Communication Strategy Used by The Students of Vocational School on Speaking Class

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Abstract

Some problems usually are faced by the students when learning speaking in English as a foreign language. That difficulties also faced by the students of vocational school when they learn in speaking class. In their presentation or talk as performance, they have lack for delivering idea in their speaking. All of them are faced by them since there are difficulty of the target language owing to their hesitation and unfamiliar of vocabulary. Meanwhile, they have to present their idea in the talk as performance in speaking class to the audiences or their friends. Whereas, as students of vocational school majoring tourism, they are expected to have good ability on speaking English. Thus, when facing that problem, it is needed a strategy which can solve their difficulty in speaking. Communication strategy can be used by the students when they faced some difficulties in their speaking. It is students' attempts involving some strategies in communication which can make the utterances can be understandable and meaningful for achieving communication goal. In addition, the communication strategy is crucial way which can be implemented in the teaching speaking since it can help the students for learning speaking. This paper concerns on the kinds of communication strategies used by the students of vocational school and the process of communication strategy on the speaking class. The qualitative study is conducted in this study since the data are collected are in the form of word. Finally, the result of this study can give new insight for the teachers that communication strategy can be used not only for daily communication but also for teaching speaking.

Keywords: Communication Strategy, Speaking, TEFL

INTRODUCTION

A good communication is identified when the speaker can deliver the message as well as the hearer can accept and understand it. In a daily communication, sometimes there are several problems from the speakers relate to their ways how to deliver the understandable and meaningful message. That problem is also faced by the students who learn English as a foreign language. It occurs in the speaking class when the learners have difficulties how to produce meaningful utterances with appropriate vocabulary in order to make the hearers understand and get their message. Whereas, Speaking is one of essential skill that should be mastered by students especially vocational students majoring tourism since they will meet and communicate with many tourists. According to Antara and Anggreni (2021: 2) speaking fluently and confidently is a skill that can help students in their career. Besides, as majoring tourism, English speaking skill also need to be considered to support the success of communication with foreign tourist. Additionally, Anwar (2022: 84) stated that concept of communication strategy is essential to achieve direction and goals correctly. As a result, the learners should find out strategy such as communication strategy to solve the problem.

Communication strategy can be used by the students to overcome their lacking and difficulty in speaking class. According to Dornyei (1995: 56), some people can communicate effectively in the target language by using only 100 words owing to using communication strategies such as using their gestures and mixing language. Corder in Dornyei (1995: 56) defined communication strategy as a systematic technique used by the speakers to express their meaning when they face some difficulties. It can play as a significant role for helping English foreign learners to overcome their difficulty and lacking of speaking in order to achieve effective communication. Additionally, Kholis (2021: 184) stated that vocational students need to learn communication ability to maintain relevance with the global environment. In order to create communication with others, they are required to have the ability to speak well.

Relating to communication strategy, there are various taxonomies of communication strategy exists which these classifications reflect more or less same categorization (Fauziati: 2010). The first taxonomy of communication strategy is proposed by Tarone (1981) who classified communication strategy into seven strategies. They are topic avoidance, message abandonment, the use of paraphrase, coinage or creating a new word, native language switching, miming

(using non-linguistic resources), and appeal for assistance. Then, in 1995, Dornyei classified communication strategy into avoidance strategy which covers abandonment and topic avoidance and compensatory strategy which covers ten strategies as follows: circumlocution, approximation, use of all-proposed word, word coinage, prefabricated pattern, nonlinguistic signals, literal translation, foreignizing, code switching, appeal for help, and stalling or time gaining. In addition, Celce-Murcia et. al. (1995) classified communication strategy into five types. They are avoidance or reduction strategy which includes message replacement, topic avoidance, and message abandonment; achievement or compensatory strategy covering circumlocution, approximation, all-purposed, non-linguistic means, restructuring, word coinage, literal translation from L1, foreingnizing, code- switching, and retrieval; stalling or time gaining strategies which include fillers, hesitation, and gambits; self monitoring strategy which include self- initiated repair and self-rephrasing; and interactional strategy which involves appeals for help, meaning negotiation, responses, and comprehension checks.

The previous study conducted by Maleki (2010) relates to communication strategy showed that it is not only useful but also feasible as a technique language learning which should be introduced to the learners. In addition, the previous research conducted by Lopez (2012: 7) showed that the students be aware of speaking strategy and use them when interacting in English. The result of previous study conducted by Suwartono and Nitiasih (2020: 539) found that teaching communication strategies in spoken English communication (Speaking) was able to help improve student communicative competence. Additionally, Taslim and Hervina (2021: 52) found that communication strategy can keep the communication going smoothly and make the conversation clearer and to reduce nervousness and anxiety. Thus, this study attempts to identify the kinds of communication strategy used by vocational learners in the speaking class. It also analyzes the process of using communication strategy by vocational learners in speaking class. The findings of this research are expected to give valuable contribution to the teachers in order to make a decision of an appropriate ways for teaching speaking. It also can give contribution for the students in order to find outways for improving their speaking skill. For other researchers, this study is not only used as references for conducting further relevant research but also to help them in developing teaching speaking.

METHOD

Research Design

This study concern on condition or relationship that exist and processes that are going on, this study involved in descriptive study which thedata are collected in the form words and pictures, instead of numbers. According to Mack (2005: 1) qualitative research is a type of scientific research which is especially in obtaining information about the values, opinions, behaviors, and social contexts of particular population. It means qualitative research provides the information of human sides of an issue. It is effective for identifying the relationship of individuals and helps the researcher to interpret and understand the complex reality. In this study, the researcher intends to analyze and describe what are the communication strategies used by students of vocational school for learning speaking and the factors which affecting them for choosing the communication strategies.

Research Subject

Research subject is a number of human who takes part in a study (Bordens & Abbot: 2011). The research subjects in this study are vocational students of class XI majoring tourism.

Instrument

The researcher of this study as the primary instrument for collecting the data and the instrument is flexible to capture the human experiences and responding to the environment. Instrument is a device which is used by the researcher to collect the data (Fraenkel and Wallen, 2009, p. 110). In this case, I am as the primary instrument used for data collection in qualitative research because this instrument flexible to capture the human experiences and responding to the environment. Moreover, based on Ary (2010), the primary instrument used for data collection in qualitative research is the researcher him- or herself.

Data Collection

Bogdan et al. (2007: 117) said that data is researcher's materials which are collected from the field. Data include materials of what people doing in the study record such as interview transcript and nonparticipant observation fieldnotes. It also includes what others have created and the researcher find inthe field such as diaries, photograph, and official documents. As a result, in order to collect the

data, the researcher should do some acts in the field. The data of this study are the students' communication strategies and its process in speaking class. The sources of the data are vocational students of class XI majoring tourism

Ary, Jacobs, Sorensen, and Razavieh (2010, p. 431) state that the most common data collection techniques in qualitative research are observation, interviewing, and document analysis. Bogdan and Biklen (2003, p. 56) also say that interview and document are involved the technique for collecting data in qualitative research. In this study, I used interview, observation, and document analysis as the techniques for data collection.

Interview

This research used deep semi structured interview which the questions were formulated but the interviewer modified it during the interview process. Woodside (2010, p. 264) states that interview is a method which selects informants which represent of unique subpopulations by random selection from a general population. Semi structured interview with the teacher was held in order to gain the information relate to the communication strategy used by the students in speaking class. Holding an interview with the teacher was also carried on information about the process or way of the students when they are talking or presenting in front of class. Additionally, interview was conducted with the students in order to gain more data about communication strategy used by them in speaking class. In short, the semi structured interview was conducted in order to get deep information about the case from the teacher and the students.

Before conducing interview, three elements of interview were prepared as cited by Gillham (2000, p. 66). These elements are; (1) practicing interviewing, (2) developing and focusing the interview topics and questions, and (3) rehearsing the actual research interview itself. The interview was conducted by several steps as follows:
  a) Identifying key topics of interview
  b) Preparing several questions relate to the topic
  c) Preparing audio recorder.
  d) Interviewing the informants (teacher and student) based on questions prepared before.
  e) Developing interview by asking other questions relate to informants' answers.
  f) Getting the interviewee to tell more about a particular topic which relate to the research problem.

Observation

Ary et al. (2010: 431) stated that the most common data collection methodsin qualitative research are observation, interviewing, and document analysis. In this study, the researcher used observation (brief note) and unstructured interview in order to get detail and verify the information about students' attitudes towards communication strategies for learning speaking and the factors affecting them use it for learning speaking.

Observation was used for gaining the data of communication strategy used by students on speaking class. Additionally, observations provide answers to the questions being investigated (Hancock and Algozzine, 2006, p. 47). As a partial participant observer in this study, the researcher made brief note when the students did speaking practice in the class. During the observation, the researcher made brief notes about the students' way to communicate with others using English. I conducted observation in the classroom in order to gain the information which was not got from interview. The observation result or data was also used to convince, reinforce, and recheck the data which was gained from interview.

In the process of observation, there are several steps which were done as proposed by Creswell (2012, p. 215). These steps are mentioned as follows:
a) Select a site to be observed which can help to understand the central phenomenon.
b) Ease into the site slowly by looking around; getting a general sense of the site; and taking limited notes, at least initially. Brief observations are needed at the first.
c) At the site, identify who or what to be observed, when to observe, and how long to observe.
d) Determine, initially, researcher role as an observer.
e) Conduct multiple observations over time to obtain the best understanding of the site and the individuals.
f) Design some means for recording notes during an observation.

Document Analysis

The data obtained through document was used to complete the data which were gained through observation and interview. Bogdan and Biklen (2003, p. 57) states that document used by the researcher refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and

memorabilia of all short used as supplement information of case study. In the process of document analysis, I selected several documents which were relevant such as syllabus, lesson plan, and students' speaking practice record. These documents were analyzed in order to get additional information relate to the research topic. Document analysis was also used for gaining data which cannot be found out from interview and observation. Thus, document analysis completed the data which was collected by different techniques before and made research data more valid.

There are several useful guidelines to collect document as follows (Creswell, 2012, p. 223):
a) Identify the types of documents that can provide useful information to answer research questions.
b) Consider both public and private documents as sources of information
c) Seek permission to use document from the appropriate individuals
d) Provide specific instructions about the procedure when asking participants to keep a journal.
e) Have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions in the study.
f) Record information from the documents.

Validating Data

Yin (2011, p. 79) says that a valid study has to collect and interpret its data properly. Its conclusion also accurately reflects and represents the real world which was studied. In order to validate the data, this study used triangulation and member checking, and external audit which are explained as follows:

Triangulation

There are four types of triangulations in doing evaluation (Patton, 2002 cited in Yin, 2014, p. 120). They are the triangulation of data sources (data triangulation), among different evaluators (investigators triangulation), perspectives to the same data set (theory triangulation), and methods (methodological triangulation).

By using data triangulation type, the researcher was encouraged to collect information from multiple sources to corroborate the same findings. Then, the findings were supported by more than a single source of evidences. The confirmation was collected from three different kinds of data sources; data from semi-structured interview, partial participant observation, and documents.

Additionally, convergent evidence was developed, so data triangulation helps to strengthen the construct validity (Yin, 2011, p. 81; and Yin 2014, p. 123).
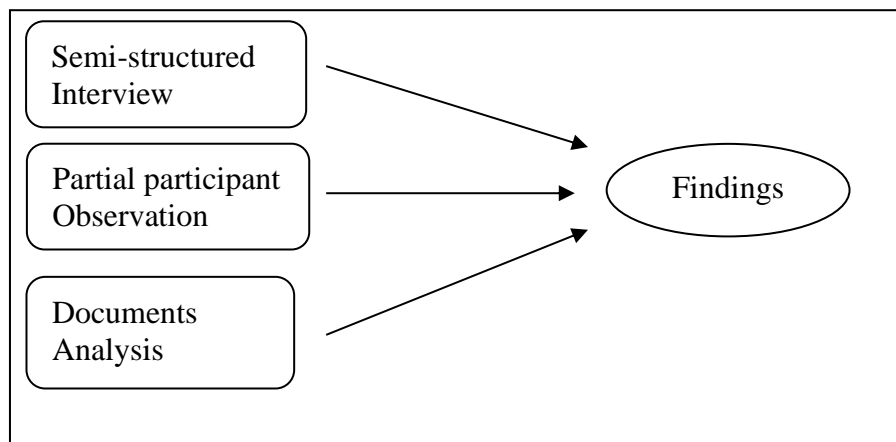

Figure 3.1 Convergence of Multiple Sources of Evidence

The use of evidence from multiple sources increases confidence that research renders the event accurately. It also ensures that the research renders the participants' perspective precisely. Consequently, in order to find valid and accurate research findings, data triangulation of three different data sources as a technique of validating data was used.

1. Member Checking

    Member checking is a process in which the researcher asks one or more participants in order to check the accuracy of the data. According to Yin (2011, p. 97), the researcher is able to confront and share research findings to other participants relate to issues or case under study in member checking. All of them are aimed to collaborate to other participants such as the teacher who teaches speaking. In addition, member checking was used in this research in order to lessen the researcher's misunderstanding view. To sum up, member checking was involved in technique of validating the data since it is beneficial to correct or improve the accuracy of research data.

2. External Audit

    External audit is "obtaining an individual outside of the study to review and evaluate the report" (Fraenkel & Wallen, 2009, p.453). In the process of conducting external audit, I obtained the services of an individual outside the study to review different aspects of the research. Then, the auditor communicates an evaluation of the study.

Data Analysis

Logic model was used as an analytic technique in this research. This technique "stipulates and operationalizes a complex chain of events over an extended period time" which consists of matching empirically observed events to theoretically predicted events (Yin, 2014, p. 155). This analytic technique was combined with *working data from the ground up*, inductive strategy which poured case study data instead of thinking about any theoretical preposition. Then, the analyzing data followed five steps as proposed by Yin (2014, p. 156).

1. Compare the consistency between the observed and the originally stipulated sequence
2. Affirm the original sequence
   The data which are obtained can be rejected or modified.
3. Proceed the complete analysis to provide additional qualitative data
4. Affirm the data which are completed by additional data
5. Explain data in a fair manner with the description of the sequence affirmed

The data analysis is useful to presents the validity of the result of study. When analyzing the data, the researcher must organize what he was seen, heard, and read and try to make sense of it in order to create explanations, and develop theories (Ary: 2010). Analyzing the data from observation, identifying the note is taken from observation, and interpreting the result of observation based on identifying the note were conducted in this study.

In analyzing the record interviewed, the writer has some steps. First, describing the data which was gained from interview based on related literature. Afterward, the writer identified learners' attitudes towards communication strategies and its process on speaking class.

FINDINGS AND DISCUSSION

Kind of Communication Strategy Used by Vocational Learners on The Speaking Class

The students of grade XI tourism department had several strategies for making their presentation in talk as performance was understood. Most of students had similar strategies for solving their problem of communication. All of them were done in order to make their presentation and talk as performance meaningful. Those communication strategies which were used by the students in speaking class were:

Code switching

Code switching was used by the students when they did not know a

certain word of English. There were 44% students who used it in order to make the audience understand what they were talking about when they performed in front of class. Also, In the process of speaking in front of their friends, they used it for solving their difficulties of communication. For instance, one of the students said stranger by *bule* in their speaking because he did not know the word *bule* in English.

Facial expression

Some of students did not used code switching for solving their difficulty of saying a certain word of English. There were 33% students who expressed their puzzled face and making eye contact both to the teacher and friends. They expressed it in order to appeal help for them. Hopefully, by appealing their help, they could find and express the word what they mean.

Gesture

Gestures were also used by the students in their communication strategy. The students did not just stand up and present a certain topic but also they performed with gesture improvisation in order to make their speaking meaningful.

Filler

Ehmm, and *well* were used by the students for setting time to think in order to find an appropriate word in their speaking. They used filler in their utterances in order to think the meaningful utterances. Lack of vocabulary was   the cause of the students use this strategy to find a missing vocabulary in their utterances. The use of pause filler help the students gaining time to maintain communication channel open when they face a problem. As stated by Dornyei & Scott (1997) and Rababah (2001) that pause fillers and hesitation devices facilitate and provide situations for achieving mutual understanding: preventing breakdowns and keeping the communication channel open.

Comprehension check

The comprehension check was done by the students when they were hesitating to say appropriate word of their speaking. They expressed by turning their head to their teacher for asking comprehension check.

Self-repair

Self-repair was used by the students if they said inappropriate or incorrect word in their speaking. One of the students said *kos-kosan* by *boarding pass*, when he knew that it was inappropriate, he made self- repair by making correction

with the appropriate one, boarding house.

The Process of Using Communication Strategy by Vocational Learners on Speaking Class

The students used the communication strategies in order to achieve their communication goal. In the process of talking as performance involving presentation in the speaking class, code switching was used by the students when they do not know a certain word of English. The code switching was used intheir speaking in order to make it clear and understandable. Meanwhile, some of them did not use code switching when they had difficulties to say a word of L1 into L2. They showed puzzled expression, eye contact, and asked their teachers' help such as asking how to say the word of *bule* in English. In addition, they used non-linguistics signals by using gesture, giving image about the difficult word that they want to say. Filler such as *ehmm, well* was expressed by them in order to make a chance and set time for thinking to solve their problem in their speaking. When the students felt hesitate for saying appropriate word in their speaking, they turned their head which signaled that they asked the teacher's comprehension check of their speaking.Additionally, when they said inappropriate or wrong word unconsciously and they saw their audience or friends expression, they did self repair and comprehension check in order to make their utterances meaningful and achieve the communication goal.

Communication strategies are the students' way which used when they are performing of speaking. It is very useful for the students since it can be a bridge of communication gap. In addition, it is very useful since it can be used for solving the students' difficulties in their communication by using L2. As cited by Faerch and Kasper (1983), the learners use conscious plan or strategy to solve an individual problem of communication in order to reach or achieve communication goal. Those students' purposes of using communication strategy relate to Stern (1983) who defines communication strategies as techniques of dealing with difficulties in communicating in an imperfectly known second or foreign language.

In the process of learning speaking, several communication strategies for speaking or talking as performance are used by the students. Code switching, facial expression, gesture, filler, comprehension check, and self- repair are several communication strategies which are expressed by them when they have difficulties of their speaking. All of them are involved in the communication strategy which is covered by Tarone (1981), Dornyei (1995), and Celce-Murcia

et.al (1995). The used of compensatory strategies such as code switching, nonlinguistic signal, and appeal for help; stalling or time gaining such as filler; and self-monitoring strategy such as self-repair are involved in the students' speaking in order to achieve communication goal.

CONCLUSION

Communication strategy emerges for helping the students in their communication of using second or foreign language. It is the students' attempt involving several techniques for relieving their problem or difficulty faced in their speaking. The various strategies of the communication which have done proposed by several experts are used by the students in order to make their speaking meaningful. It is very useful as a significant way for the students to overcome their difficulties when expressing their idea. In addition, since English as a foreign language, the implementation of communication strategy will make the teaching learning process of speaking run well. It will teach the students how to communicate using English well. There are other aspects which should be considered suchas non-linguistics signal for making their speaking or performance meaningful. The implementation of communication strategy in the teaching English as a foreign language is very important since it can teach both the students and the teachers not only the use of language but also the way of using the language for communication.

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