

A NATURALISTIC STUDY ON COMMUNICATION STRATEGY USED BY THE SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH SURAKARTA

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ABSTRACT

This research aims to describe the communication strategies used by second semester students in Speaking class of Universitas Muhammadiyah Surakarta. The study is also as a reference for the better problem-management in teaching-learning process. The data of research contain communication strategies used by the second semester students in Speaking class of English Education Department of Universitas Muhammadiyah Surakarta in 2015/2016 academic year. The sources of data are derived from event, informant, and document. The writer investigates classes of Speaking, with 8 students as the subjects of the research. The writer uses descriptive qualitative method in analyzing the data. The data are based on Celce-Murcia taxonomy of communication strategies. The result of this study shows that there are five types with fourteen subtypes of communication strategies, the most dominant types of communication strategies used by second semester students in Speaking class is *fillers* with 31,05%, and the rarely type of communication strategies used by students are *topic avoidance, word coinage, literal translation, self-initiated repair* with 0,53%. The result above implies that teaching communication strategies is needed for students who still have limited knowledge in the target language. To maintain students' communication, communication strategies as a subject in Speaking class will make the students aware when they communicate with the others.

Key words: communication strategies, speaking

INTRODUCTION

Department of English Education (DEE) in Universitas Muhammadiyah Surakarta (UMS) has been developing English lesson to produce competent, respectable, experienced, skillful and trained graduates. The DEE prepares the students to be professional English teachers. It is important to master English for the DEE students in most of subjects in learning process. To be a professional English teacher, they need to learn communicate effectively.

Bailey and Savage (1994: 7) in Fauziati (2010: 15) state that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills".

Those four skills are listening, speaking, reading and writing. It means that learners should be able to make themselves understand use their current skills. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In fact, the students in Speaking class seem not master English well. Many problems are faced by the students in Speaking class when they interact with their friends, moreover with the lecturer. Selinker (1972) in Dornyei & Scott (1997: 175) coined the term "communication strategy" as "strategies of second language communication" as one of the

five central processes involved in L2 learning. According to Selinker (1977) in Fauziati (2010) who first used the term communicative strategies or strategies of second language communication to refer to one of the processes that is responsible for producing interlanguage errors. He defined communicative strategy as “an identifiable approach by the learner to communicate with native speakers of the target language (Fauziati, 2010).”

Canale and Swain (1980) propose that communicative competence refers to relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of language use.” (p.6) Later, in their article they add a third component, strategic competence. Then, Canale (1983) revises this framework further.

Here, strategic competence refers to a speaker’s ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker’s lack of understanding of proper grammar use or insufficient knowledge of social behavioral and communication norms. Strategic competence, along with grammatical competence and sociolinguistic competence constitute a framework for determining a language learner’s proficiency in communication as posited by Michael Canale and Merrill Swain (1980). A fourth component, discourse competence, was later added by Canale (1983).

Rubin & Thompson (1994: 30) suggest that through communication, people send and receive messages effectively and negotiate meaning. Communication is the exchange of information between a sender and a receiver, or in teaching-learning process, it is between teacher and learner. People only need to worry about the way you communicate face-to-face or on paper. It is important for people to understand every content of the

information. This is where the role of communication strategies becomes important. On the course of learning a second language, learners will frequently encounter communication problems caused by the lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. The strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification.

Communication strategies may be viewed as attempts to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language interlocutor in real communication situations (Fauziati, 2010). These are used by speakers when they face some difficulties due to the fact that their communication goes beyond their communication means or when is confronted with misunderstanding by another speaker. Communication strategy plays a significant role in Second Language Acquisition (SLA). Lin Wei (2011) expresses that any kinds of communicative strategies can contribute to successful SLA.

Every learner has different way to make an understanding in learning English, especially they who do not use English as their first language. Nowadays, most Indonesian learners use Indonesian language will find difficulties to receive information clearly without any tools such as dictionary when they are talking to interlocutor or foreign. It is because they are lack of self-confidence or maybe they hesitate to speak with other friends or more capable interlocutors. Nowadays, there is no one who really masters language perfectly and uses it appropriately in any social interactions. In the process of communication, we may have a great number of problems. To cope with this problem, we have to use communication strategies in the way to

improve learner's communicative competence. Without such strategies, learners are likely to avoid second language risk-taking as well as specific conversation topics or situations.

As foreign learners, the DEE students need to develop their English as well as they communicate using Indonesian language. Communication strategies become part of developing language learning especially in spoken language. As Savignon (1983) states that most of communication strategies developed unconsciously but as a language learner, to learn it consciously will be helpful to improve their fluency in delivering idea in speaking. Thus, the writer formulates that using such strategies in communication makes learners get some benefits. They can learn what they consider suitable with themselves to communicate with others effectively and appropriately.

In this study, the writer focuses on the communication strategies which are applied in the students' process of Second Language Acquisition in Speaking class. There are some reasons why the writer took this research on speaking class. First is to survey what strategies that the learners use to achieve their meaning when they talk to the others. Second is to investigate what kinds of communication strategies are suitable with Indonesian learners. From these reasons, the writer decided to conduct a research on communication strategy by the second semester students of Speaking class of the DEE, UMS.

To prove the originality of this research, the writer exposes some previous studies related to communication strategies. They are Pratiwi (2011), Soyunov (2014), Rolitasari (2015), Sari (2015), and Herawati (2015).

Pratiwi (2011) conducted a qualitative research entitled *Communication Strategies Used by English Department Students of UMS in Speaking Class*. This study aims to: a) describe the type of communication strategies and, b) explore

the frequency of communication strategies used by the DEE students. The results of her research are: a) there are five major types of communication strategies: avoidance or reduction strategies with 3,65%, achievement or compensatory strategies with 23,59%, stalling-time gaining strategies with 58,5%, self-monitoring with 5,32% and the last is interactional strategies with 8,97%. b) from five major types communication strategies, stalling or time gaining strategy is the most frequently used.

Soyunov (2014) conducted a research entitled *Communication Strategies Used by the Students of English Conversation Club of Sragen Bilingual Boarding School*. The objectives of this study are as follows: a) to find out the type of CS used by the learners of SSBC years X in conversation, b) to figure out the most frequently used type's CS by the learners of SBBC year C in conversation. The results of the findings are: a) there are 11 types used by the students. Circumlocution with 11 cases (55%), approximation with 6 cases (30%), word coinage are 1 case (5%), code switching with 8 cases, non linguistics means is 1 case, appeal for help with 3 cases, use of all purposes words with 1 case, use of fillers/hesitation devices with 16 cases, using wrong term with 5 cases, self correction with 9 cases, and the last is repetition with 11 cases, and then b) the most frequency is the use of fillers/hesitation devices with 16 cases.

Rolitasari (2015) further investigated about *Communication Strategy Used by English Department Students of Universitas Muhammadiyah Surakarta: A Case Study in Saturday Gathering (SEGA) Program*. The objectives of this study are as follows: a) to find out the type of Communication Strategies used by students of SEGA program in conversation, b) to figure out the frequency of each type of communication strategies used by students of SEGA program in conversation, c) to explore the

dominant type of communication strategies used by students in speaking session of SEGA program. The study is also considered a reference for better teaching method of speaking. The results of her study show: a) there are five types of communication strategies, namely: avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. b) the frequencies of each type of communication strategies are as follows: avoidance or reduction with 4,96%, achievement or compensatory with 21,73%, stalling or time-gaining with 60,24%, self-monitoring with 6,83%, interactional with 6,21%. c) the most dominant type of communication strategies used by students in SEGA program is filler with 37,26%, and the type is rarely used in non-linguistic means and restructuring with 0,62%. The results imply that teaching communication strategies is needed for the students who still have limited knowledge in the target language.

Sari (2015) conducted a research entitled *Strategies in Communication Used by English Department Students in Universitas Muhammadiyah Surakarta: A Case Study in Saturday English Gathering (SEGA) Program*. The objectives of the research are to describe: a) the types of communication strategies, b) the frequency of communication strategies and, c) the dominant type of communication strategies used by English Department students in Universitas Muhammadiyah Surakarta in Saturday English Gathering (SEGA) program. The results of the research are that (a) there are 4 types of communication strategy with 10 subtypes used by the students in SEGA program. The four types were: 1. Stalling or Time-gaining strategies: Self Repetition and Filler. 2. Interactional Strategies: Appeal for Help (Indirect and Direct), Requests. 3. Achievement or Compensatory Strategies: Retrieval, Code

switching, Non-Linguistic Means, Word Coinage, Restructuring. 4. Self Monitoring Strategies: Self Initiated Repair. (b) The frequencies of each subtype of communication strategies are as follows: 1. Stalling or Time-gaining strategies: Self Repetition with 25,38%, Filler with 41,11%. 2. Interactional Strategies: Appeal for Help (Indirect with 1,52%) and (Direct with 7,1%), Requests with 1,01%. 3. Achievement or Compensatory Strategies: Retrieval with 4,56%, Code switching with 7,61%, Non-Linguistic Means with 2,53%, Word Coinage with 1,01%, Restructuring with 1,52%. And the last 4. Self Monitoring Strategies: Self Initiated Repair with 6,59%. (c) The dominant strategy used by the students is Stalling or Time-gaining strategies with 66,49%, and the lowest percentage is Self Monitoring Strategies with 6,59%.

Herawati (2015) conducted a research entitled *Communication Strategies Used by the Eight Grade Students of SMP N 1 Surakarta in Developing Speaking Skill*. This research aims: a) to identify the type of communication strategies, b) to investigate the dominant type of communication strategies used by the eighth grade students of SMP N 1 Surakarta, and c) to explore their function in developing speaking skill in the conversation. The findings of this research are: (1) the respondents use all the type of communication strategies, namely: a) topic avoidance with 3,92%, b) message abandonment with 15,7%, c) paraphrases with 5,89%, d) coinage with 1,96%, e) native language switching with 35,29%, f) miming with 19,6% and g) appeal for assistance with 17,64%, (2) the dominant type of communication strategies used by the respondents is native language switching with the percentage 35,29%, and (3) the function of communication strategies type is to develop speaking skill through reaching communicative competence by using five types of communication strategies, namely: a)

paraphrase, b) coinage, c) native language switching, d) miming and e) appeal for assistance.

Based on the reasons above, communication strategies become a crucial topic for us foreign language learners to learn how to be able to communicate, so the writer conducts a research about communication strategies. The previous studies show that all of the researchers conducted the research about communication strategies used by students to the reference for better speaking. In line with these, the writer will be investigating about communication strategies.

The gap between this research the previous ones lies on the subject of communication strategies. The writer found that naturalistic study is not something new in communication strategies, but here, the writer does the research to explore whether there is something different in the communication strategies used by students.

Based on this gap, the position of current research is to conduct a research with the objective is to describe communication strategies. The objectives are divided into 3 parts: to know the type of communication strategies, to know the frequency of communication strategies, and then to know the dominant type of communication strategies. The writer collects the data completely and the detail information to describe. Therefore, the researcher conducted Naturalistic Study on Communication Strategy Used by Second Semester Students in Speaking Class of English Department of Universitas Muhammadiyah Surakarta 2015/2016 Academic Year.

In conducting the study, the writer has certain purposes or objectives as the main target to gain in this research paper. The purposes of this study are: to describe the types of communication strategy, to describe the frequency of the communication strategy, and to describe the dominant type of communication

strategy used by the students in Speaking II class of the DEE UMS.

RESEARCH METHOD

In this research, the writer uses descriptive qualitative research, especially Naturalistic research. Golafshani (2003) states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as Patton's (2001) in Golafshani (2003) suggests that "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest." A qualitative researcher seeks instead illumination, understanding, and extrapolation to similar situation. The subject of this study is the second semester students in Speaking class of the DEE, UMS in 2015/2016 academic year. The researcher carries out two classes with total 38 students as the subjects. The object of this study is to explore communication strategy used by second semester students in Speaking class of the DEE, UMS in 2015/2016 academic year.

In this research, the data are communication strategies used by the second semester students of Speaking of the DEE, UMS in 2015/2016 academic year during they were speaking using the framework of Celce-Murcia. The data are taken when the subject of the research Speaking II class 2H and 2I have their lesson every Tuesday and Friday. The total number of students of Speaking II is 38 students. The observation has been conducted from March 8th until April 8th, 2016.

The data are collected by observation, recording and transcribing, note taking, the last validity and reliability. The researcher uses descriptive qualitative research by Celce-Murcia taxonomy of communication strategies. Having been collected, the data are classified based on Celce-Murcia's framework of communication strategies. Then, the of

type of communication strategies, the frequency of communication strategies, and the most dominant type of communication strategies used by students are drawn as the conclusion.

FINDINGS AND DISCUSSION

The researcher classifies the findings into 3 parts, namely types of communication strategies used by the students, the frequency of communication strategies, and the dominant type of communication strategies used by students.

1. Type of Communication Strategies Used by Students

Based on the data analysis, there were 5 types with 14 subtypes of Communication Strategies used by second semesters in Speaking class of the DEE, UMS. They were:

a. Avoidance or Reduction Strategies:

1) Topic Avoidance

Topic avoidance is a strategy in which the speaker avoids talking about certain topic in the conversation. The reason why they use this strategy is probably because they lack of vocabulary, idea or moreover lack of knowledge about the topic. This is the example of topic avoidance.

2) Message Abandonment

Message abandonment is the strategy of leaving message unfinished because of language difficulties. It occurs in the situation when the speakers give up continuing their sentences due to their lack of competencies in speaking. It is a strategy in which the speaker has initiated to convey a message but gives up in the middle of the utterances due to the inadequacy of linguistic competence, especially vocabulary items.

b. Achievement or Compensatory Strategies:

1) Approximation

Approximation occurs when the learners employ an L2 word which is semantically in common with the

targeted lexical item. It is the use of a single target language vocabulary item or structure, which the speaker knows that it is not correct, but it shares the similar semantic features in common with the intended item to satisfy the speaker. Here, the speaker tried to replace the difficult word that has similar meaning.

2) Non-linguistic Means

Non-linguistic means is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. Usually the learner used this strategy because they cannot explain the intended meaning or may be they were missing the word, so they used non-linguistic means, such as miming or pointing.

3) Restructuring

Restructuring is the strategy of replacing communication breakdown in the conversation by giving a new reconstruction of the sentence without changing the actual topic or message. Probably the speaker found easier sentence to convey their meaning to the interlocutor.

4) Word Coinage

Word coinage happens when the speakers make up a new word in order to communicate in a desired concept. The new word is not found in the native language, but it seems to the same concept with the correct one in the target language. It is because the speaker lack of vocabulary, so they make up a new word.

5) Literal Translation

Learners literally translate a word, a compound word, and idiom, or a structure from L1 into L2. It is a strategy in which the learners translate the intended utterances word by word from the native language without considering the context of conversation.

6) Retrieval

Retrieval is the strategy in which the speakers repeat the first syllable of a word or phrase. The speakers unconsciously employ this strategy while trying to convey the message. It is also possible that the retrieval strategy is employed consciously because the speaker is not sure about the pronunciation of the word uttered.

c. **Stalling or Time-gaining strategies:**

1) Fillers, Hesitation Device and Gambit

Filler is a sound or word that is spoken in conversation by one participant to signal to others a pause to think without giving the impression of having finished speaking. The word such *anu, opo*, that are kind of filler in Indonesia. Gambit is a word or phrase that uttered by speaker to fill the gap in the middle of conversation. Hesitation device occurs when the speaker forget to try something, so they uses it to fill the gap, it seems like gambit.

2) Self and Other Repetition

Self repetition is the strategy in which the speakers repeat word or phrase that they have mentioned before. The speaker try to thinking the right word while answer the question from the lecturer. There are reasons why speakers do repetition in their speech, it depends on the context of the utterances. There are repetitions which are done consciously and unconsciously. Consciously when the speaker wants to make emphasis answer in their part of speech. Besides, unconsciously is when the speaker want to stall the time to replace pausing happened while the speakers take the time to think.

d. **Self-monitoring Strategies:**

1) Self-initiated Repair

Self-initiated repair occurs when the speakers try to make his or her speech clearer to be understood by interlocutor. Usually speakers tend to clarify their speech to make interlocutor understand the message

which is delivered. Here the writer only found one utterance of self-initiated repair.

2) Rephrasing.

Rephrasing occurs when the speakers know that what they said is not the correct one, usually they made mistakes during the speech and have initiative to correct it. Usually the speakers used rephrasing to make better phrase or sentence or may be to make their speech clearer.

e. **Interactional Strategies:**

1) Repetition Request.

Repetition request occurs when the speakers don't understand of the interlocutor or lecturer say or the interlocutor or lecturer's utterances is not clear enough in speakers' ears.

2) Appeals for Help

Appeals for help occur when the speakers tend to ask for their teacher, partner, or the other tools such as dictionary to fill the words or utterances they want to say. So the speaker often asks to their lecturer than their partner or friend or the other tools.

2. **Table Frequency of Communication Strategies Used by Students**

Table 1
Frequency of Each Types of Communication Strategies Used by Second Semester Students in Speaking Class of the DEE UMS in 2015/2016 Academic Year

No	Type of Communication Strategies	Subtypes of Communication Strategies	Frequency	Percentage (%)	Total	Total (%)
1	Avoidance or Reduction Strategies	Topic Avoidance	1	0,53%	17	8,95%
		Message Abandonment	16	8,42%		
2	Achievement or Compensatory Strategies	Approximation	7	3,68%	33	17,37%
		Non-linguistic Means	7	3,68%		
		Restructuring	14	7,37%		
		Word Coinage	1	0,53%		
		Literal Translation	1	0,53%		
3	Stalling or Time-gaining Strategies	Retrieval	3	1,58%	111	58,42%
		Filler, Hesitation Device and Gambit	59	31,05%		
		Self and Other Repetition	52	27,37%		
4	Self-monitoring Strategies	Self-initiated Repair	1	0,53%	6	3,16%
		Rephrasing	5	2,63%		
5	Interactional Strategies	Appeals for Help	3	1,58%	23	12,10%
		Repetition Request	20	10,52%		
Total Strategies			190	100%	190	100%

3. The Dominant Type of Communication Strategies Used by the Students

The table shows that second semester students in Speaking class has variation types of communication strategies. The results from the highest to the lowest types are as follows: first is Filler with 31,05% which is followed by Self and Other Repetition with 27,37%, and then Repetition Request with 10,52%, then Message Abandonment with 8,42%, Restructuring with 7,37%, Approximation and Non-linguistic Means have same percentage with 3,68%, Rephrasing with 2,63%, Retrieval and Appeals for Help have similar percentage with 1,58%. Furthermore, Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair have the same percentage as the lowest number, 0,53%.

The dominant type of communication strategies used by second semester in the Speaking class of the DEE, UMS in 2015/2016 academic year is Fillers with 31,05% while the rare types of communication strategies used by students are Topic Avoidance, Word Coinage, Literal Translation, and Self-initiated Repair with 0,53%.

The researcher uses Celce-Mulcia taxonomy of communication strategies in analyzing the data. Based on the research findings, there are 3 research questions that are discussed. First is type of communication strategies used by students. Second is the frequency of each type of communication strategies used by students. Third is the dominant type of communication strategies used by students. Based on the research findings, the researcher finds that this research completes the study before.

The result that shows that there are five types and fourteen subtypes of communication strategies used by the second semester students in Speaking class, a) Avoidance or Reduction Strategies: 1) Topic Avoidance with 0,53%, 2) Message Abandonment with

8,42%. b) Achievement or Compensatory Strategies: 1) Approximation with 3,68%, 2) Non-linguistic Means with 3,68%, 3) Restructuring with 7,37%, 4) Word Coinage with 0,53%, 5) Literal Translation with 0,53%, 6) Retrieval with 1,58%. c) Stalling or Time-Gaining Strategies: 1) Filler with 31,05%, 2) Self and Other Repetition with 27,37%. d) Self-monitoring Strategies: 1) Self-initiated Repair with 0,53%, 2) Rephrasing with 2,63%. e) Interactional Strategies: 1) Appeals for Help with 1,58%, 2) Repetition Request with 10,52%. This result shows that the dominant strategy used by the students is Filler with 31,05% and the rarely strategy used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with the lowest percentage 0,53%. The researcher will compare the differences between this study and the previous studies.

The first previous study is Pratiwi's work. Pratiwi's work used Celce-Murcia taxonomy. Pratiwi found five types of communication strategies used by the students, They are Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling-time Gaining strategies, Self-monitoring Strategies and the last is Interactional Strategies. Out of five major types of communication strategies, Stalling or Time-gaining Strategies is the most frequently used by the students with percentage 58,5%. And the rare type of communication strategy used by the student is Avoidance or Reduction Strategies with 3,65%.

In this research, the researcher found some types in line with Pratiwi's finding, there are five types of communication strategies but there are also differences within them. In this study, the research found five types with fourteen subtypes of communication strategies with the most dominant used 31,05% of Filler that belongs to Stalling or Time-gaining strategy. Then, the rare type of

communication strategy used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From these results, it seems that this year the use of Filler is lower than last year since the strategies students use highly vary.

The second previous study was Soyunov's work. Soyunov used Dornyei taxonomy in analyzing the data. Soyunov found 11 types communication strategies used by students, there are Circumlocution, Approximation, Word Coinage, Code Switching, Non Linguistic Means, Appeals for Help, All Purpose Words, Fillers/Hesitation Devices, Wrong Term, Self Correction, and the last is Repetition. The most frequency used is Filler/Hesitation Devices and the rarely type of communication strategy used by students are Word Coinage and All Purpose Words with 1 case.

In this research finding, the researcher found some types in line with Soyunov's findings, they are Word Coinage, Non-linguistic Means, Appeals for Help, Filler/Hesitation Devices, and Repetition. However, there are some differences found. Soyunov used Dornyei taxonomy while the researcher here used Celce-Murcia taxonomy. Even though using different kind of taxonomy, the content of taxonomy is almost the same. In this study, the most dominant used is Filler/Hesitation Device with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rare types of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%.

The third previous research is Rolitasari's work. Rolitasari used Celce-Murcia taxonomy in analyzing the data. Her data are communication strategies in SEGA program in 2014/2015. Rolitasari found five types with nine subtypes of communication strategies, namely Avoidance or Reduction Strategies; Message Abandonment. Achievement or

Compensatory Strategies: Non-linguistic Means, Restructuring, Code Switching, Retrieval. Stalling or Time-gaining Strategies; Fillers, Self Repetition. Self-monitoring Strategies; Self-initiated Repair. Interactional Strategies; Appeal for Help. From these results, the most dominant types of communication strategies used by students in SEGA program are Filler with 37,26% that belongs to Stalling or Time-gaining, and the rare types of communication strategy used by students are Non-linguistic Means and Restructuring with 0,62%.

In this research finding, the researcher found some types in line with Rolitasari's findings, they are Message Abandonment, Non-linguistic Means, Restructuring, Retrieval, Retrieval, Fillers, Self Repetition, Self-initiated Repair, Appeal for Help. However, there are still differences. In this study, the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rare types of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From this, it seems that between SEGA and Speaking class almost has the same percentage. However, the use of Filler in Speaking class is lower than that in SEGA since the strategies they use are highly varied.

The fourth previous study is Sari's work. Sari used Celce-Murcia taxonomy in analyzing the data. Her data is same with the third previous one, Rolitasari's work but it has different result. Sari found 4 types with 10 subtypes of communication strategy used by the students in SEGA program UMS. They were: 1. Stalling or Time-gaining strategies: Self Repetition, Filler. 2. Interactional Strategies: Appeal for Help (Indirect) and (Direct), Requests. 3. Achievement or Compensatory Strategies: Retrieval with, Code switching, Non-Linguistic Means, Word Coinage, Restructuring. And the last 4. Self Monitoring Strategies: Self Initiated

Repair. The dominant strategy used by the students is Stalling or Time-gaining strategies with 66,49% and the lowest percentage is Self Monitoring Strategies with 6,59%.

In this research finding, the researcher found several types of communication strategies which are in line with Sari's finding. They are Fillers, Self Repetition, Retrieval, Non-linguistics Mean, Restructuring, Word Coinage, Appeal for Help, Repetition Request, Self-initiated Repair. However, there are still some differences. Sari found 4 types with 10 subtypes of communication strategies. While in this study, the researcher found 5 types with 14 types of communication strategies. As a result, the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rare types of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. The results show that between SEGA and Speaking class almost has the same percentage. However, the use of Filler in Speaking class is lower than that in SEGA since the strategies they use are highly varied.

The fifth previous study is Herawati's work. Herawati used Tarone's taxonomy in conducting the data. Herawati analyzed Speaking skill of the students of SMP N 1 Surakarta. Herawati found that the respondents use all the types of communication strategy. They were 7 types, namely Topic Avoidance, Message Abandonment, Paraphrase, Coinage, Native Language Switching, Miming and Appeal for Assistance. The dominant type of communication strategies used by the respondents is Native Language Switching with the percentage 35,29%. The rare type of communication strategies used by the respondents is Coinage with 1,96%.

In this research finding, the researcher found several types of communication strategies which are in line with Herawati's finding, namely Topic

Avoidance, Message Abandonment, Paraphrase, Coinage, Appeal for Assistance. However, there are still differences. The difference is that Herawati used Tarone taxonomy while the researcher used Celce-Murcia. Even though using different type of taxonomy, the content of taxonomy is almost the same. Yet, the researcher found that Celce-Murcia taxonomy is broader than Tarone taxonomy. In this study, the most dominant use is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rare type of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. It is found that the researcher and the previous research has different taxonomy in analyzing the data. The researcher used Celce-Murcia as the research theory because it is the newest one and more varied. Here, the researcher agreed with the theory of Celce-Murcia. She purposed the last and newest model of communication strategy's taxonomy. She divided communication strategies into five components, namely Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling or Time-gaining Strategies, Self-monitoring Strategies, and Interactional Strategies.

CONCLUSION

Based on the data analysis, the result of communication strategy used by the second semester students in the Speaking class of the DEE, UMS in 2015/2016 uses the framework of Celce-Murcia's taxonomy as follows:

The speaking ability of students in the Speaking class is still developing. Their vocabulary is limited. Communication strategies are devices for the students that enable them to survive in conversation even with the lack of vocabulary. There are some factors why the students in the second semester do those strategies in Speaking class. First, they hesitate to say

their intended meaning to interlocutor because of the lack of vocabulary. Second, they worried if they do mistakes. Third, they usually use Indonesian or Javanese to communicate with others, so they find difficulty in the grammatical structure of English language. Those are factors that the writer found when the writer asked the students in the Speaking class.

The researcher summarizes that the types of communication strategies with the percentage. The highest type of communication is Filler with 31,05% while Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair have the same percentage as the lowest number with 0,53%.

From these result, the writer found the difficulties faced by the students when the lecturer is not giving the any instructions for the next week. The writer observes three classes for three weeks. Every week has different topic to discuss. In the first week, the topic was about conversation in groups within different theme for each class. In the second week, the topic was about job interview which is applied individually face-to-face with the lecturer. In the third week, the topic was impromptu, so the students practiced in the group with the lecturer. In the first and second weeks, the topic was given by the lecturer a week before, but in the third week, there were no clues given by the lecturer. It seems that students can communicate effectively and successfully in the first week. Most of them find

difficulties in the second and third weeks. The researcher concludes that the students in Speaking II class have variation in the way they deliver their meaning. It is proven by the research findings of types of communication strategies students used although they do not do those strategies consciously, they can complete their sentences. Teacher also helped the students by giving some feedback directly (spoken) and indirectly (written).

The understanding of problem-management in L2 communication is worth considering. The courses do not prepare the students to cope with the problems in the conversation they face. Most of them waste time to make the time longer even though they cannot fill the blank in the conversation. There is so much time and effort to fill the gap of language difficulties. Related to the investigations of communication strategies, the study of CSs help repairs the model of L2 learning and use.

The next researcher may conduct a research about the communication strategies by comparing different genders such as female and male. Hence, the next researcher will get the variance of communication strategies between female and male students. The researcher expects to the next researcher to analyze the data deeper, therefore the reader will get better understanding. The use of CSs is needed by EFL learners that the students use Indonesian language every day, especially in the Speaking II class.

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