

ANALYZING STUDENTS' COMMUNICATION STRATEGIES IN RELATION WITH STUDENTS' LEARNING STRATEGIES

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Abstract

Tujuan penelitian ini adalah untuk menemukan (1) jenis strategi berkomunikasi yang paling banyak digunakan siswa kelas X di SMAN (2) jenis strategi belajar siswa yang paling banyak diterapkan (3) perbedaan signifikan diantara strategi belajar dan strategi berkomunikasi dan (4) pola strategi berkomunikasi yang dipengaruhi oleh strategi belajarnya. Subjek penelitian ini adalah siswa kelas X yang berjumlah 31 siswa. Penelitian ini menggunakan desain factorial. Data penelitian diperoleh dengan menggunakan kuesioner strategi belajar dan tugas berbicara. Hasil penelitian menunjukkan bahwa (1) teknik pengulangan mandiri menjadi strategi berkomunikasi yang paling banyak digunakan, (2) strategi belajar kognitif menjadi strategi yang paling banyak diterapkan, (3) tidak ada hubungan yang signifikan antara strategi berkomunikasi dan strategi belajar (4) terdapat pola dalam penggunaan strategi berkomunikasi berdasarkan strategi belajar.

The objectives of this research were aimed at finding (1) the communication strategies which were mostly used by students, (2) learning strategies which were mostly used, (3) the significant difference in the use of communication strategies based on learning strategies, and (4) the pattern of communication strategies based on learning strategies. The subject of this research was the first grade students in class X2 of SMAN, consisting 30 students. This research used ex post facto design. The data were collected through questionnaires of learning strategies and speaking task. The result showed that (1) self repetition became the mostly used communication strategies, (2) cognitive strategies were the most implemented learning strategies, (3) there was no significant difference in the use of communication strategies based on learning strategies, and (4) there were some patterns in the use of communication strategies related to learning strategies.

Keywords: cognitive strategy, communication strategies, learning strategies, meta-cognitive strategy, social strategy.

INTRODUCTION

In studying English, a learner is not only expected to be able to understand what language is but also how to use it as a means for communication. The term communication can be defined as an act by which one person gives to or receives from another person's information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take

linguistic or nonlinguistic forms, and may occur through spoken or other modes. (National Joint Committee for the Communicative Needs of Persons with Severe Disabilities, 1992, p. 2). Communication is one of the main goals in learning English, and this skill is very important to be achieved by all of the English learners. Unfortunately, most learners feel difficult to communicate with English because they are lack of language resources especially vocabulary, that is why communication strategies emerge as one of the most popular issues to overcome that problem nowadays.

For some researchers, communication strategies can be seen as a kind of 'self-help' model within the learner, located within model of speech production (Fearch and Kasper, 1983 in Yufrizal, 2008). The other say that communication strategies refer to an activity in which learners solve problem by negotiating meaning in much more inter-individual condition (Tarone, 1983 in Yufrizal, 2008). There were nine types of communication strategies used in this research, seven types were proposed by Tarone (1977) that are approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, and mime. The eighth strategy was self repetition proposed by Dornyei (1995) and the last was self correction.

Furthermore, communication strategies are not only the factor that determines the success of learning second language. Most experts have done several studies which prove that individual differences also play an important role in the process of second language acquisition. One of the important aspects of individual differences is learning strategies. O'malley and Chamot, (1990) in Yufrizal (2008:123) define learning strategies as the procedures undertaken by the learner

in order to make their own language learning as effective as possible. Furthermore, they also explain that learning strategies are complex procedures that individuals apply to tasks; consequently, they may be represented as procedural knowledge which may be acquired through cognitive, associative and autonomous stages of learning. These strategies may be conscious at the beginning of the process of learning but later can be performed without the learner's awareness (1990. p.52).

On the other hand, English in Indonesia is seen as foreign language not a second language. This condition probably gives minimum chance for the learners to practice their English communicatively. The researcher thinks that learning strategies are considered as the helper to ease the process of learning. Both communication strategies and learning strategies have significant effect in the process of second language acquisition, that is why the researcher is eager to find out whether the learners' learning strategies influence their communication strategies or not, and if there is a relation between them, the researcher also analyzed how both communication strategies and learning strategies related each other.

After considering those explanations, this article analyzes four major issues:

- a. What kind of communication strategies are mostly used by the learners at the first grade of SMAN 5 Bandar Lampung?
- b. What kinds of learning strategies are mostly used by the learners at the first grade of SMAN 5 Bandar Lampung?
- c. Is there any significant difference in the use of communication strategies based on learning strategies?

- d. How is the pattern of communication strategies relate to particular learning strategies?

METHOD

In this research, the researcher used ex post facto design, the formula was presented as follow:

$$T1 \quad T2$$

Where:

T1: students' learning strategies

X: students' communication strategies

(Setiyadi, 2006)

The population of the research was students of the first grade of SMAN, there were eight classes at the first grade, but the researcher chose X2 as the sample. The procedures of this research were first, administering the questionnaires, second, administering speaking task, third, transcribing and coding, and the last was analyzing the data through ANOVA. In collecting the data of students' learning strategies, the researcher used questionnaires proposed by Setiyadi (2014) which is called as skill-based strategy. There were twenty items which were provided in these questionnaires. The Cronbach's alfa of this measurement was 0.714. It indicated that the measurement had internal consistency. In order to find out the significant difference between communication strategies and learning strategies, the researcher analyzed the data through ANOVA.

RESULTS AND DISCUSSION

Result

After transcribing and coding the data, the researcher found that there were 417 communication strategies used by all of the students. The researcher noticed that

almost all of the types of communication strategies were used by the students except approximation. See the table below:

Table 4.1. The use of communication strategies

Communication strategies	Total
Word coinage	2 (0.48%)
Circumlocution	3 (0.7%)
Literal translation	28 (6.7%)
Language switch	80 (19.2%)
Appeal for assistance	87 (20.7%)
Mime	24 (5.7%)
Self correction	47 (11.2%)
Self repetition	146 (35%)

From the table above, we can see that self repetition became the mostly used communication strategies, it was about 146 times used or 35%. The second objective was to find out the mostly used learning strategies. After calculating the data, the researcher found that all types of learning strategies were used by the students. Furthermore, cognitive strategies were the mostly used strategies by the students, there were 12 students used it as their dominant strategies, followed by both meta-cognitive and social strategies in the second place. Each of them was used by 9 students as their dominant strategies.

The third aim was to find out the significant difference between learning strategies and communication strategies used by students. In order to find the answer, the researcher used ANOVA to analyze it.

Table 4.2. The result of ANOVA

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
All strategies	Between Groups	252.772	2	126.386	3.056	.064
	Within Groups	1116.694	27	41.359		
	Total	1369.467	29			
Word coinage	Between Groups	.200	2	.100	1.620	.217
	Within Groups	1.667	27	.062		
	Total	1.867	29			
Circumlocution	Between Groups	.450	2	.225	1.429	.257
	Within Groups	4.250	27	.157		
	Total	4.700	29			
Literal translation	Between Groups	.061	2	.031	.024	.976
	Within Groups	33.806	27	1.252		
	Total	33.867	29			
Language switch	Between Groups	5.839	2	2.919	.439	.649
	Within Groups	179.361	27	6.643		
	Total	185.200	29			
Appeal for assistance	Between Groups	24.944	2	12.472	2.566	.095
	Within Groups	131.222	27	4.860		
	Total	156.167	29			
Mime	Between Groups	3.661	2	1.831	1.331	.281
	Within Groups	37.139	27	1.376		
	Total	40.800	29			
Self correction	Between Groups	12.894	2	6.447	1.548	.231
	Within					

In order to analyze the table, we must see the F count of each strategy. Because all F count in that table is less than F table (3.3541), it can be concluded that there is no significant effect of learning strategies on communication strategies whether in overall CSs or in each type of CSs.

The last objective was to find out the pattern of communication strategies in relation with learning strategies, in order to see its pattern the researcher provided the table below:

Table 4.3. The numbers of all CSs used by all types of learning strategies

Communication strategies	High users of Cognitive strategies	High users of Meta-cognitive strategies	High users of Social strategies
Word coinage	2	0	0
Circumlocution	3	0	0
Literal translation	11	9	8
Language switch	25	20	33
Appeal for assistance	26	19	40
Mime	7	5	12
Self correction	14	23	9
Self repetition	43	29	74

The table above would be explained deeper by the chart below:

After looking at the chart above, the researcher found some patterns of communication strategies related to learning strategies. For example high users of cognitive strategies mostly used self repetition it is about 28.68 %. In addition, there is an unique fact that is circumlocution and word coinage only used by the high users of cognitive strategies while the high users of meta-cognitive strategies

seem not to use the three types of communication strategies such as approximation, word coinage and circumlocution, on the contrary they lead the use of self correction, it is about 23.71% and self repetition, it is about 29.86%. On the other hand, the high users of social strategies tend to lead the use of self repetition (46.32%) and appeal for assistance (23.16%). After considering those facts, the researcher came to the conclusion that there were still some differences in the use of communication strategies based on learning strategies even though the result of ANOVA shows that there is no significant difference between those two.

Discussion

Firstly, the researcher found that there were 417 communication strategies used by the students. In addition, self repetition became the mostly used strategy with 146 times used. This result is in line with Gowans (2012) , Genc et al (2010), Tiono and Sylvia (2004) who state that self repetition is one of the most frequently used strategies in the session and particularly in oral communication. It happens because self repetition gives the speaker the opportunity to hold the floor and it gives him/her time to engage in linguistic and/or cognitive planning so that the he or she can provide the suitable word Rieger (2003) in Genc (2010). This statement is also similar with Ya-Ni (2007) who states that self repetition or fillers become the most popular strategies because the use of fillers or hesitation devices allow the students to gain a little time to think before they speak. Thus, they will appear to be more fluent instead of stammering and as a result a higher mark is expected to be given. It is also supported by Gowan (2012) and Dörnyei (1995) who state that self repetition is usually used as a filler to gain time. After considering those

explanations, the researcher assumed that it became mostly used because it gave chance to the non-fluent speaker to provide an appropriate word intended. This thing also proposed by other researchers such as Canale (1983), Rost (1994), Rubin (1987) and Savignon (1983) in Dörnyei (1995).

Secondly, the researcher found that cognitive strategy became the most dominant strategy. The researcher assumed that cognitive strategy was mostly used because it seems like standard strategies. Different from meta-cognitive strategy which is well known as higher order executive skill in language learning (O'Malley and Chamot, 1990:44). That is why the researcher thought that it was proper if cognitive strategy became mostly used because these closely related to the learning process and also to the task at hand.

The third aim of this research was to find out the effect of learning strategies on communication strategies. After calculating the data through *ANOVA* the researcher found that there was no significant difference between learning strategies and communication strategies. The researcher assumed that it happens because learning strategies and communication strategies are different even though they are still in the same field of second language acquisition. Communication strategies are defined as tactics used by learners who have problem in L2 oral communication. It can be said that communication strategies are methods to help learner in L2 oral task while learning strategies are method to maximize the whole process of second language learning.

Even though the result of ANOVA showed that there was no significant difference in the use of CS based on LS, The researcher noticed that there were some

patterns or differences in the use of communication strategies seen from the learning strategies. Firstly, the high user of social strategies seemed to lead the use of communication strategies. In order to discuss this result, we must see another field of SLA that is communicative competence. Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. There are four components of communicative competence and one of them is communication strategies Canale and Swain (1980). Communicative competence allows the students to interact with others. That is why it is suitable with the theories if the high users of social strategies seemed to use communication strategies more than other learning strategies because they prefer to interact and work with peers (Yufrizal, 2008).

After that, only the high users of cognitive strategies who used circumlocution and word coinage, these two types of strategies are included in paraphrasing strategies which required the speaker to use other words to describe the desired object. It might happen because cognitive strategies tend to make the learners to relate the task they face with their schemata or personal experience (Entwistle, 1987:58 and Newble and Clarke, 1986:65 in Setiyadi, 2001). Thus, those students who applied cognitive strategies as their dominant strategies, might choose circumlocution strategy when they had difficulties in finding an appropriate vocabulary. On the other hand, the high users of meta-cognitive strategies seemed to use self correction and self repetition more than other strategies. The researcher thinks that meta-cognitive strategies are kinds of self monitoring techniques which

let the user to monitor and evaluate themselves. That was why most of the high users of meta-cognitive applied self correction and self repetition as their main strategies because they tend to have their own evaluator. It is in line with O'Malley and Chamot, (1990) who state that meta-cognitive involve self-awareness to plan or direct, monitor, evaluate or correct what has been done in learning English. These strategies are seen to be higher level processes because of their controlling role in cognition, and it was this higher level, or meta-, characteristic that led many to extend the label meta-cognitive to these processes (Lawson, 1984:91-2). These strategies are also referred to as self-management strategies, which are utilized by learners to oversee and manage their learning (Wenden, 1991:25). By using meta-cognitive strategies, learners are aware of and control their production utterances. Thus when they make mistakes they will immediately correct it. it is similar with Chamot and O'Malley s(1990)'s statement that meta-cognitive strategies help the speakers to monitor the information that should be remembered and the production while it is occurring, and also evaluate the comprehension of receptive language activity and language production.

The third indication was the high users of social strategies tended to use appeal for assistance more than others. Appeal for assistance let the speaker to ask or confirm their utterances to others, it can be said that appeal for assistance let the speaker to interact with other.

CONCLUSIONS

After collecting the data through questionnaires and speaking task, calculating the data and also discussing the result, the researcher provides some conclusions which will be presented as follows:

1. The researcher found that almost all of the types of communication strategies were used by the first grade students of SMAN 5 Bandar Lampung except approximation. While self repetition became the mostly used strategies by the students.
2. All kinds of learning strategies that is cognitive, meta-cognitive and social were also used by the students. The researcher found that learning strategies which are mostly used by students as their dominant strategies were cognitive strategies, followed by both meta-cognitive and social strategies in the second place.
3. After interpreting the result of ANOVA the researcher found that there is no significance difference of students learning strategies and students' communication strategies at the first grade of SMAN 5 Bandar Lampung. However, after looking at the data deeper, the researcher concludes that there are still some differences in the use of communication strategies based on student's learning strategies.
4. The data showed that only the high users of cognitive strategies who used word coinage and circumlocution while the high users of meta-cognitive strategies used self correction and self repetition more than other strategies. On the other hand, the high users of social strategies seem to use appeal for assistance more than other students who have different learning strategies.

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