



**THE APPLICATION OF COMMUNICATION STRATEGIES IN THE
ENGLISH DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH
SEMARANG (UNIMUS)**

**A Thesis submitted to fulfill one of the requirements to obtain
Master's Degree in English Language Education**

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THESIS APPROVAL

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STATEMENT OF AUTHORSHIP

I state and clarify that this thesis is definitely my own work. I am completely responsible for the contents. Opinions or findings from previous researchers in this thesis are quoted in accordance with ethical standard.



To:

*Mr. Bambang Yulianto & Mrs. Suwarti
Dedik Haryanto
Friesty Query Bellvania Deandri &
Abhinaya Gibran Alviandra Haryanto
Isna Pratiwi & Pungki Andini*

Motto :

And we did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And he is the Exalted in Might, the Wise

(QS. Ibrahim 4)

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Finally, she expects that this thesis would be useful for further study.

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ABSTRACT

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This study was a communication strategy analysis in English classes at *Universitas Muhammadiyah Semarang (Unimus)*. This study aimed at explaining communication strategies in English classes at *Universitas Muhammadiyah Semarang*, and revealing the function of communication strategies in the classroom.

It was a descriptive qualitative study. The subject of the study was 5th semester students and 2 lecturers of English Education Study Program of Unimus. It observed the communication strategies used during the Genre Based Writing and Language Teaching Method classes by analyzing the teaching learning exchange that happened in these classes. The data were collected quantitatively by using Tarone's typology of Communication Strategies. The data findings were analyzed by transcribing the audio into the written form in order to find the occurrence of communication strategies that happened in the teaching learning exchange.

Based on the analysis of the first class, the frequency of strategy used is the Mime 32% and Language Switch 28 %. After that, the use of Approximation and Literal Translation strategies are 6% each. It is then followed by the Message Abandonment 8% appearance. While for the second class, the most frequent used strategy is Circumlocution 23.5%. It indicates that the learners, from the linguistic approach, are included in advanced learners. Besides they also use another strategy like Language Switch and Message Abandonment 16.1% each, followed by Appeal for Assistance 14.7% and Literal Translation 3.2%. After that, the percentage of Topic Avoidance is 8.8% and Mime is 7.3%.

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CHAPTER I

INTRODUCTION

The introduction begins with the background of the study which includes theoretical study, phenomena related to the study, and quick glance of the previous study. In addition, it also elaborates reasons for choosing the study as well as describing the research questions. The objectives of the study, the significances of the study, and the organizations of the thesis are going to be discussed in the following section and at last this chapter ends with the definitions of key terms used in this study.

1.1 The Background of the Study

Non-native English teachers are also language learners. Although hierarchically they may hold the status of teachers in which they have to teach the target language, they essentially are learners of the language. This is because they do not possess the language as their mother tongue or learned from early age. As a consequence, during the teaching and learning processes, it is not only the students who learn about the target language, but also those teachers as they simultaneously learn how to deliver the message in English, which in holding the teaching-learning process, some communication strategies occurs.

Communication is absolutely prominent things to be carried out in the classroom, because by communicating lecturers could easily transfer their knowledge

to their students. Besides, students could also ask for clarification, ask question, or speak out their ideas by communicating to their lecturers. This is in line with the opinion of Bruck (1998:53) that the school language dominance of the teacher determines the language environment of the classroom. In another word, it is said that language that is used by lecturer in the classroom will affect the language used by students. In simple way, if the lecturers are frequently use English as the way of communication in the classroom, students will tend to imitate lecturer's performance. This is also in line with Jeremy Harmer (2017) who stated that lecturer also play his/her role as model besides facilitator, motivator, tutor and so on. The writer also conducted the observation during the class in the classes in English Department. According to the result of observation, it can be seen that practically, the classrooms are conducted in English and Indonesian. In addition, this should be questionable, why does English class conduct their course using Indonesian. This is not really in line with the objective of learning Foreign Language. As it is stated in the Kurikulum of English in level of University, the main point of learning English is how to make students able to communicate in the target language, such as English. If it is happen, then the solution needs to be proposed.

It also needs to be examined about what kind of hinder that block the classroom communication in English? First of all, both lecturers and students should pay much attention to what-so-called communicative competence. Therefore, it is not enough for them to only understand its meaning and definition only, but they should implement communicative competence in overcoming such block in communication.

Communicative competence involves knowing what to say in what circumstances, and how to say it (Hymes, 1979). In other words, it can be said that in order to deal with the communication block or difficulty, both lecturer and students need to find any efforts or attempts to keep the communication going on. Unless they will find such awkwardness if we, sometimes, forget about the definition of particular thing but actually very urge to explain that word to another people. People do need communicative competence to find another way to say the difficult words, say if people really do not have any idea of saying “elephant”, for instance, they could simply give its description or making movement that characterizes “elephant” instead.

In addition, this communicative competence consists of four competences such as linguistic, sociolinguistic, discourse and strategic competence. The first competence, linguistic competence is a competence needed by speaker because this is the knowledge of the language code which includes grammatical rules, vocabulary, pronunciation, spelling, and so forth. By mastering linguistic competence, people will be able to construct sentence or expression related to the circumstances they experienced. Besides, this competence helps speaker to pronounce the words in target language correctly and it could barely minimize the misunderstanding due to mispronounced or misspelled words. The second important competence should owned by speaker is sociolinguistic competence which includes the mastery of the socio-cultural code of language use. In other word, it can be said that this competence helps speaker to choose the most appropriate application of vocabulary, register, politeness, and style in a given situation. For instance, Indonesian learners tend to use

“how are you” instead of *“what’s up”* to greet person and people will tend to use *“would you like to open the door for me”* better than *“open the door”* to express the degree of politeness. The next competence to be discussed is discourse competence. From its name, discourse, it also plays important role in communications since it consists of the ability to combine language structures into different types of cohesive and coherent texts (letter, political speech, diary, essay, academic paper, etc). In dealing with oral communication related to discourse competence mastery, people will automatically adjust their format of speech. For example, if they would talk about what movie to be watched with best friend, they would simply use the less formal language. This condition will turn into formal, if they are asked to give presentation that affect their career, they would communicate in more formal language. And last competences in communicative competence are strategic competence. It deals with the knowledge of verbal and nonverbal communication strategies which enable us to overcome difficulties when communication breakdown occur and enhance the efficiency of communication. Say, if someone forgets about how to say *“balloon”*, they can use another way to keep the conversation happened or not paused. They can use another term like *“it is the thing that is usually loved by children, it is colorful and it is full of air”* or using gesture or maybe translate it into their target language or even they ignore to discuss it or left the message abandoned, change the topic of speaking and so on.

When people use language to interact, they try to establish the relationship between speaker and listener. Therefore, they also need to consider about what the

speaker will probably say in the next few minutes. By seeing this, strategies in communication is such prominent thing to reach the goal of interaction. Since, this issue is important, especially in the English classroom where the interaction between lecturer and students frequently happen, the writer is attractively interested in conducting investigation on how lecturers and students use English as means of communication in the classroom. As well as the frequency of using communication strategy in the classroom between lecturer and students, and also how lecturer overcome the difficulty in communication between lecturer and students. The writer took a look at through simple observation conducted in the classrooms in English Department of Universitas Muhammadiyah Semarang to see the atmosphere of English use in the classroom. From the observation, it was found that most classes in this English Department were carried out in Bahasa Indonesia instead of using English as the daily communication in the classroom.

Some previous studies about communication strategies have been conducted several years ago. They are: Inge (2004) in her thesis entitled "*The Use of Communication Strategies by Male and Female Students of Level 4 English Conversation Class at PPB (Program Pendidikan Bahasa) Petra Christian University*". In this thesis, she finds out that the use of communication strategies used by the students of fourth semester in English Conversation Class. She employed both male and female as the subject of her study. At that opportunity, she investigated the communication strategies done by the students by using William Littlewood's theory as the guideline of analyzing the data. The analysis of the data then showed that the

students (both male and female) use at least seven communication strategies include avoiding communication, adjusting the message, using approximation, creating new words, seeking help strategy, switching to native language and using paraphrase. From the analysis, it can be found one student uses non-linguistic resource strategy. In addition, both female and males students have different strategy. Males students tends to use the seeking help strategy while female students use paraphrasing and switching to native language.

Besides, there is Shin and Se-Jin (2005) who were interested in investigating the use of communication strategies by Korean and Japanese learners of English in terms of the type, the frequency and the distribution pattern in their study. It took the computer mediated chatting as the main data of investigation. From their study, it could be concluded that when learners find the difficulties, they tend to substitute words into more accurate vocabularies or item which share enough semantic feature of they tend to describe the characteristics or elements of the object or action instead of using the appropriate target language structure.

Alkaff (2011) in her thesis entitled “The acquisition of English and Communication Strategies Used by Kuta Bali Beach Vendors when communicating with English speaking foreigners. The study analyzed about the communication strategies used by vendors surrounding Kuta Bali Beach. It also tried to answer the questions of how Kuta Bali Beach vendors get their knowledge of English, and what communication strategies used by them when they communicate with English speaking foreigner in offering and selling their stuffs and services, as well as the

reason of choosing those strategies. The writer firstly doing the preliminary study such as planning what to do includes the setting of the research and its object. Then, he records the conversation between vendors and the English speaking buyers to get the transcription to be analyzed. To triangulate the data analysis, the writer also conducted the interview to get the information about factors that answer the question of why the vendors choose such strategies.

Romadlon (2012) also showed his interest of communication strategies by investigating about this issue through his thesis entitled “Communication Strategies in the Conversations between the Students of the English Department of Education Faculty of Muria Kudus University and a Native Speaker.” In this research, he tried to identify the communication strategies of his two students and a native speaker in using English in natural communication. The procedure is by having them communicate in a free topic and to record the conversation. After that, he transcribes the audio form into the written transcription. This descriptive qualitative study resulted that there were 306 turn in the conversation between students and the native speaker. By using Tarone’s theory, the highest occurrence of the strategy is Circumlocution (38.98%) and the lowest strategy used is Approximation (3.39%). It is concluded in his study that both students and native speaker try to have a relative balance of power relation without the domination of one person to others.

From the previous studies above, most researchers on communication strategies focused on students or learners. Although those researchers explain the struggle made by students in terms of their communication strategies, they neglect the

fact that teachers are actually learns. Therefore this research would like to contribute to this area of inquiry. Besides, this study has different topic to discuss and different subjects. In this study, the writer would analyze the use of communication strategies employed by English department's lecturers of UNIMUS in their classroom. It tries to investigate what types of communication strategies used by English department's lecturers in the classroom and what possible factors cause the choice of the strategies chosen.

1.2 Reason for Choosing the Topics

There are several reasons which become the writer's concern in choosing the topic are: Firstly, what kinds of communication strategies are used by English department's lecturers of Muhammadiyah University of Semarang in their classroom? Secondly, what might be the possible cause of using that kind of strategies?

1.3 Research Questions

In referring to the background of the study above, the study attempts to answer the research problems which can be descriptively formulated as:

1. How is the implementation of Communication Strategies applied in English department of Unimus?
2. How are the functions of this Communication Strategies in English Classroom in English Department of Unimus?

3. How do the lecturers overcome the difficulties related to the use of communication strategies?

1.4 Objectives of the Study

This study is, especially, an attempt:

- a. to identify the ways the communication strategies are applied in the classes of the English Department of Universitas Muhammadiyah Semarang.
- b. to explain the function of communication strategies of the English department's lecturers of Muhammadiyah University of Semarang in the classroom.
- c. to elaborate the way lecturer overcome the communication strategies problems.

1.5 Significance of the Study

After being carried out, this study would hopefully contribute to students and teachers. Here are the benefits:

Theoretically, it will hopefully provide the good information and reference in knowing the kinds of communication strategies used by English department's lecturers of Muhammadiyah University of Semarang. Upon finding the communication strategies frequently used by lecturers, hopefully it would help lecturers themselves to find any weakness of their oral proficiency in the classroom

and enrich their utterance or expression in conducting a communication in the classroom, as they are model of their students, who are also the prospective teachers in the future.

Practically, lecturers will create the atmosphere of English teaching learning process in the classroom. In addition, both lecturers and students are expected to use English in any context of situation. It also will help students to have a good confidence in English as they will be teacher one day. By learning about the communication strategies, someday students will identify so many expression or utterances used in certain situation.

Pedagogically, this research will support the interaction between teachers and students in the classroom, so the learning process will effectively be conducted. Lastly, it is expected that this study will give more contribution for students who want to conduct communication by optimizing the communicative strategies that they have known and learned, so when they have problem in communication such as missed vocabularies or any expression they can overcome it by using the strategies and make the communication still going on without any pausing. It is also expected that this study can be used as the reference for the future research.

1.6 The Scope of the Study

The study attempts to expose the communication strategies employed in English Department's lecturers of Muhammadiyah University of Semarang. The writer analyze communication strategies used by English Department's lecturers of

Muhammadiyah University of Semarang in the classroom from the stage of opening up to closing the class.

1.7 Definition of Key Terms

There are some terms that appeared in this study. The definitions of key terms are important to give the clear understanding of the study. They highlight the technical and operational definitions that are used to analyze the subject of the study.

(1) Communication strategies

It involves avoiding communication, paraphrasing, code switching, etc (Littlewood 1984; Tarone 1977: 181; Celce-Murcia, Dornyei&Thurrel: 1995). It also refers to mutual attempts two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared (Tarone, 1980: 149).

(2) Spoken language

Spoken language, as its name, is produced orally using our speech organ. It is also called language accompanying action. Differ from written language, spoken language has special characteristic, namely it is dynamic, interactive, flexible and fluid. In spoken language, it also full of spontaneity.

(3) Teaching and Learning exchange

Teaching and learning exchange or is commonly known as classroom interaction is the behavior that describes the form and content of social interaction in the classroom.

(4) Conversation Analysis

As Shokouhi & Kamyab (2004:87) said that conversation analysis has something to do with sociolinguistics in which it focuses on the conversation. This is because it provides the answers about such questions related to sociological stuff.

1.8 Organization of the Thesis

This study is comprised of five chapters. In order to help the readers in comprehending the study, the writer organizes the thesis as follows:

Chapter I is the Introduction. It shows background of the study, reason for choosing the topic, research questions, and objectives of the study. Also, it mentions significance of the study, limitation of the study, organization of the thesis and the definitions of key terms. This chapter provides the basic thinking of the study to bridge the following chapters.

Chapter II is the Review of Related Literature. It describes the theoretical reviews, which provide the information and consideration of theories used in the field of the study. It encompasses the previous studies used to give ideas in developing this study. Also, it provides the theoretical framework about the literature and theory in conducting and analyzing the study.

Chapter III is the Research Methodology. It consists of the explanation of research design, subject of the study, researcher's role, and instrument of the study. Then, it provides methods of data collection, methods of data analysis and triangulation.

Chapter IV is the Findings and Discussion. It provides data findings that are the identification of the implementation of the communication strategies, the exploration of possible factors in using communication strategies. The data findings are then analyzed and interpreted in the discussion.

Chapter V is the Conclusions and Suggestions. It states the conclusions of the study and followed by the suggestions for further study.