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ANALYSING COMMUNICATION STRATEGIES OF YOUTUBE VIDEO BY STUDENTS OF ENGLISH DEPARTMENT IN UNIMUS

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ABSTRACT

This research aims at explaining communication strategies (CS) used by the 4th semester students of English education in University of Muhammadiyah Semarang. Data gained from the transcription of YouTube video in each channel owned by students. This descriptive qualitative study observed the frequency of communication strategies employed by students by analyzing their utterance used Tarone's typologies of communication strategies. Based on the analysis, it can be seen that the use of communication strategies in speaking class were dominated by Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). After that, it is followed by Mime (16%), and Literal Translation (12%). It can also be said that the 4th semester students of English department of University of Muhammadiyah Semarang employed 25 communication strategies in their YouTube video.

Keywords: communication strategies, YouTube Video, speaking class students.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui macam Strategi Komunikasi (SK) yang digunakan oleh mahasiswa semester 4, Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Semarang. Data diperoleh dari transkripsi video dari kanal YouTube masing-masing mahasiswa. Penelitian deskriptif kualitatif ini mengamati seberapa sering mahasiswa menggunakan SK dengan cara melakukan analisis terhadap bahasa ujaran mereka menggunakan tipologi SK milik Tarone. Menurut hasil dan pembahasan yang dilakukan, SK pada mata kuliah speaking dikategorikan menjadi Pengalihan Topik Tuturan (28%), kemudian Pesan Tertinggal (24%), dan Perkiraan (20%). Selanjutnya Mimik (16%), dan Translasi Harafiah (12%). Dari analisis diperoleh hasil strategi komunikasi yang dilakukan oleh mahasiswa sebanyak 25 strategi komunikasi melalui video dari akun YouTube mereka.

Kata kunci: strategi komunikasi, video youTube, mahasiswa kelas speaking.

INTRODUCTION

As English is foreign language in Indonesia, it is rather difficult for non-native speaker to interact with native speaker of English. Not only in communication or interaction, it must be any stumbling block for English native speakers to understand someone's utterance, especially non-native speakers. This is due to the any communication breakdown that is caused by the insufficient competence of the speaker. Thus, that is why speaker needs to master communication strategies. Many learners in Indonesia experience difficulties in expressing something using oral language because their motivation of learning language are relatively low and this will also affect their language performance (Nailufar, 2018). That is why when someone tries to convey meaning in English, many anxieties, hesitation, and afraid of making mistake feeling happened. Some people overcome this by making some movement, or miming, abandoning the message and even translating the words into their native language or Indonesian. It can be clearly seen when students are asked to perform in front of the class or make a spontaneous speaking. Frequently, they just keep quiet and make long pause in the middle of the presentation if they do not have any idea what to say.

Sometimes the opportunity given to students to practice their speaking skill is limited only in the classroom. This is due to the big class factor or motivational factor. Say, in big class, surely the duration is not always sufficient to make students speak. That is why; role of technology is being played here. Along with the rapid technology and information development that has offered people any simplicity in every aspect of life. In education sector, the use of technology has become an important part of the learning process in and out of the class (Ahmadi, 2018). Effective learning process is gained through the optimization of technology, in this case as modern media. Such modern media can be accessed through Wikipedia, Skype, video conferencing, mobile application and so forth (Jena and Scholar, 2017). Why modern media is chosen? Because modern media, especially the innovative ones like YouTube becomes the main points of interest for many youngster nowadays (Luhsasi and Sadjarto, 2017).

Nowadays, lecturers can ask students to record their voice or make video to assess their speaking proficiency without so much worry about the time. In English department of University of Muhammadiyah Semarang (Unimus), students taking Speaking class were asked to create video about material given and then to upload it on their YouTube channel. Based on the interview, it is found that the video making is challenging because they have to be well-prepared to minimize mistakes. In addition, they feel it is fun, because they can compete each other to get attention by inviting more subscribers and likers. Indirectly, it teaches students to promote themselves to public and in order to get attention from viewers; they need to be creative and innovative. In other words, it will push them to provide and compete to be the best.

This study tries to investigate whether there are any communication strategies found in the YouTube video they make or not? Some previous studies about communication strategies can be found in Inge in Romadlon (2011) that investigate about the use of CS in the fourth

semester students in the class, Alkaf (2011) identified CS in Bali between vendors and English native speakers, Romadlon (2011) figured out CS in a conversation between students and English native speakers, and Budiastuti (2017) investigated CS between lecturers and students in English classroom.

Several references dealing with communication strategies were proposed by Celce Murcia, Canale and Swain, and Canale in Maleki (2011) and so forth. There are at least four aspects can be found in communicative competence, such as grammatical competence (how someone dealt with syntax and structure of language); sociolinguistic competence; strategic competence (Savignon, 2018), and discourse competence (cohesive and coherence in discourse). Finally this study uses Tarone’s theory to analyze the utterances Celce-Murcia, Dornyei and Thurell in (Maleki, 2011) This study aims at investigating communication strategies applied in Speaking class of English Department in Muhammadiyah University of Semarang. The writers are going to observe and identify the communication that appears in YouTube video of students. Besides that, the writers also would consider about the function of communication strategies used.

METHODOLOGY

This study used descriptive qualitative method. It describes about the existing phenomena as naturally as possible in natural communication of students in their YouTube video. Cohen et al (2007:171) state that descriptive research describes data and characteristic about the phenomenon being studied. It is also qualitative since it does not discuss about the formula or calculation. The subject of this study is the fourth semester students of English department Universitas Muhammadiyah Semarang. This study will analyze communication strategies used by students in their YouTube video. There will be at least nine strategies that will be the variables in this study. Variable used in this study are *approximation, word coinage, circumlocution, literal translation, appeal for assistance, mime, message abandonment, and topic avoidance.*

Three typologies of communication strategies Dörnyei dan Scottin Maleki (2011) that will be used in this study will be explained as follows:

Table. 1. Tarone’s Typology of communication strategies

No	Taxonomies	Explanation
1	Paraphrase	
	<i>Approximation</i>	Use of single target language vocabulary item or structure, which the learner know is not correct but which share enough semantic features in common with the desired item to satisfy the speaker
	<i>Word coinage</i>	The learner makes up a new word in order to communicate a desired concept

<i>Circumlocution</i>	The learner describes the characteristic of elements of the object or action instead of using the appropriate target language item or structure
2 Transfer	
<i>Literal Translation</i>	The learner translates word for word from the native language
<i>Language switch</i>	The learner uses the native language term without bothering to translate
<i>Mime</i>	The learner uses non-verbal strategies in place of lexical item or action
3 Avoidance	
<i>Topic avoidance</i>	The learner simply tries not to talk about concept for which the target language item or structure is not known
<i>Message Abandonment</i>	The learner begins to talk about concept but it is unable to continue and stop in the middle of the utterance

Data Collection and analysis

The speaking product or YouTube video were used as the data which were collected from students of 4th semester of English Department of Muhammadiyah University of Semarang. Students were given the task of uploading the video on their YouTube channel about book entitled Sherlock Holmes. Then, the researcher transcribes the spoken text into written one to be analyzed using Tarone's typologies of communication strategies. The data that has been collected is identified, classified, and analyzed descriptively using Tarone (2010) typologies of communication strategies.

FINDING(S) AND DISCUSSION

Findings

Firstly, communication strategies typologies of students are identified and analyzed. Then, the utterances are classified based on the type of communication strategies employed. Then the classification will be described before it is interpreted. The table below will show the analysis data of communication strategies found in YouTube video of 4th semester students of English department in Muhammadiyah University of Semarang. All the data were presented as follows;

Table 2. Data result of Communication Strategies

No	Strategy	Percentage
1	Approximation (A)	20%
2	Word Coinage (WC)	-
3	Circumlocution (C)	-
4	Literal Translation (LT)	12%
5	Language Switch (LS)	-
6	Appeal for Assistance (AA)	-
7	Mime (M)	16%
8	Topic Avoidance (TA)	28%
9	Message Abandonment (MA)	24%
	Total Frequency	100%

From the table, it can be seen that the use of communication strategies dominated by Message Abandonment (MA), followed by Topic Avoidance (TA) and Mime (M), Approximation (A) and Literal Translation (LT).

Approximation

Approximation is the strategy that makes speaker uses single target language vocabulary even she or he knows it is not correct. However, it shares enough semantic features in common with the desired item to satisfy the learner. This strategy consists of super ordinate use, synonymic or subordinate term of the intended concept. This strategy is to replace the target word with another word which has close meaning to the target word. For example:

I have ever seen this book before, but I would like to tell you.....

This utterance of “see” is not commonly used to explain about activity related to Television. Usually English native speakers tend to say “watch” TV instead of “see” TV.

Assalamualaikum

Come back again with me Nadya Khansa R that wants to talking, that want to give some summary about the book. This is the summary and want talking about the contextual clue about language in this book and talking about however in this book.

The word “come back again” is not properly used, because most of the English native speakers would tend to say “welcome back” to welcome the audience of their YouTube channel.

So, in this video you will give some comment like about vocabulary, context clues and moral value after I read the text story. So guys let’s to see the title of this text.

The word like “like about” is actually means such as, but the speaker fail to perform the correct one.

Literal Translation

Another strategy is Literal Translation. This used to translate a word or phrase of target language into their mother tongue. Some literal translation found in this video can be identified as follows:

And its for the first time I read this text, so I think that the text is so good because can make me as a reader more.... More...penasaran or...ah ya curious to finished this text.

In this utterance, the speaker seems forget about how to say curious in English, so she translate it into Indonesian language as “*penasaran*”. Another example will be:

But, for me sometimes I read , I need read twice or third times to understand the meaning of this story.

Instead of saying “*three times*”, the speaker says “*third times*” which means nothing.

Mime

This is the strategy that used by speakers by performing non linguistics resources such as mime, gesture, facial expression, and sound imitation to help expressing the meaning. The examples of the utterances can be described as follows:

A) *And next about context clues, I find oonof (one of) the main clues in this mystery is the victim's last words, which his son ...err....(touching ears) err...what is that? Err..ah...hear.... as “a rat” Holserfff (Holmes), iver (ever) the purveyor of obscure pieces of knowledge, realizes that this must be part of a name and aa learning of missss(Mc Carthy's)and Turner's past in Australia, determines that “a part (rat)” was actually the ending of “Ballarat”, an Australian town.*

B) *For example when I find the word "intimacy" so I search the meaning and I caner(rolling his hands...) uhm...understand.*

C) *The shape is just like...a half circle (make movement of half circle)*

D) *I was just feel like.... (shocked facial expression) when I read the end of the story*

E) *When reading this book, it is crazy you know....it is...ehm...it is outout....(she wants to say blowing my mind, but forget and she made movement such as rolling out fingers around her head)*

Message Abandonment

This strategy is used to overcome speaker's difficulty in maintaining the communication by leaving the conversation unfinished. Usually the speaker will cut the conversation or abandon the content of the message by stopping in the middle of the utterance and keep silent. Here are some examples found in the YouTube video made by the students:

so, from this article...err..no...I mean the book, from...about...the adventure of sherlock holmes is that we can get conclude or give summary ...errr...give summary that...(long pause) that this is errr...they talking about the sherlock holmes...err meet with err...her assistant,,...err...Mrs. .eerrr...Mr. Jack Wilson that the owner of a local (unclear)

So...what the book i want to give the summary? This is the book that talking about Sherlock Holmes. There is the chapter two that entitled The red headed league. so this is the summary, i want to read it first.

In this utterance, student fail to explain the actual message and tend to keep long pause and silent. This is due to student do not have sufficient knowledge about the topic so she can not continue the presentation.

Topic Avoidance

This strategy is usually used to overcome students' difficulty in continue the discussion. They tend to talk about anything else rather than the previous topic being avoided. Here are some examples of topic avoidance found in the utterance:

This is the final of Chapter I-III. So, to end the story, ee I recommended you to read this book the tittle is Anne of Green Gables, because the story will tell you about.....emmm...ah...what is that...?

I think the book is very interesting and can change our perspective that ee have to save everyone and ee they should be get a good life and happy life.

I think the book is very interesting to read because eee the story told about the little girl that adopt with the couple from Green Gables. And it has complicated conflict....the conflict is...errrr.... You should read it... because it is interesting.

If the learner does not have sufficient knowledge about something, then they usually tend to avoid the topic or change into another discussion.

DISCUSSION

Referring to the data analysis, actually there is no significant problem in handling communication or speaking in YouTube video. Although some students have difficulty in managing the utterances, at least they try so hard to go back in track. By using so many strategies to maintain their performance, students try to avoid very long pausing in the middle of their talk. Some communication strategies used in their YouTube video can be classified into Approximation, Literal Translation, Mime, Message Abandonment, and Topic Avoidance. The mostly communication strategies used is Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). In the utterance of their YouTube video, they employed 25 communication strategies such as Word coinage, circumlocution, and Appeal of Assistant. Appeal of Assistant does not exist because the video is not interaction, so the use of AA is not really necessary because they cannot ask something to the audience.

CONCLUSION(S)

Based on the analysis, it can be seen that the use of communication strategies was dominated by Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). After that, it is followed by Mime (16%), and Literal Translation (12%). It can also be said that the 4th semester students of English department of Muhammadiyah University of Semarang employed 25 communication strategies in their YouTube video. Besides, the reason of choosing the strategies can be identified by observing the class characteristics and subject characteristics. The use of mother tongue not really affected because usually in preparing YouTube video, students surely will prepare everything well.

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