what I'm saying is wrong in grammar or pronunciation, and I don't have a lot of vocabulary memorized.*

According to the answers of both active and passive students, most of them indicated that they were less able to pronounce words in the target language, lack of vocabulary, and used grammar. From the three answers above, it can be concluded that it falls into the category of nothing or hard to say something. According to Penny Ur as cited in [16], he stated that there are four types of problems in speaking include inhibition, nothing to say, low or uneven participants and the use of mother tongue. Some words were challenging for them to say or spelling and the pronunciation are different in English. The researcher saw that both active students and passive students were still not correct in pronouncing a word in the target language (English). for example, saying the word "stomach (/ˈstam.ək/)" but they were still wrong by saying "stomek".

- b. The solutions to overcome difficulties in speaking English

In addressing the problem of difficulty in speaking English in the classroom, according to [17] revealed that the solution that can be used is by building the attention of teachers to students, with the solution he assumes that the difficulties experienced by students can be overcome as well as thus teachers and students can build an effective learning program by using interesting strategies when learning English to create motivation and also facilitate students to speak English as much as possible.

2. Have you ever found it difficult to say something when speaking English? How do you deal with it?

Answer:

AS :*Yes I have, usually if I suddenly forget a sentence or word, I will use a word or sentence that is almost the same, and sometimes I also use gestures.*

PS :*Yes, usually if I can't speak English I choose to be silent, or sometimes ask friends or teachers for help.*

According to Zua as cited in [18], she stated that the first, it is important to build an emotional connection between teachers and students. Secondly, when teaching English, teachers need to help students to be more focused. Finally, teachers need to create a supportive atmosphere that can reduce problems with students. From the answers above, both active students and passive students have their own ways of overcoming their problems, but most of them overcome by asking their teachers directly. The way students ask the teacher is one of how the teacher has successfully built relationships and a comfortable classroom atmosphere for the students.

The use of certain strategies helps students overcome difficulties with speaking English, in addition to developing positive relationships with their teachers and creating an enjoyable atmosphere for learning. According to [19], students should be able to overcome their speaking difficulties in class by using certain strategies. This strategy consists of a series of steps to achieve a certain objective. To obtain information about whether students use strategies in communicating, the researchers asked the following questions:

3. Do you realize that when you have difficulty saying a word or sentence, you overcome it by using a communication strategy?

Answer:

AS :*I would say yes*

PS : I didn't know

Based on Megawati and Mandarani's assumption [3], it is necessary to apply communication strategies in speaking classes. In communication strategies, there are various kinds of tricks that can help them to continue speaking, so that they can do oral communication well. The answers from active students and passive students above still do not fully understand the use and perceived benefits of using communication strategies when speaking English, but most of them have actually done various kinds of communication strategies unconsciously.

V. CONCLUSION

In this chapter, the researcher concludes the findings from the data that has been obtained and sees whether the findings answer the research problems in this research. First, this research tries to find out the types of communication strategies used by seventh grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin. To facilitate data analysis, researchers divided students based on their participation in the classroom, namely AS (active students) and PS (passive students). From the above findings, the researcher concluded that almost all students in the seventh grade of SMP Muhammadiyah 9 Boarding School Tanggulangin used all types of communication strategies according to Tarone's theory. Each category of students differed in using communication strategies both in the first week and in the second week. In the first week, the most frequently used communication strategy by AS (active student) was Language switch in Borrowing and Appeal for Assistance, while by PS (passive student) was Mime. In the second week, the most frequent use of communication strategies by AS (active student) was Approximation in Paraphrase, while by PS (passive student) was 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 conducted on eighth grade students at SMP N 1 Surakarta, namely the frequency of using the most communication strategies is language switch in Borrowing.

Furthermore, to answer the second research problem about the presence or absence of the influence of communication strategies in helping students speak English in class, researchers used data obtained from direct interviews with the students (active students and passive students). According to the data from the interviews, there is a positive impact on the use of communication strategies. Although the fact that some students are unaware they use strategies for communication, most of them are able to feel the benefits. The fact that this study additionally analyzes the impact of students' use of communication strategies when speaking English in class differentiates it apart from previous studies in the area.

Researchers hope that the use of communication strategies among students can be applied optimally, because with the use of various types of communication strategies, the difficulties faced will feel easier.

VI. PANDUAN PENULISAN KUTIPAN/RUJUKAN DALAM TEKS ARTIKEL DAN DAFTAR REFERENSI

VII. SIMPULAN

UCAPAN TERIMA KASIH

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APPENDIX

Field notes observation

Field note	
Date	
Time of Observation	
Place of Observation	
Topic	
Number of students observed	
Descriptive note	

APPENDIX

Instrumen Interview

1. **Do you have difficulties in speaking English in the classroom? Can you mention it?**
(Apakah kamu mengalami kesulitan berbicara bahasa Inggris di kelas? Bisakah kamu menyebutkannya?)

2. **Have you ever found it difficult to say something when speaking English? How do you deal with it?**
(Pernahkah kamu merasa kesulitan untuk mengatakan sesuatu ketika berbicara bahasa Inggris? Bagaimana kamu mengatasinya?)

3. **Do you realize that when you have difficulty saying a word or sentence, you overcome it by using a communication strategy?**
(Apakah kamu menyadari bahwa ketika kamu mengalami kesulitan dalam mengucapkan sebuah kata atau kalimat, kamu mengatasinya dengan menggunakan strategi komunikasi?)

LEMBAR VALIDASI

LEMBAR VALIDASI INSTRUMEN WAWANCARA

Mata Pelajaran : Bahasa Inggris
 Kelas : Tujuh
 Sekolah : SMP Muhammadiyah 9 Boarding School Tanggulangin Sidoarjo

A. Petunjuk Pengisian:

1. Lembar validasi instrumen penelitian ini digunakan untuk menilai kelayakan/validitas instrument penelitian berupa "Instrumen Wawancara".
2. Mohon Bapak/Ibu memberikan penilaian dengan cara memberikan tanda (✓) pada kolom yang tersedia dengan skala penilaian sebagai berikut:
 SS (Sangat Sesuai) : 4
 S (Sesuai) : 3
 TS (Tidak Sesuai) : 2
 STS (Sangat Tidak Sesuai) : 1
3. Mohon Bapak/Ibu memberikan saran atau komentar pada kolom *Feedback / Keterangan* yang telah disediakan.

B. Validasi Instrumen

Tabel Validasi Instrumen Wawancara

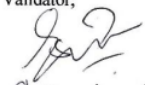
No	Aspek yang dinilai	Skor penilaian				Feedback/Keterangan
		1	2	3	4	
1	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓		Cek kembali tujuan pada bab metode.
2	Pertanyaan wawancara mudah dipahami oleh siswa				✓	
3	Bahasa yang digunakan tidak mengandung makna ganda				✓	
4	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas				✓	grammar tolong diperbaiki.

C. Kesimpulan Penilaian Secara Umum

Setelah mengisi tabel penilaian, mohon Bapak/Ibu melingkari huruf di bawah ini sesuai dengan penilaian Bapak/Ibu berikut.

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan revisi
- c. Belum dapat digunakan

Sidoarjo, 25 Januari 2023
 Validator,


 Sheila Agustina, M.Pd.

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