

# PROCEEDINGS

ISSN 2303-1417



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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
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MALAYSIA



THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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## ANALYSIS OF STUDENTS' COMMUNICATION STRATEGIES IN ESP CLASS OF MATHEMATIC STUDY PROGRAM

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### Abstract

This study examines communication strategies mostly appeared during the learning process at an ESP class, the code switch occurred during the presentation, and the meaning of the code switch that the students used. This research was non experimental descriptive study. Samples in this study were 20 fresh college learners of mathematic study program in a class at University of Lampung. The results show that of the 12 Communications Strategies (CSs) available, the students used 9 CSs. The researcher divided CSs that is used by the students into 4 levels, High frequency strategies (code switching (36,28%), time-gaining strategies (30,37%), and appeal for help (16,03%)), Mid frequency strategies (non-linguistic signal (6,32%) and literal translation (4,64%)), low frequency strategies (message abandonment (2,53%), topic avoidance (2,11%), circumlocution (0,84%), and approximation (0,84%)), non existence strategies (use of all purpose words, word coinage, and foreignizing).

*Keywords:* communication strategies, code switch, ESP class

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### 1. INTRODUCTION

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. Communication is a continuous process of expression, interpretation and negotiation (Savignon, 1983:8). A successful communication refers to passing on a comprehensible message to the listener. Communication is not only happen in the L1, but also in L2. Canale (1980) also states that to keep the conversation goes on, the speakers need some strategies for their communication. Since no individual's linguistic repertoire is perfect, most people have experienced struggling to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The steps taken by language learners in order to enhance the effectiveness of their communication are known as *communication strategies* (Littlemore, 2003).

A research conducted by Ikawati (2011) was about communication strategies *employed by the students at SMA Negeri 8 Malang*. She found that the subjects did not employ L2-based strategies for example Circumlocution, Word-Coinage and Forenizing because they considered those strategies difficult and they were not familiar with. The most frequently employed strategies were The Use of Fillers/ Hesitation Devices (23.97%), Repetition (15.7%), Message abandonment (15%), and Code Switching (15%).

Hantia (2014) investigated ELT learners' communication strategies in ET media class at University of Lampung. The result shows that there are seven types of communication strategies produced by students of ELT learning subject matter at University of Lampung: Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non- Linguistic Signals, Code Switching, Appeal for Help, and Time Gaining. The results also show that communication strategies occurred more frequently in the class that used EXCLUSIVE learning.

In some EFL situation, It a common practice that that people judge one's language competence from one's speaking performance first rather than any other language skills. Thus, learning and using oral communication strategies can be beneficial for them in order for them to engage in effective conversations in English and to make them look good "at face value" (McDonough & Shaw, 2003).

### 2. METHOD

This research was non-experimental descriptive study. The researcher used taxonomic analysis as qualitative design. The researcher analyzed types of the communication strategies adapted from Dornyei's taxonomy (1995). Communication strategies that ocured in the presentation session was classified by using Dornyei's Taxonomy.

Subjects in this study were 20 fresh college learners of mathematic study program in an English for Specific Purpose (ESP) class at University of Lampung. This research conducted in the individual presentation session. So that, they could share what they were thinking about the topic of the presentation. The instrument used in this research was observation sheet. The explanation of the observation sheet task is as follow:

**Observation Sheet:** This research used observation sheets to analyze the data. Observation sheet was observation sheet for analyzing communication strategies.

The researcher did the qualitative description in analyzing the data from the observation sheet which was about CSs that was conducted to probe their perceptions of communication strategies and the use of certain strategies when communicating with others. It means that the researcher would describe all collected data and problems found in the field and referring to the previous research about CSs mentioned in the second chapter.

### 3. RESULTS AND DISCUSSION

#### 3.1 Result

The data of this research was taken from the presentation session in ESP class. The data was in the form of communication strategies applied by the participants in the presentation session. The participants were 20 students from 1<sup>st</sup> year mathematic students. From the question and answer session in presentation, it was found that there were 237 communication strategies used by all participants. They were message abandonment, topic avoidance, approximation, circumlocution, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy.

Table 1. Total Numbers of Communication Strategies used by mathematic students

Communication strategies	Numbers of Use	
	Σ	%
Message Abandonment	6	2,53
Topic Avoidance	5	2,11
Circumlocution	2	0,84
Approximation	2	0,84
Use of all purpose words	0	0
Word Coinage	0	0
Non-linguistic signal	15	6,32
Literal Translation	11	4,64
Foreignizing	0	0
Code Switching	86	36,28
Appeal for help	38	16,03
Time-gaining strategies	72	30,37
Total	237	100

Based on the data above, the researcher divided the communication strategies that were used by mathematic students into four level frequency, they were high frequency strategies, mid frequency strategies, low frequency strategies, and non-existence strategies. The strategies that included of each level could be seen from the figure below:

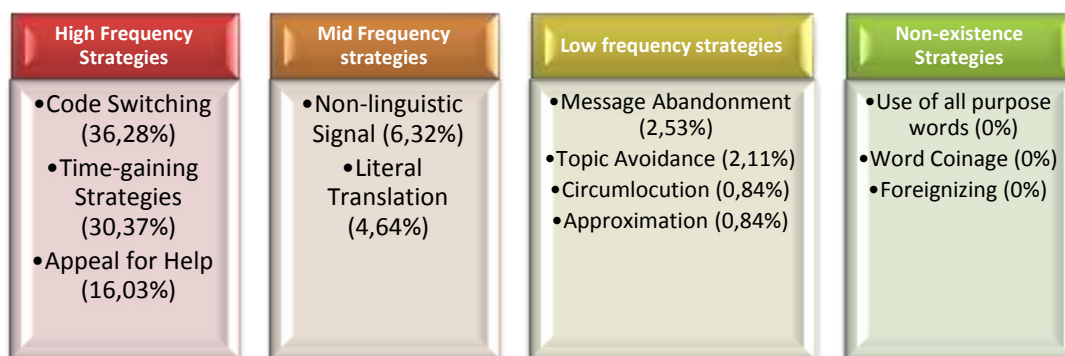


Figure 1. Level of Communication Strategies Used by Mathematic Students

#### 3.2 Discussion

From the result of the communication strategies used by mathematic study program in presentation session of ESP class was there were 237 communication strategies that was used in the presentation session. Communication strategy that was most frequently used was code switching, time-gaining strategies, and appeal for help. Those strategies included in high frequency strategies. The example of code switching used by mathematic students could be seen as follow:

Example 12:

DA : at first need to take a plant leaves. It's a *leavesnya*.. *daunnya direbus*. Putri *malunya hehe*. Take plants of putri malu, then buil of tritenn to.. 30 sampai 60 gram leaves of plant putri malu.

Example 13:

F : should? *Seharusnya?* Emmm... we must to know emmm because eemm.. chemistry is ... emm... harmful.. we different his hand illustrate the different by making it looks like stairs) emmm... *apaan sih .. supaya.. supaya apa sih?* (looking to other friends).

F : Language Indonesia? (looking to Mr. Hery). *Itu supaya kita bisa membedakan kelebihan dan kekurangannya gitu.. jadi kalo kelebihan itu apa, kekurangan itu apa.*

Based on the data above the use of “leavesnya” and “apaan sih” were included in unconcious process. That was happen because of the speaker habit in first language. The speaker used those words because they usually used that in the first language. In the example 12, the phrase “*daunnya direbus*” means that the speaker did not know about phrase “*daunnya direbus*” in english. So that, the speaker prefer to use L1 in explaining the leaves was boiled. That was happen also because the students did not know the words that they should use in English. Then, in the example 13 the researcher assumed that in the last dialogue of example 13, the speaker used code switching conciously because he avoid misunderstanding in his explanation, so he prefer use *Bahasa Indonesia* to avoid misunderstanding. He also used *Bahasa Indonesia* because it was easier to him to communicate with his friends during the presentation session. The research findings had indicated that one of the major factors of code switching was that elements of the other language convey the meaning of the intended idea more accurately (Gumperz, 1982). From that statement, it could be concluded that code switch was done to get more accurate conversation. If it was compared with the result of the participants here which were mathematic students, there was consideration that the participants were not only wanted to get accurate idea, but also they wanted to get the ease in delivery their ideas.

Secondly, there was time gaining strategies which used 72 times in presentation session by mathematic students. Time gaining refers to a strategy in which the speakers gain time to think. In this thinking process, the speakers may think about appropriate words, phrase, sentence or even structures of the sentence he will speak. In filling this thinking process, there were many ways used by the speakers. Those could be silent for a moment for a time or filling the thinking process by using fillers. From the result, the participants frequently used fillers in their thinking process. It could be seen from the high existence of “*hmm*” and “*emm*” in their presentation. The example of time-gaining strategies used by students could be seen as follow:

Example 14:

1st question : what the was using make ice with out refrigerator?

M : We use the ice cube and the salt. We mix the ice cube and salt so the *eeeeemmm*... temperature *eeeeemmm* reduce, so the liquid that we make ice kan we... we... took the ice into the bowl, then we prepare... *eeemm*... what is want we... we.... used to be make ice. For the example we... *emmm*... we and we... pull up and down Because the *emm*... ice cube and the salt itu it will make endoterm reaction. So, *eeemmm*... calor from the *eeemmm*... from the.... substrans itu will be lower so ice cube and salt will be *emmm*... make it freeze. Any question? No question? Ok lisa?

The existence of fillers used in the presentation session then brings the researcher to the consideration that it perhaps is an unconscious process. It may be caused by the habit of the participants in facing the problems in speaking. This habit can be created from their inability to overcome the difficulty in speaking in their beginning in learning English. It can be explained simply by imagining the junior students who learn English for the first time. They may face the problems in speaking at that time. As the beginner in learning English, the only way used by them to cover their inability may be by using time-gaining strategies (*hmm or emmm*). It then may become habit until they have learnt English for long times. The habit once again perhaps creates the unconscious process in their speaking activities.

The existence of the high number of fillers strategy possibly means that the participants is not compensate for the linguistic deficiencies. Dörnyei (1995) states that stalling or time-gaining strategies are functionally different from the other strategies, because they are not actually used to compensate for any linguistic deficiencies but rather to gain time and to keep the communication channel open at times of difficulty. From this statement, fillers seem to be a process of thinking used in order not to give up while the speakers express their idea. The speakers may not compensate the linguistic deficiencies.

Thirdly, appeal for help which was in the third rank in high frequency strategies refers to a strategy in which the speakers ask to other friends either directly or indirectly. From the result, appeal for help was used 38 times with percentage 16,08%. This strategies can be used by asking directly like “*apasih, apaan, and apa namanya*”, while

indirectly like using mime and staring to other friends. The example of fillers used by male students can be seen as follow:

Example 15

FAP : kenapa bertambah? I think no. Because the corrotion not *apa ya???* Iya

F : Deoxid tribosa nucleus acid. Emmm... in DNA tuh any RNA. RNA itu bercabang-cabang.  
*Bercabang- cabang itu apa? (looking to other friends)*

Those two utterances are asked by the participants to the audience. They seem not to know about an English word although they knew it in Indonesia. Therefore, they asked to the audience whether asking directly or indirectly. The examples of direct asking are like the asking about “terbakar itu apa sih” in Bahasa Indonesia and by saying “apa namanya”. Then, the example of indirect asking is like saying “apa sih”. The speaker here did not ask to the audience. Indirect asking also can be seen when the student who had presentation, straring or looking to other friends. However, they rose their intonation up and used eye contact in order to make the audience knew that they needed help from the audience. The use of mime, gesture, facial expression and sound imitation is used in order to express emotions. Park (2007) states that certain emotions are expressed both linguistically, through what is said in response and paralinguistically, through features such as intonation, high pitch, pause, accent, nonverbal signs and gestures such as facial expression. From this statement, it can be said that the students are expressive while they are expressing their idea since they try to express their emotions, like using mime, rising their intonation while asking, and also looking at their friends when they needed help.

Based on the explanation above, it can be seen that there are 3 strategies that was most frequently used by the students, there were code switching, time-gaining strategy, and appeal for help. These strategies were included in high frequency strategies. It can be assumed that the students used these strategies because they are not mastering the second language well. Firstly, they use code switching because they don't know the word in English and also how to make phrase in English. They were also afraid of making mistake, so they prefer use L1 to explain the content to audience. It happened because when they explained in L1 that was easier to them. They were also avoid misunderstanding during their explanation. Secondly, they use time-gaining strategies to help them gain time to think. This was happen because they forgot the word in English or they tried to make phrase in English. Thirdly, they use appeal for help strategies because they had difficulties in vocabularies in English, they did not know the word in English that they should use, so they ask their friends directly and indirectly. They usually use “*apa namanya*” to ask about the word that they did not know, sometimes they were also looking or staring to other friends as a form of expect help.

The strategies such as non-linguistic signal and literal translation are include in mid frequency strategies, meanwhile message abandonment, topic avoidance, circumlocution, and approximation are include in low frequency strategies. They are also used more rarely. According to Dörnyei (1995), these strategies like circumlocution, approximation, use of all purpose word, word coinage and code switching are normally termed achievement or compensatory strategies as they offer alternative plans for the speakers to carry out their original communicative goal by manipulating available language, thus compensating somehow for their linguistic deficiencies. Looking result showing that most strategies in which the speakers should compensate the linguistic deficiencies (circumlocution, approximation, message abandonment, and topic avoidance) are used more rarely. It indirectly shows that they may have ability in comprehending linguistic deficiencies. Once again, it can be caused by their status as mathematic students in which they should learn and acquire English for only some subject. They were not required to learn English in detail in their major, they are only required learn English for their needed.

When message abandonment, topic avoidance, circumlocution, and approximation, show the almost similar numbers used by mathematic students, the strategies such as non linguistic signal and literal translation show the difference in numbers usage. From the result showed in chart 4.2, non-linguistic signal that was used by the students are 15 times with percentage 6,32%, meanwhile literal translation was used by the students as much as 11 times with percentage 4,64%. The example of non-linguistics signal used by the students can be seen as follows:

Example 16

Mr. Hery : insomnia?

DA : yes insomnia (*give example by the gesture of sleep*)  
susah tidur.

Mr. Hery : you mean, cough??

DA : cough? (Looking to mr. Hery)

Mr. Hery : cough itu apa? Batuk kan???

DA : he'eh (*her hand touch her neck*) iya batuk

There were some non-linguistic signal which was made by the mathematic student. It was done because they were had difficulties to explain about something. So they use gesture in their explanation to make their explanation more clearly. The participants in this study used message reduction and alternation strategies, a finding that echoes Bialystok's report (1990) that foreign language learners are inclined to utilize familiar words rather than risking unfamiliar ones. They attempted to make a good impression and try to enjoy the process of oral communication. In addition, the students often utilized gestures to help get meaning across and eye contact to attract the attention of their listeners.

This research also found that many students use literal translation strategy during their presentation session. The example of literal translation used by the students can be seen as follows:

Example 17

Other friends : bahasa Indonesia aja..

F : *Language Indonesia?* (looking to Mr. Hery). Itu supaya kita bisa membedakan kelebihan dan kekurangannya gitu.. jadi kalo kelebihan itu apa, kekurangan itu apa. Dan kimia itu kan berbahaya gitu lho, jadi agar kita supaya tahu .. gitu. Bagaimana cara menanggulangi, iya, dari dampak kimia itu. Any question again?

Mr. Hery : yea. Ada prevention ada curation. Pengobatannya gimana?

DAP : *juice guava*

The words above are just some examples of literal translation appeared in presentation session. From those words, the speakers seem to translate the structure of their L1 (Indonesian) to L2 (English). As the result, the words like "language Indonesia and juice guava" appeared in presentation session. The researcher assumed that this strategy happened in unconscious condition. The students just translate the words from L1 to L2 without thinking about the language structure in L2.

#### **4. CONCLUSIONS**

There were nine CSs used by mathematic students at University of Lampung. The strategies divided into four levels, they were high frequency strategies, mid frequency strategies, low frequency strategies, and non-existence strategies. High frequency strategies were code switching (36,28%), time gaining strategies (30,37%), and appeal for help (16,03%). Mid frequency strategies were non-linguistic signal (6,32%) and Literal translation (4,645). Low frequency strategies were message abandonment (2,53%), topic avoidance (2,11%), circumlocution (0,84%), and approximation (0,84%). Non-existence strategies were use of all purpose words, word coinage, and foreignizing.

#### **5. SUGGESTION**

1. Students in Indonesia might not aware about CSs. It would be better for lecturers or teachers to introduce and train them since CSs are helpful to improve students' speaking performance.
2. This study investigated the use of CSs in ESP class by using presentation session. Future research can try to focus investigating the use of CSs in other activity. Therefore, the results will be different from this research.

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