

**AN ANALYSIS OF STUDENTS' COMMUNICATION
STRATEGIES IN RELATION OF SPEAKING**

THESIS

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THESIS

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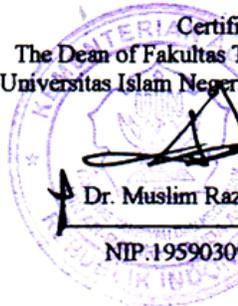
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An Analysis of Students' Communication Strategies in Relation of Speaking Ability

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sepenuhnya.

Banda Aceh, 30 Desember 2019

Saya yang membuat surat pernyataan,



Mauliza Hafia

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises is due to ALLAH who creates knowledge as the light of the life. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole-heartedly to deliver the truth to human being and guide his ummah to the right path.

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ABSTRACT

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Communication can be defined as the process of delivering information and messages in a flexible way in order to achieve a goal. Communication strategies is a way that used by students to make good conversation in order to share information in communication process. This study aimed to find out students' communication strategies in relation of their speaking ability. The study was conducted in Department of English Language Education at State Islamic University Ar-Raniry Banda Aceh. The subject of this study was students who had taken public speaking class that consisted of 30 students. This study was qualitative research. To achieve the purposes of this study the writer used questionnaires which was mentioned the students' communication strategies in relation of their speaking ability. This study also used a semi-structured interview to support the data that gained from questionnaires. The study found that most of the student used communication strategies in order to their speaking in the result of questionnaires. In result of interview, the students often used three strategies when they were speaking in the classroom, they are nonlinguistic signals, code switching, and appeal for help. In addition, the three strategies particularly used by students during they were speaking in the classroom.

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CHAPTER 1

INTRODUCTION

A. Background of Study

As one of the four English basic skills, speaking is probably often considered to be the most important one. Speaking is an ability to communicate with other people in order to express ideas, feelings, opinions, to share information, etc. No doubt that many students get difficulties in learning speaking. Speaking skill is not only learning about the language itself, but also learning how to speak in real communication (Jayanti, 2012). It is an important skill to learn by students in learning English.

Communication can be defined as the process of delivering information and messages in a flexible way in order to achieve a goal. It means that a good language obtaining the goal. Communication has important role in education field through teaching and learning process, it is how the teacher and learner use the language in their communication activity. According to Syamsudin (2015) the teacher and learners' action do to learn a language has been categorized: behaviors, tactics, techniques, and strategies, which is most commonly used is learning strategies.

Zhang (2009) stated that student who study English as a foreign language usually have limited opportunities to speak English outside the classroom and this may be one reason for teachers to provide more situations and activities for students

to strengthen their speaking ability. Speaking for oral communication usually occurs in academic contexts where speaking performance is conducted for the audience in the classroom. Syamsudin (2015) defined that a strategy is considered to be effective if it provides positive support to the students in their attempts to learn or use the foreign language. Strategy means the ability to keep the conversation keep going.

Communication act that all the conditions attached to speaking as a communication act exist for translation as well. Kongsom (2016) stated that second or foreign language learners of English may find themselves in a difficult situation when they need to express their ideas in English but possess limited vocabulary and other language elements, such devices or strategies are commonly known as communication strategies. Communication strategies have a very big role in communication. Syamsudin (2015) believed that having knowledge about communication strategies learners might handle the problems that they face during communication so that they might achieve their communication goals, and using communication strategies, learners can effectively express their ideas though they of language elements such as grammar and vocabularies.

Because of the problems, communication strategies play an important role in relation of speaking ability in order to better the process of communication. Communication strategies were unavoidable in oral communication for language learners, and these strategies keep speakers flexible and confident, then make their communication more effective (Purnama, 2017). According Masithoh, Fauziati, and Supriyadi (2018) the publication of Selinker in 1972 became the starting point for

further communication strategy research and the study of communication strategy becomes an interesting field to be explored. Based on the statement above, the writer used Dornyei Taxonomy (1995) to classifying the communication strategies. There are two categories of Dornyei Taxonomy of communication strategies, they are: avoidance strategies and compensatory strategies (Xhaferi, 2012). These strategies would help the students when they are speaking in the process of communication.

Communication strategies allow learners to enhance their lack of English and to make communication more effective. In Indonesia, students learn English as foreign language that can be a challenge when they are speaking English in the classroom. Students usually do not know how to apply the language. Because students usually difficult to use vocabulary, looking for a specific word to describe what is mean or others part of language element. In that situation, communication will become complicated, and the students prefer to change their language from English to their local language. As a result, they do not feel confident enough to join a conversation or share the message that they want to deliver.

The phenomenon above makes the writer interested to conduct a research about students' communication strategies in relation of speaking ability. Then, the writer has chosen the students of English education department of UIN Ar-Raniry Banda Aceh who had taken public speaking class. The writer wanted to analyze the students' communication strategies may find when they are speaking in the classroom. Thus, the writer entitles her research "*An Analysis of Students' Communication Strategies in Relation of Speaking Ability*".

B. Previous Studies

A research from Rababah (2015) examined the impact of communication strategies instruction on the ability to communicate together with the establishing strategic competence among EFL learners. In the study, the participants were eighty learners, who were divided into a control group and an experimental one. The experimental group received communication strategies training supported a program by the researcher, whereas the control group received the regular communicative course using *Click on 3* program which lasted for fourteen weeks as being supported the communicative language teaching approach. The communication strategies targeted within the educational program included circumlocution, asking for repetition, appeal for help, clarification request, self-repair, confirmation request, and guessing. The instruments of the study consisted of pre-post IELTS speaking test, transcription data, and a *Click on 3* textbook existing. The study reported a significant improvement. Specially, the participants in the experimental group significantly outperformed their peers in the control group in the IELTS speaking test scores. The results of the post-test transcription data also confirmed that the participants in the strategy program group used more communication strategies, which was attributed to the communication strategies training program.

Another research from Majd (2014) examined the effect of teaching communication strategies on helping English language learners to communicate more easily and effectively. The researcher intended to prove such effect of teaching

communication strategies by increasing learners motivation to communicate, which reduces their anxiety level. In the study, the participants were forty Iranian female students who were homogeneously selected, of the age of twelve to fourteen years old. All participants were placed in the same proficiency level according to Cambridge Proficiency Test. The researcher used three methods to collect data, there are namely, pre-post test, a strategy training program based on Dornyei (1995) taxonomy of communication strategies for three months, and a questionnaire. The study reported the effectiveness of the teaching of the communication strategies in increasing learners' communication skill as well as in improving their motivation to learn.

C. Research Question

Based on the problem that stated above, the research question of the study is: What are the students' communication strategies in relation of their speaking ability?

D. Research Aim

Based on the problem that stated above, the research aim to find: To find out the students' communication strategies in relation of their speaking ability.

E. Significance of the Study

The writer hopes that this study can give information for the readers who want to be able to speak effectively. This research would find the students' communication strategies in relation of their speaking ability. Additionally, it increased the student

speaking ability of communication processes, especially for the students who use communication strategies.

1. For the Students

The students can learn and then apply some communication strategies to make their communication become communicative. Communication strategies also help them achieve their communication, so students can effectively express their ideas though they of language elements such as grammar and vocabularies. They will feel easy to master the language, especially in speaking ability by using communication strategies. It shows kind of communication strategies suggested to maintain the conversation.

2. For the Researcher

This research finding hopefully as a reference and give more information to solve the problem of speaking ability. The problem could be solved by communication strategies, because for Indonesian students speaking fluency still below the standard, it would increase the quality of speaking ability in process of communication.

F. Terminologies

1. Speaking Ability

Fauzi (2007) defined that speaking as meaningful utterance which is expressed to describe ideas, deliver speech, make social contact, and describe things or people. He also stated that many students assume speaking ability as the measure

of knowing a language. The students define fluency as the ability to have a talk with others, much more than the ability to read, write, or understand oral language.

2. Communication Strategies

Kongsom (2016) stated that second or foreign language learners of English may find themselves in a difficult situation when they need to express their ideas in English but possess limited vocabulary and others language elements, such devices or strategies are commonly known as communication strategies. Communication strategies have a very big role in communication. Syamsudin (2015) believed that having knowledge about communication strategies learners might handle the problems that they face during communication so that they might achieve their communication goals, and using communication strategies, learners can effectively express their ideas though they of language elements such as grammar and vocabularies.

G. Research Methodology

1. Research Design

The writer would collect the data by using qualitative method. In this study, the writer described about students' communication strategies in relation of their speaking ability. To obtain the information, the writer would collect the data from questionnaire and interview.

2. Research Subject

The participants of the study are the students of English department at Ar-Raniry State Islamic University Banda Aceh. The writer would take students of Department of English Language Education which entering to the university in 2017. The writer obtains the data by random sampling.

CHAPTER 2

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Speaking means to describe the ideas and feelings in spoken language. Speaking is a skill that student has to communicate with others in order to express ideas, feelings, opinions, to share information, etc. although a lot of students get difficulties in learning speaking. To learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication (Jayanti, 2012). It is an important skill to be learn by students in learning English. These skills allow the students to explain the message clearly and effectively.

Cameron (2001, as cited in Rahmawati, 2018) stated that speaking is functioning use of language, but differ in mental activity involved and demands that they make on learners of language in term of finding and sharing meaning. For Indonesian students, it is hard to speaking in English because social condition of students which commonly to using their local language so that foreign language is difficult to be accepted and communicated. Poerwati (2013) points out that the Indonesian curriculum of 2013 state that English subject has been learnt since junior high school, English compulsory lesson for students. It means process teaching and learning can help the students to be mastered in speaking ability.

Based on the definition above, the writer concluded that speaking can be defined as an ability to express ideas or deliver the message that makes and to keep social interaction.

2. The Importance of Speaking Ability

Ashour (2014) mentioned that the importance of speaking skill, therefore is big for the students to learn of any language. While not speaking, a language is reduced to a mere script. The activity that takes place inside the reach of our community is the use of language. We have a tendency to use language in an exceedingly formal form of things. Speaking has meaning when it enables teachers and students to explore their own selves and clarify their identity. When speaking happens, learners express their views, feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviors which assist them to manage the challenging situations.

Yee and Abidin (2014) explained that learning of public speaking skills has benefit for the students. They can be able to rise up on their personal and social interaction, increase the academic, and most importantly to improve their confidence in order to share the ideas and opinion to others more effectively. There are several goals for the speaker to speak in front of the audience which it can be conveying a message, to inform the issues, to share stories and experiences, etc. public speaking skill can be used to develop personality, business, customer service, large group communication, and to build up academic environment for the student.

3. Types of Speaking

Brown (2001, as cited in Pratiwi, 2015) mentioned that there are three types of speaking that students are expected to carry out in the classroom. The first type is transactional dialogue, this type has purpose of exchanging specific information or conveying a message. It is an extended form of responsive language. This process includes multiple exchange or multiple participants. The teacher can carry out this type of speaking performance with using group work. The second type is interpersonal dialogue. In this type, it carried out more of the purpose of maintaining social relationship than for transmission of information. Speaking can become more complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic aspects. The last is extensive monologue. This type used more formal and deliberative language. The teacher can use some tasks include of speeches, oral presentation, summaries, and story-telling for the student at intermediate or advanced level.

Brown and Abeywickrama (2010, as cited in Rahmawati and Ertin, 2014) pointed out that five types of speaking, they are:

a) Imitative

This type of speaking needs the check takers to repeat a word, phrase, or sentence. Pronunciation is the main aspect of the assessment though grammar additionally takes half because the grading criteria. What has to be highlighted in imitative speaking is that the communicative ability of the

language is not essential. They have to amass some information, thus reproduce it orally while not having to feature additional clarification. What comes out from them is exclusively the information they hear.

b) Intensive

Intensive speaking does not emphasize on pronunciation or descriptive linguistic aspect. Understanding that means is required to replay certain tasks, however, the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

c) Responsive

Authenticity during spoken communication is important. Therefore, the speaker is stirred up to talk promptly. To response a brief conversation, creating a straightforward request comment could be a reasonably activity that belongs to this type of speaking.

d) Interactive

The load and quality of the sentences is the major completely different between responsive and interactive speaking. The amount of the speakers conjointly matter as typically it desires quite two people in the conversation.

e) Extensive

This type of speaking involves a good vary of speaking. Also, the speaker can get to move with the counter speakers, that may well be responsive

question, creating discussion and interaction. It can be said that extensive speaking is the final speaking ability that needs robust language parts.

4. The Component of Speaking

Luoma (2004, as cited in Rahmawati and Ertin, 2014) explained that the components to assessed speaking in order to help students to improve and support the speaking ability of the students, they are:

a) Grammar

Grammar is usually thought to be a collection of rules specifying the proper ordering of words at the sentence level. It also gives an effect towards the meaning that is conveyed by the speaker. The speaker is assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b) Vocabulary

The range, precision, and also the usage of vocabulary options in a conversation utilized by speakers indicate the level of how proficient they are.

c) Comprehension

Related to the speaking, the students know how to use language suitably and understanding the context of the oral communication and able to provide applicable response in step with the question.

d) Fluency

The language fluency indicates that the assembly of speech in a very oral communication is well delivered. Have confidence in delivering the speech and able to responds specific theme while not several hesitation in selecting words.

e) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and the way pronunciation aspect interfere the communication are the standards of the assessment.

5. The Function of Speaking

Fauzi (2012) described a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech in the maintenance of social relationship. Speaking is used for an interaction that to seek or express opinions and also to clarify information. However, Bailey (2000) defined that ability is a capability to do an activity or job well as a result of having practiced well. From those reflected purpose of read, it can be inferred what is meant by speaking skills. With speaking, the people can pronounce opinion, idea, and feeling to others till people will turn out an interaction on community within the society or organization.

B. Communication Strategies

1. Definition of Communication

Communication can be defined as the process of delivering information and messages in a flexible way in order to achieve a goal. It means that a good language obtaining the goal. Natale and Lubniewski (2018, p. 377) noted that ‘communication is essential part of the daily lives of families, educational personnel, and students across all grade levels’. Communication has important role in education field through teaching and learning process, it is how the teacher and learner use the language in their communication activity. Hoon, Nasaruddin, and Singh (2017) believed that teaching and learning are generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skill. It is essential that teachers recognize that all students have different levels of strengths and weaknesses.

Lunenburg (2010) stated that the elements of the communication process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise. Therefore, in order to maintain a good communication, it is imperative to have teachers and student’s best interests behind each line of communication.

2. Definition of Communication Strategies

Ahmed and Pawar (2018) explained that the term communication strategies refer to both linguistic and non-linguistic strategies that a speaker calls upon to

compensate insufficiency in his/her knowledge while communicating. However, Syamsudin (2015) stated that communication strategies might be defined as the technique that learners use to handle their problems during communication. For example, when learners try to communicate and the needed linguistic items are not available, they can use communication strategies to achieve their communication goals. Similarly, Williams (2006, as cited in Xhaferi, 2012, p. 123) argued that,

Communication strategies aid learners with participating in and maintaining conversation and in improving the quality of communication. This, in turn, enables them to have increased exposure to and opportunities to use the L2, leading to more chances to test their assumptions about the L2 and to receive feedback. Without such strategies, learners are likely to avoid L2 risk-taking as well as specific conversation topics or situations.

Based on the statement above, it can be concluded that communication strategies are devices that students use to increase their talks of meaning as well as to deliver their message while interacting with each other.

3. History of Communication Strategies

In 1970s, the strategic competence was introduced as a main part of competence that foreign language learners would develop for communication. It has emerged as a component in every of the communicative competence models that have emerged throughout the last half of the last centuries. Though there has been an argue on what strategic competence includes as some think about learning strategies as a part of communication strategies, it has remained there as a main element of learners' communication competence in all models and refers to the cope strategies

that one uses to enrich for lack of linguistic competence. Communication strategies are usually additional required by those learners who are at earlier steps of their acquisition as they struggle to get meanings across because of their linguistic deficiency. It is for this reason that analysis in communication strategies has been growing up throughout the last decades and additional attention was paid to developing learners' strategic competence as a part of their acquisition (Ahmed & Pawar, 2018).

4. Types of Communication Strategies

There are a large number of books and their clarification of communication strategies which the writer has found and read in some journals and articles. However, all of them mention the same or similar communication strategies. Dornyei (1995, as cited in Xhaferi, 2012) developed a taxonomy of communication strategies and divide the strategies into two part categories, they are:

1) Avoidance Strategies

Avoidance Strategies is identified as the speaker simply does not talk about the concept for which the target language item or structure is not known (Sukirlan, 2014). This strategy divides into two categories, they are:

a. Message Abandonment

It is leaving a message unfinished because of language difficulties, for example, when students do not know how to say something in English, they leave the sentence unfinished.

b. Topic Avoidance

It means avoiding topics or concepts that pose language difficulties.

For example, the students avoid a topic or concept is not known.

2) Compensatory Strategies

Xhaferi (2012) mentioned that this strategy divides ten categories, they are:

a. Circumlocution

Circumlocution is describing or exemplifying the target object or action. For example, if students do not know a word in English, they describe it.

b. Approximation

Approximation is using an alternative term which expresses the meaning of the target lexical item as closely as possible. For example, student use a word that probably has same meaning, such as “table” instead of “desk”.

c. Use of All-Purpose Words

It means extending a general, empty lexical item to contexts where specific words are missing, for example, students use a general word in English such as thing – stuff, make – do, etc.

d. Word Coinage

It means creating a nonexistent second language word based on a supposed rule. For example, students make up a new word in order

to communicate a desired topic such as they use “air ball” for “balloon”.

e. Nonlinguistic Signals

It can be defined as mime, gestures, and facial expressions. For example, the students use body language or mimic when they do not know something in English.

f. Literal Translation

This is translating item from first language to second language, for example the students use “do not enter sign” for “no enter sign”.

g. Foreignizing

Foreignizing is using the first language word by adjusting it to the second language phonology and morphology. For example, the students do not know the word “tap”, they use the L1 word, that is “kran” but with L2 pronunciation, so they say “kren” (Tiono & Sylvia, 2004).

h. Code Switching

Code Switching is using an L1 word with an L1 pronunciation or an L3 word with an L3 pronunciation. For example, when the students do not know English word, they change the language in Bahasa.

i. Appeal for Help

This category means asking for aid from the speaker either directly or indirectly, for example students ask about “how to say?”.

j. **Stalling/Time-Gaining**

Stalling/Time-Gaining is using fillers or hesitation devices to fill pauses and to gain time to think. For example the students often use “umm” or “I think” when they speak in English.

It can be concluded that there were various types and sub-types of communication strategies used by students. So knowing, understanding, and using the types of communication strategies can help students make their conversation clearly and effectively.

5. *The Aims of Communication Strategies*

Syamsudin (2015) believed that the aim of communication strategies is sending the message across to the listeners. Students might use verbal and nonverbal strategies to make listeners catch their ideas. Using communication strategies, students can effectively express their ideas though they lack of linguistic elements such as vocabularies and grammar. Communication strategies allow students to continue in the conversation, which provides them with opportunities to hear more input and produce new utterances. The use of communication strategies can have a significant learning effect for the students, which contain both skills for learning a language and application of them in process of communication.

In addition, communication strategies are useful for students who learn English as second or foreign language because learning English, especially in the

classroom, are usually worried and nervous to communicate, so the strategies can develop students speaking ability in the classroom.

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CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The writer would collect the data by using qualitative method. In this study, the writer described about students' communication strategies in relation of their speaking ability. To obtain the information, the writer collects the data from questionnaire and interview.

B. Research Sites and Participants

The participants of the study were English department student year 2017 at Ar-Raniry State Islamic University Banda Aceh who had taken public speaking class. The population of this study was 196 students of English department year 2017. Patton (2001) stated that for a qualitative research which the sample of the population should be 10% or more of the total population. The writer would take 30 students of Department of English Language Education which only took 15% of the population. The writer obtained the data for questionnaire and interview by random sampling.

This research would conduct in Department of English Language Education at Ar-Raniry State Islamic University Banda Aceh. The university is located at Jln. Ibnu Sina No. 2, Darussalam, Syiah Kuala, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Aceh.

C. Methods of Data Collection

The research is a qualitative research. As this study aim to find out students' communication strategies in relation of their speaking ability, so the qualitative approach suits the purpose of this study. In this study, the writer would describe the phenomena which happen in students' communication strategies in process of communication.

1. Questionnaire

Mathers, Fox and Hunn (2009) stated that questionnaire is a set of question on a topic or group of topics designed to be answered by the respondent. It is the vehicle used to pose the questions that the researcher wants respondents to answer. In this study, the writer used questionnaire to collect the data related to students' communication strategies in relation of speaking ability. The questionnaire included several statements related to communication strategies and it consists of close-ended question who adopted from Nemoto and Beglar (2014) and there are four points likert scale for items: (4) strongly disagree, (3) agree, (2) disagree and (1) strongly disagree.

2. Interview

Griffiee (2005) stated that interview is a popular way of gathering qualitative research data because it is perceived as "talking", and talking is natural. Mathers, Fox and Hunn (2009) explained that interview can be the best way of achieving high quality data because the question to be coded very complex. In this study, the writer used interview to collect the data about students' communication strategies in relation of speaking ability.

D. Method of Data Analysis

To analyze the data, the writer used descriptive qualitative that suitable to give description of students' communication strategies in relation of their speaking ability. According to Creswell (2008, p. 254) "descriptive qualitative study aims at investigating detailed rendering of people, places, or events in a setting qualitative approach". Heriyanto (2018) stated that there are some data analysis techniques that are commonly used in qualitative research, for example content analysis, discourse analysis, and thematic analysis. In this study, the writer used thematic analysis to analyze the data. The writer would illustrate the experience that has done during her research. Thematic analysis is one of the way to analyze data with the aim of identifying patterns or finding themes through the data that has collected by researcher.

The writer would analyze the data from questionnaire by organize the data into percentage pattern. The data would collect data from all respondents are analyzed by counting the percentage of each individual answer from the questionnaire. The writer used SPSS in order to determine the percentage of students' answers to the questionnaire. The following formula by Sugiyono (2012) is applied:

$$\text{Percentage} = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Number of students choose every choice of answer for each statement

N = Total number of student

100 = Constant value

Then, the interview would give support information about student' communication strategies in relation of speaking ability. Then the writer would make a conclusion of all the data.

CHAPTER 4

FINDING AND DISCUSSIONS

This chapter covers the research findings based on the data gained from the questionnaires and interview and it endeavors to answer the questions of the study.

A. Findings from The Analysis of Data for Research Question

1. Result of Questionnaires

The data were obtained from the distribution of questionnaires to the students. It was designed to have the information about the students' communication strategies in relation of their speaking ability. The writer distributed the questionnaires to 30 students of English education department who had taken public speaking class. To find out the percentage from all answer at every question, the writer used SPSS to percentage the data. The data analysis of the questionnaire was showed on the following tables:

Table 4.1 I avoid speak about the topics that I don't know.

Options	Frequency	Percentage (%)
a. Strongly Agree	7	23.3%
b. Agree	15	50.0%
c. Disagree	8	26.7%
d. Strongly Disagree	0	0%
Total	30	100%

The table showed that 15 students (50.0%) agreed that they avoid speak about the topics that they do not know, 7 students (23.3%) strongly agreed and 8 students

(26.7%) disagreed with the statement. On the other hand, none of them answered strongly disagreed with the statement. So the writer could conclude that most of the student agreed that they avoid the topics that they did not know. In this table, there was no missing data, the data was completely validated that they often to avoid the topics that they did not know when they were speaking in the classroom. This strategy called as topic avoidance.

Table 4.2 If I don't know English word for something, I describe it.

Options	Frequency	Percentage (%)
a. Strongly Agree	13	43.3%
b. Agree	17	56.7%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	30	100%

Based on the table above, the writer mentioned that 17 students (56.7%) agreed that if they did not know English word for something and they described it, and 13 students (43.3%) strongly agreed with the statement. In contrast, none of them answered disagreed and strongly disagreed. It means that most of the students would described it when they do not know English word for something and this strategy called as circumlucation.

Table 4.3 I use a word that has probably the same meaning If I don't know how to express something in English.

Options	Frequency	Percentage (%)
a. Strongly Agree	12	40.0%
b. Agree	18	60.0%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	30	100%

Based on the data above, 18 students (60.0%) agreed that they used a word that has probably the same meaning if they did not know how to express something in English, and 12 students (40.0%) strongly agreed with that statement. Otherwise, none of them answered disagreed and strongly disagreed. This strategy called as approximation.

Table 4.4 When I realize that I have used a wrong word, I immediately correct by myself.

Options	Frequency	Percentage (%)
a. Strongly Agree	9	30.0%
b. Agree	20	66.7%
c. Disagree	1	3.3%
d. Strongly Disagree	0	0%
Total	30	100%

The table showed that 20 students (66.7%) agreed and 9 students (30.0%) strongly agreed that when they realize that they have used a wrong word, they immediately correct by themselves, and one of the student (3.3%) answered disagree with the statement. On the other hand, none of them answered strongly disagreed. This strategy called as word coinage.

Table 4.5 I use gesture when I don't know English word.

Options	Frequency	Percentage (%)
a. Strongly Agree	14	46.7%
b. Agree	15	50.0%
c. Disagree	1	3.3%
d. Strongly Disagree	0	0%
Total	30	100%

Based on the table above, 15 students (50.0%) agreed and 14 students (46.7%) strongly agreed that they used gesture when they did not know English word, and one of the student (3.3%) disagreed with the statement. None of them answered strongly disagreed with the statement. So most of the students used gesture when they did not know English word and this strategy called as nonlinguistic signals.

Table 4.6 If I don't know vocabulary that I want to use, I translate word by word from Indonesian word.

Options	Frequency	Percentage (%)
a. Strongly Agree	9	30.0%
b. Agree	15	50.0%
c. Disagree	6	20.0%
d. Strongly Disagree	0	0%
Total	30	100%

Based on the data, 15 students (50.0%) agreed and 9 students strongly agreed that if they did not know vocabulary that they want to use, they translate word by word from Indonesian word, and 6 students (20.0%) disagreed with the statement.

None of them answered strongly disagreed with the statement. So most of the students used this strategy that called as literal translation.

Table 4.7 If I don't know English word, I changed the language.

Options	Frequency	Percentage (%)
a. Strongly Agree	8	26.7%
b. Agree	12	40.0%
c. Disagree	8	26.7%
d. Strongly Disagree	2	6.7%
Total	30	100%

The table showed that 12 students (40.0%) agreed and 8 students (26.7%) strongly agreed that if they did not know English word, they changed the language. The data also showed 8 students (26.7%) disagreed and 2 students (6.7%) strongly disagreed with the statement. So most of the students used this strategy that called as code switching.

Table 4.8 If I don't know how to say something in English, I turn to my lecturer for help.

Options	Frequency	Percentage (%)
a. Strongly Agree	2	6.7%
b. Agree	16	53.3%
c. Disagree	11	36.7%
d. Strongly Disagree	1	3.3%
Total	30	100%

From the data above, 16 students (53.3%) agreed and 2 students (6.7%) strongly agreed that if they did not know how to say something in English, they turn

to their lecturer for help. The table also showed that 11 students (36.7%) disagreed and one of them (3.3%) answered strongly disagreed with the statement. So most of the students used this strategy that called as appeal for help.

Table 4.9 I cannot continue and stop in speak when I have to gain time to think.

Options	Frequency	Percentage (%)
a. Strongly Agree	3	10.0%
b. Agree	22	73.3%
c. Disagree	5	16.7%
d. Strongly Disagree	0	0%
Total	30	100%

Based on the table above, 22 students (73.3%) agreed and 3 students strongly agreed that they cannot continue and stop in speak when they have to gain time to think, and 5 students (16.7%) disagreed with the statement. None of them answered strongly disagreed. However, most of the students used this strategy that called as stalling/time-gaining.

2. Result of Interviews

In this section, the participants mention their strategies when they employ the communication strategies when they were speaking in the classroom through semi-structured interview. The interview section had been by asking 10 participants who were labeled below:

S1 : Student 1

S2 : Student 2

S3 : Student 3

S4 : Student 4

S5 : Student 5

S6 : Student 6

S7 : Student 7

S8 : Student 8

S9 : Student 9

S10: Student 10

The data of interview were coded and categorized into some themes. The result showed that there were some communication strategies used by student in the classroom. The results were reported under the themes as follows:

Theme 1: Nonlinguistic signals

This strategy defined as using gesture or mime when the student did not know English word. Most of the students explained that they used gesture when they did not know English word.

S1 stated that:

“... for example, if I don't know what I want to say to my friends, that's usually the way to overcome difficulties when I am speaking in English is more about body gestures or mimics. This is the most effective way, because if I have already played it, the audience will understand”.

S4 also stated that:

“... if I have been stuck while talking and have tried to remember what the vocab is and then I can't, I will use the body language or mimic first and then later switch to Indonesian”.

S5 also noted that:

“If there are words in English that I don't know, sometimes I use body language or mimic to smoothly speak in English. I have several times used gestures...”.

Similarly, S6 explained that:

“If I don't know a word in English, I often demonstrate body gestures or mimics to the audience, and the audience will definitely know what I want to say”.

S7 also explained that:

“The strategy that I often do is usually to use gestures or body movements, so that it is easier to speak in English, and what I want to talk about is first thought so that one, two, and so on....”.

Indeed, S9 also noted that:

“For example, when speaking, there is something that I don't know in English, if I used the cellphone directly, look for google translate what I

want to say, or search for the same words, and it could be by moving your body what you want to say...”.

Theme 2: Code switching

This strategy defined as change the language when the student did not know English word. However, almost every participant mentioned that if they did not know English word, they changed the language.

S2 said that:

“My way to overcome difficulties when speaking I immediately change the language in Indonesian, usually if I don't know how to speak in English, just mix the language. Usually, umm... if I already know I am talking about something, I immediately correct it to facilitate speaking, and I often speak something that I know or I choose an easy topic to talk about”.

Similarly, S3 stated that:

“... uummm.. So sometimes I have a few words that don't know what English is directly speaking in Indonesian, so it's mixed up. Automaticly speaking in Indonesian”.

S4 also stated that:

“I often avoid topics that I don't know because later I am afraid that what I am trying to convey is not delivered except what is intended and there are a number of vocab that do not know directly change to Indonesian”.

S5 also mentioned that:

“Sometimes, when I don't know what English is, it automatically changes Language to Indonesian language and the language is mixed”.

S6 also noted that:

“... If for example there is a lack of material and don't know vocab, often change the language to Indonesian, and usually if I've been stuck and don't know what English is directly speaking in Indonesian”.

Indeed, S8 explained that:

“.... When I want to speak in English, I make a concept first, and I explain it first, but if it's not too good, I automatically speak in Indonesian by describing what I want to say. But often I look for synonyms in what English and if you still don't know, change it in Indonesian”.

S9 also noted that:

“... and I speak something that I know and for example I don't know what in English it is immediately changed in Indonesian”.

However, S10 also stated that:

“... when there are lecturers who give topics spontaneously in class and are called yes I speak what I know, and when there are words that don't know in English I change Language to Indonesian”.

Theme 3: Appeal for help

This strategy defined as one of the way for student to help them when they were speaking in English, and if they did not know how to say something in English, they turn to their lecturer for help.

S2 stated that:

“When speaking in English and don't know what to say anymore, what is the English language? I ask for help from the lecturer, for example, "for example, what is this English?" I usually ask lecturers for help when there are topics that I don't understand and I often ask vocab that I don't know”.

S3 also stated that:

“If... for example there is time to think, then think about what it says in English or for example, it's dead-end, I don't know what to ask the lecturer directly, and I often ask lecturers for help, usually by word”.

Similarly, S4 noted that:

“I have asked some lecturers for help, but before asking for help from the lecturer I tried to remember and for example I couldn't, then I asked the

lecturer for help, what I don't know, and that usually I really didn't know at all and only asked for lecturer help”.

S5 also explained that:

“Yeah... I often ask for help from lecturers, especially female lecturers, because there are lecturers who know that we are nervous and will definitely be helped when I ask for help”.

S7 also noted that:

“For example, keep talking about not knowing what the vocab is, want to say, but don't know what, and immediately ask, "what is this in English?" And I often ask lecturers for help with vocab that I don't know”.

Indeed, S10 explained that:

“If I do not know vocab for example I am more likely to ask the lecturer and I ask for help for words that I do not know, for example "what is this word for English?", usually it is”.

B. Discussion

This section discussed the findings of the research. According to the result of the questionnaires and interviews, the writer has elaborated some important points in this section to answer the research question of this study. The research question was about the students' communication strategies in relation of their speaking ability. The

result of questionnaires showed that most of the students used communication strategies, they are topic avoidance, circumlocution, approximation, word coinage, nonlinguistic signals, literal translation, code switching, appeal for help, and stalling/time-gaining.

Based on the result of the interviews, which was this result to support information to analyze the data. It showed that most of the students often used three strategies when they were speaking in the classroom, they are nonlinguistic signals, code switching, and appeal for help. In addition, the three strategies particularly used by students when they were speaking in the classroom. It seems in the result of data analysis from both of the questionnaires showed in the table of percentage and the interviews also showed the transcript done to be analyzed by the writer.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This chapter specifically describes the conclusions which are drawn by the investigation of communication strategies that used by the students in relation of their speaking ability in the classroom. The participants of this study were 30 students who had taken public speaking class at English education department.

Communication strategies are the technique or devices that students use to increase their talks of meaning as well as to deliver their message while interacting with each other. It means these strategies that used by students when they were speaking in the classroom to the process of communication.

Based on the questionnaires data, the result of the study indicated that most of students had positive responses toward communication strategies, they are: 1) topic avoidance, 2) circumlucation, 3) approximation, 4) word coinage, 5) nonlinguistic signals, 6) literal translation, 7) code switching, 8) appeal for help, and 9) stalling/time-gaining. According to the results, most of the students agreed that they used communication strategies in relation of their speaking ability.

Based on the interviews data, the result of the study indicated that the students often used three of communication strategies that included, 1) nonlinguistic

signals, 2) code switching, and 3) appeal for help. These strategies most used by the students when they were speaking in the classroom.

The writer concluded that most of the students had used some communication strategies that help them to speak effectively in the classroom. However, the result of the study both questionnaires and interview can serve as a basis for further investigation into understanding the usage of students' communication strategies in relation of their speaking ability.

B. Recommendations

The writer realizes that this study still has many weaknesses and limitations, so the writer hopes for suggestions from the readers in order to this thesis will be better. This thesis also needed a lot of information relating to the research of students' communication strategies in relation of their speaking ability. In addition, this study can still be continued and developed in other research. The following are some recommendations from the writer for other research that have the same title or problem as this thesis:

1. Participants of this study only consisted students' perception so this can be added other perception by the next researcher that the data to be obtained is better.

2. The samples used in this study were students who had taken public speaking class. So, for other researcher can also be developed into all level students of English education department.

In addition, this thesis was completed and the writer realizes that this study still has many disadvantages and limitations. So, suggestions and criticism that can developed to other researcher will be better and also has advantages and useful for the readers and other researcher.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15085/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
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- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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Judul Skripsi : **An Analysis of Students' Communication Strategies in Relation of Speaking Ability**

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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis Of Students' Communication Strategies in Relation of Speaking Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa



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PRODI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

Nomor: B-02/Un.08/PBI/TL.00/01/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16460/Un.08/FTK.I/TL.00/12/2019 tertanggal 11 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mauliza Hafifa
NIM : 150 203 137
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis of Students' Communication Strategies in Relation of Speaking Ability.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2020

Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Mauliza Hafia

NIM : 150203137

Data Subyek

Nama : MUTIA NURUL MAKFIRAH

Jenis Kelamin : PEREMPUAN

Alamat : Dean Baro

No. Hp : 082363017619

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
<i>Penggunaan informasi yang Saya berikan hanya untuk penelitian ini</i>	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
<i>Mohon pilih salah satu dari dua pilihan berikut:</i>		
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.		✓
<i>Penggunaan informasi yang Saya sediakan diluar penelitian ini</i>	✓	
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul <i>An Analysis of Students' Communication Strategies in Relation of Speaking Ability</i> .	✓	

Banda Aceh, 20 Desember 2019

Peserta



MUTIA NURUL M

NIM. 170203146

Peneliti



Mauliza Hafiz

NIM. 150203137

APPENDIX D

Instruments of Data Collection

1. Questionnaires

Students' Questionnaires

Dear Students,

This questionnaire is designed to know your opinion about students' communication strategies that used by the students in relation of their speaking ability. It is believed that your responses would help the researcher to get the necessary information.

Name :

Academic Year :

Sex : Male / Female

Age :

No	Statements	Remark			
		Strongly agree	Agree	Disagree	Strongly disagree
1.	I avoid speak about the topics that I don't know.				
2.	If I don't know English word for something, I describe it.				
3.	I use a word that has probably the same meaning If I don't know how to express something in English. (Ex.				

	Table from desk)				
4.	When I realize that I have used a wrong word, I immediately correct by myself.				
5.	I use gesture when I don't know English word.				
6.	If I don't know vocabulary that I want to use, I translate word by word from Indonesia word.				
7.	If I don't know English word, I changed the language				
8.	If I don't know how to say something in English, I turn to my lecturer for help.				
9.	I cannot continue and stop in speak when I have to gain time to think.				

2. Interview

List of Question for Interview

1. As a student, do you like to speak in front of the class? (if yes/no, why?)
2. Do you ever have any difficulties when you are speaking in English?
3. Do you have any strategies when you are speaking in English?
4. If you don't know English word for something, what will you do?

5. Do you ever ask your lecturer to help you when you are speaking?
6. In your opinion, what are strategies that students should have to help them when they are speaking in English?

APPENDIX E

Sample from Data Collection

1. Questionnaires

Students' Questionnaires

Dear Students,

This questionnaire is designed to know your opinion about students' communication strategies that used by the students in relation of their speaking ability. It is believed that your responses would help the researcher to get the necessary information.

Name : Mutia

Academic Year : 2017

Sex : Male / Female

Age : 19

No	Statements	Remark			
		Strongly agree	Agree	Disagree	Strongly disagree
1.	I avoid speak about the topics that I don't know.		√		
2.	If I don't know English word for something, I describe it.		√		
3.	I use a word that has probably the same meaning If I don't know how to express something		√		

	in English. (Ex. Table from desk)				
4.	When I realize that I have used a wrong word, I immediately correct by myself.	√			
5.	I use gesture when I don't know English word.	√			
6.	If I don't know vocabulary that I want to use, I translate word by word from Indonesia word.	√			
7.	If I don't know English word, I changed the language		√		
8.	If I don't know how to say something in English, I turn to my lecturer for help.		√		
9.	I cannot continue and stop in speak when I have to gain time to think.		√		

2. Interview

Interview transcript of S4

I : Assalamu'alaikum wr. wb. my name is mauliza hafiah and I am student of PBI leting 2015. Here, I am doing my research about "An Analysis of Students' Communication Strategies in Relations of Speaking Ability". Alright, let's just

go to the first question, as a student, do you like to speak English in front of the class?

S : speaking in front of the class ... Alhamdulillah I quite like it, because it can ... it means to improve knowledge ... um ... so I also can personally know the extent of the vocab that has been mastered and the extent of grammar, so it's quite like speaking in front of the class.

I : For example, when speaking in English, do you often avoid topics that you don't know about?

S : I often avoid topics that I don't know because later I am afraid that what I am trying to convey is not delivered except what is intended and there are a number of vocab that do not know directly change to Indonesian, but only in the vocab. others will only later connect in English.

I : When speaking English, are there any particular difficulties ?

S : First of all there is, because I think this grammar is correct or not, usually in grammar, if the vocab issue is not too much of a problem, because later if for example I don't know it is immediately changed to Language, so it doesn't take much time.

I : Do you have certain strategies to speak fluently in English?

S : Before preparing for speaking, I never prepared it before, so what I want to talk about is what is in my head, so I have never prepared it.

I : If you don't know something in English, what will you do?

S : first, if I were ... for example it's already stuck and if I have been stuck while talking and have tried to remember what the vocab is and then I can't, I will use the body language or mimic first and then later switch to Indonesian, so I will

quickly be scared for a long time. For example, if Tanya asks a friend, she also uses mimic, but her mouth doesn't move, just with a look.

I : You just said, you don't know English, how about you use mimic to describe something that you don't really know in English, according to you it's a strategy or not?

S : It's a strategy sis, so later ... um ... because it also helps us not to 'kobong' in front of the class.

I : for example when you are talking in front of the class, you don't know what you want to say, have you ever asked for lecturers' help?

S : I have asked some lecturers for help, but before asking for help from the lecturer I tried to remember and for example I couldn't, then I asked the lecturer for help, what I don't know, and that usually I really didn't know at all and only asked for lecturer help.

I : then what is the flow to ask for help from the lecturer?

S : For example, I want to explain that education is a very important thing for humans because blah blah .. but when I want to explain, which is usually when I say it, I rely on the opinions of clerics like that ... so later there are some who say that my scholars don't know change it in English, so I first turn to another, so if at the end do not know then just ask the lecturer.

I : According to Adek, as a student, what should strategies that students have to help them when they speak English?

S : First, Preapare, Emmm ... lots of repeating about vocab that I want to talk about. Then confident and most important if I say that, never look into the eyes of the audience, then focus.

I : the purpose of not looking into the eyes of the audience, is that our eyes are floating?

S : No, I mean just look at the audience's forehead, don't reach the eye contact, but our eyes are still directed at the audience but not look into the eyes of the audience, hahaha.

I : Other than that, what other strategies? like prepare as you said before, that's a lot that we have to prepare, according to Adek, where does the preparation start? whether writing the material first, or looking for materials one by one?

S : in my opinion, if I prepare it first I will convey what I have in mind, for example the topic is about education, education is in my opinion blah .. blah .. blah .. then if I feel the material I am conveying is still lacking, that's I'll search later.

I : means that it is delivered according to what you have in mind but still systematic. Okay, thank you very much for the time being.

AUTOBIOGRAPHY

1. Name : Mauliza Hafia
2. Place/Date of Birth : Dayah Muara / 24 Agustus 1997
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Keude Teunom Kec. Teunom Kab. Aceh Jaya
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9. Parents
 - a. Father : Hasballah
 - b. Occupation : Pedagang
 - c. Mother : Fitriani
 - d. Occupation : Ibu Rumah Tangga
10. Education Background
 - a. MIN : MIN 19 Pidie (2003)
 - b. MTsN : MTsN 5 Pidie (2009)
 - c. MAN : MAN 1 Pidie (2012)
 - d. University : UIN Ar-Raniry Banda Aceh (2015)

Banda Aceh, 30 December 2019

Mauliza Hafia