COMMUNICATION STRATEGY IN STUDENTS' ROLEPLAY AS FOUND IN BUSINESS ENGLISH MARKETING COMMUNICATION (A CASE STUDY IN ENGLISH DEPARTMENT FHB UNISBANK SEMARANG)

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Abstract
Speaking in English for students of English department is challenging activity. They like this subject as they can convey their idea in the target language to the listeners. During their process of communication in role play in the Business English Marketing Communication classroom they may find difficulties due to their lack of knowledge in the target language. Referring to Dornyei who defines communication strategy as a systematic technique used by the speakers to express their meaning when they face some difficulties. By applying descriptive qualitative method, the reseachers refered to Dornyei's theory of Communication Startegy to analyze the 215 data. The most frequently communication strategy used were approximation, avoidance and Hesitation /gambit. Meanwhile negosiation, code switching, literal translation, hesitation/gambits and time gaining /filler have been used for 3 times by the students. The purpose of applying communication strategy were mostly for overcoming their difficulties, to express certain intention, to master language competence and maintain the communication with his partner .
Keywords: Speaking, Communication strategy, Roleplay , Business Marketing Communication

INTRODUCTION

People speak to convey their idea to other people directly. English learners in Indonesia often used classroom activities as their favorite occasion to practice. As English language in Indonesia is still considered as foreign language, therefore the students can only practice their English language skills mostly in the classroom and sometimes with their partner or best friends in certain occasions. This activity is usually found in speaking classroom efficiently. In this subject, most of the students of English department are usually excited where they can express their idea and feeling in the classroom, eventhough few of them also feel nervous. Speaking is usually a favorite subject among students of English department in most universities. The fluency in speaking English is a proof that the learners can communicate their ideas well in target language.

Some creative students may use another methods to improve their speaking skill such as joining to online speaking activity, joining to certain community or organization. More platforms offer many kinds of speaking activities used to improve students' speaking skill such as speaking partner from *Kampung Inggris,* Duolinggo, Prepty, Hello talk and BBC learning English etc.

The students, in English literature of FHB (Faculty of Law and Language,) UNISBANK Semarang from the first semester have joined some subjects of 4 language skills including listening, speaking, reading and writing. Speaking is one of the favorite subjects since they can use their communicative competence to convey their feeling, ideas to other people in this case they have both facility and chance. They often work very well in the classroom to communicate each other.

In addition, speaking as a subject is given in 5 semesters from Speaking 1 to speaking 5. Every level has certain goals or learning outcome as stated in the study plans or *RPS*.

Man is not an island, that is why human being always need other people. Communication and interaction with other people are both human needs in which they can share information in meaningful communication through speaking activity. Meanwhile according to Chaney (2006) speaking is process of building and sharing meaning with verbal and non verbal symbols in a variety of a context. Moreover Speaking is meaningful interaction forms a part of the shared social activity of talking (Bachman 2020). This may mean two or more people talk to each other about things that they think are mutually interesting and relevant in the situation.

In addition, Thurnbury (2005) states that Speaking is a skill and as such needs to be developed and practiced independently of the grammar curriculum. Furthermore speaking also typically takes place in real time, with little time for detail planning. In these circumstances, spoken fluency requires the capacity of to marshal a stored of memorized lexical chunks .

Furthermore, speaking according to Chastain (2004) is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. In order to increase our skill of communication , depending only on classroom activity is not enough, students can do a lot of activities outside the classroom to build better communication skill outside

Meanwhile, Speaking for English literature students is both crucial and complex subject in line with this **Haris (1981:81)** defines speaking as a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension

People always have a lot of things or ideas to convey to other that is the reason why people need to make communication to others. In classroom activity they have also need to communicate to others to fulfill their need. As the learners who have not yet really mastered the target language so communication strategy is really effective to be applied in communicating their idea to others . This is in line with Griffith (in Naesrudin: 2020) who defines that communication strategy in two different ways the first is a student's systemic effort to express their intention in target language when they can not form or choose the rules of the target language correctly. Secondly communication strategy as students' conscious effort to communicate their thought when the inter language grammar is inadequate to convey their thought.

This research also refers to the previous researches that their finding can be developed in such way to specify our findings. The following are the summary of the previous studies.

Meanwhile, Permana, Komang, Sofyan & Koamidi (JJET 2019) did their mix research: quantitative and qualitative entitled An Analysis of Communication Strategy applied by English Study Program Students in Speaking for Presentation, using Donrey's theory of communication strategy they found that all the students used all types of communication strategy such as message replacement, topic avoidance, message abandonment, circumlocution, approximation, word coinage, non verbal signal, literal translation, foreignizing code switching, time gaining strategy, appeal for help, and the dominant type is time gaining strategy

In addition, John , Okafor , & Nashruddin (Jelita, 2023) their qualitative research entitled Communication Strategy used by Students in English Learning teaching :A Discourse –Ethnographic Study found that the students used two types of communication strategy : Verbal and non verbal

communication strategy. The result of this study indicate that students used communication strategy to express certain intention, to master language competence and to master certain forms of strategic competence.

UNISBANK or University of Stikubank Semarang is a leading university in Central Java. It has specific tagline as Digital Youth Entrepreneurial University. This means that UNISBANK has been well experienced mainly in entrepreneurial affairs. This skill has been continuously been achieved from the subjects found in every department in UNISBANK Semarang. In order to realize this tagline the students have been prepared in such way that they have participated in some activities and subjects related to business concept , seminar, mentoring business, Business English : Marketing etc for semesters.

Based on the above background, the team may decide the following research questions that will be uncovered in this research. The detail research questions are as stated below:

1. How can the students overcome their problem in communication ?

2. What kinds of communication strategy they apply in their communication ?

Communication Strategy

Learners of English language are preparing themselves to able to speak in English fluently to communicate their idea to other people both in the classroom and outside the classroom. Eventhough they have forced themselves to do the communication well but sometimes they are not perfect. They sometimes find difficulties to convery ideas in their communication. In this case they need to apply communication strategy to overcome their weakness. There some definitions of communication strategy the first is from Tarone who states that communication strategy is a mutual attempt or two interlocutors agree on a meaning in situations where requisite meaning structures are not shared. (1980) Secondly, Stern (1980) gives definition that communication strategy as techniques of coping with difficulties in communication in a limited second language. In addition, Bialystok states (1990) that using communication strategies learners could resolve their linguistics problem and talk more comprehensibly. The last Dornyei (1995:50) also further defines communication strategy as a systematic technique used by the speakers to express their meaning when they face some difficulties.

In this research, the team **use Dornyei's theory** of communication strategy since this is the complete one among others. Furthermore in his theory it contains of message abandonment, topic avoidance, message replacement, circumlocution, appromixation , word coinage, use of non linguistic means, literal translation , code switching, appeal for help and time gaining strategy . The detail typology of communication strategy proposed by Dornye are as stated below:

Table 1 : Dornyei's Typology of Communication Strategies (Dornyei, 1995)

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1. Message abandoament - Leaving a message unfinished because of language difficulties.
2. Topic Avoidance - Avoiding topic areas or concepts which pose language difficulties.
3. Circumlocution - Describing or exemplifying the target object or action (e.g. the thing you open bottles with for corkscrew)

4 . Approximation - Using an alternative term to express the meaning of the target lexical item as closely as possible (e.g., ship for sail boat).

5   Use of all purpose words   -Extending general, empty lexical item to contexts where specific

words are lacking (e.g., the overuse of thing, stuff, make, do, as well

as using words like thingie, what-do-you-call-it).

6. Word Coinage   - Creating a non-existing L2 word based on a supposed rule (e.g.,

vegeterianist for vegetarian).

7. Use of non-linguistic means - mime, gesture, facial expression, or sound imitation.

8. Literal translation   -Using a L1 word by adjusting to L2 phonologically (e.g., with a L2

pronunciation) and/or morphologically (e.g., adding to it a L2 suffix)

9. Foreignizing   - Using a L1 word by adjusting to L2 phonologically (e.g., with a L2

pronunciation) and/or morphologically (e.g., adding to it a suffix).

10. Code Switching   - Using a L1 word with L1 pronunciation or a L3 word wit L3

pronunciation in L2).

11. appeal for help   - Turning to the conversation partner for help either directly (e.g.,

what do you call…?) or indirectly (e.g., rising intonation, pause, eye

contact, puzzled expression).

12. Use of fillers/ hesitation devises - Using filling words or gambit to fill pause and to gain time to

think (e.g., well, now let me see, as a matter of fact).

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The purpose of this study are to find out how the students use communication strategy in their role play and the most dominant types of communication strategy used by the students

RESEARCH METHODOLOGY
     Data Collection

In this phase, the researchers made observation and   recorded the students conversation in two   meetings. During the meeting, the students did role play as they given   instruction   by their   lecturer. The duration of their conversation was about 5 minutes . There were   14 pairs and they seriously did the roleplay .

After the   researchers recorded   the conversation then the data were   transcribed into text. This   would   of course ease the researchers   to do the   following step: identifying, classifying and   interpreting the data. As has been stated above that the subject of this research is the students who joined in the subject of Marketing Communication. In this subject they often acted in role plays and the data of this research is   their utterance during the observation.

The team collected the data during some meetings in one semester, in the subject of   Business   English   marketing Communication,   the   students   had   some opportunities   to play role   with his or her partner. The purpose of this role play was giving the students opportunities to practice communicating   their   product   to   the costumers. The duration of their role play was about 5 minutes . There were two topics taken for this research the first   is about ' English Course Package ' and ' Tour Package'. From these topics the team found a lot of data that were recorded by the team . Then the recorded conversation   from   roleplay   was   then

transcribed in order to be analyzed for the following step.

Unit of analysis of this study is the utterances produced by 15 group of students where they made communication during the process conversation in role play in the subject : Business English : Marketing communication in the even semester 2022/2023 in English Literature FHB (Faculty of Law and Language) UNISBANK, Semarang.

FINDING AND DISCUSSION
Data Analysis :
This research is classified as descriptive qualitative research. It can be stated that descriptive qualitative research is an approach to qualitative inquiry that focuses on describing and understanding phenomena in their natural setting without attempting to impose preconceived categories or theories. (Bodgan, R.C and Sari Knop, Blinken 2007)This method emphasizes detailed observation, exploration, and interpretation of participants' experiences, behaviors, and perspectives.

In this descriptive qualitative research, the team collected rich, detailed data through some methods such as interviews, observations, and document analysis. We then analyzed these data inductively, identifying patterns, themes, and categories that emerge from the data themselves rather than imposing predefined frameworks or theories. The aim of descriptive qualitative research is to provide a comprehensive, nuanced understanding of a particular phenomenon or issue, often with the goal of generating hypotheses or informing further research.

This approach is particularly valuable in exploratory studies, where little is known about the topic of interest, as well as in contexts where researchers seek to capture the complexity and richness of human experiences. As for who proposed this theory, it's challenging to attribute the concept of descriptive qualitative research to a single individual, as it has evolved over time within the broader field of qualitative

inquiry. However, scholars such as Robert Bogdan and Sari Knopp Biklen have made significant contributions to the development and promotion of qualitative research methods, including descriptive approaches. Additionally, researchers across various disciplines have contributed to the refinement and application of descriptive qualitative research methods in their respective fields.

The students as the subject of this research were from seven semester students. We could say that those students were unique and they were really different form their seniors, since they first came to this faculty as we were all in the pandemic situation. As a result they joint the class from the first up to the fifth semester in online mode. The fact proved that the learning process in online is really different from the offline mode. There were a lot of constrains found at that time such as lack of internet connection, the facility or gadget that support the learning process, home situation etc. In addition the learners' willingness to access the class also determined their successful in learning language through online mode. So the students of this group had different level of competence in their English language skills.

After the process of collecting data finished, the team identified the data then classified them into its category in this research the team both use the theories of Communication strategy proposed **by Dornyei (1995).**The team have found there 67 utterances identified as using Communication strategy as follows :

Message abandon ..

Topics Avoidance
The situation that the speakers used this strategy is because language learners may consciously or unconsciously avoid certain linguistic structures or topics that they find challenging. This can occur when learners lack confidence in using particular language features or when they anticipate difficulties in

communication. There are 7 utterances that the teams classified in this category that can be explained as follows :

Data 1

C : Yes, that's include the discount, **maybe I could make it into for   some hundreds thousand rupiah..** *for   each student, how about it?"*

The above turn shows that Citra wanted to explain the price for the English course package, she would make sure to her customer that the price is cheap enough but she forgot to mention the number such as three hundred and fifty thousand rupiah, she only remembered some hundreds as her communication strategy to maintain the interaction. So mentioning some hundreds thousand rupiahs is her communication strategy in her role play. She felt nervous during the roleplay.

Data 2 :

P: Oke, I agree with your schedule. **Can you tell me about the fees and any materials required?**

Re: Sure.   The   course   fee   is **800K/month, there are 8 meetings per month. We have 10% disc for your first payment.**

These two students also talked about English Course. Their conversation sounds fluent but then as the team listened many time to the recorded, it is found that these students also applied avoidance. The second speaker did not reply the last question.. any materials required ..This was her strategy to avoid to answer the last question from her partner. The last question needs more detail explanation even technical details related to the English course, that she is lack of vocabulary about the material in her English course it.

Approximation :

This communication strategy is widely used when the learners may use language structures or vocabulary items that are similar to the target forms, even if they are not entirely accurate. This strategy allows learners to

convey their intended meaning even if they lack precise linguistic knowledge.

Data 8

Ad : Apologize sir, we cannot add **destinations,**

This expression looks good but this speaker used incorrectly. This happened since this student did not have enough knowledge to apply it appropriately or maybe the speaker was nervous in this roleplay**.** The word apologize is not appropriate for this expression and use. But this strategy is effective used to maintain the communication ran well.

Data 9 :

P: What is the payment method?

Re: *You can* **payment** *via cash or transfer to a BCA account in Rena's name*

Both speakers could understand each other, eventhough each speaker did not use fullverb and actually she applied incorrect terms or vocabulary. But It seems the conversation run very good. Both speakers could continue the conversation into their goal.

Data 16

Ms Niken, may I ask first about which specific destination do you want to visit?

This student in this roleplay had said and asked many things to her partner..as found in the transcript actually the above data was the sixth turn of her but she still used the may I ask first about….before this turn she had had another sets of questions. Perhaps she thought that destination is the most important thing in her plan about making tour with the students and she has asked for many things and many times .

LITERAL TRANSLATION

This strategy is usually applied by the learners when he literally translating a lexical item, an idiom a compound word or structure from L1 to L2.

Data 17

you will feel the great experience to have conversation with stranger.

....

This student in their role play tried to make sure to the customer that her English course is the best one in town since the customer can practice their speaking English in special situation. The Institution would invite native speaker for the students to practice with. The student should say the native speaker or foreigner instead of the stranger. In this turn the student has done literal translation . In this case the student applied literal translation ' stranger' that she meant as *orang asing* that should be foreigner or native speaker. This happened as her lack of linguistics knowledge .

Negosiation –

This strategy is used when communication breakdowns occur, learners may engage in negotiation strategies to clarify or repair misunderstandings. This can involve asking for clarification, repeating or rephrasing their utterances, or using gestures and context to convey meaning.

Data 20

Ri : Yes, we offer a discount for 2 months subscription which only pays Rp.450.000 There is also a 5 % discount if you bring a friend to take the course with you

Jessica : Ups sorry… how much did you say for the discount ?

This student applied negosiation to clarify the message from her partner. In this case, she wanted her friend to repeat the information before, as she has not understood the meaning. She needed further the real number of 5 %.

Data 21

Al : We provide air conditioned and spacious bus for about …

Rp.1.000.000/day, so for three buses and four day trip it would cost about Rp.12.000.000. We consider that this price is still affordable for you and your students.

Devinda : Pardon me…how much is the total cost ?

This pair also conveyed meaning by applying negosiation strategy since the first speaker seemed giving longer explanation and it included the number, as a result the second speaker needed to clarify and repeat his explanation. In general this group could maintain the communication until the reach the goal.

Code Switching

This strategy is used when the learner directly switch the code from L2 to L1 due to his or lack of appropriate vocabulary.

Data 23

A: the destinations we offer are only the Borobudur temple and desa bahasa borobudur. No more maaf…

In this turn the students applied code switching. The word apologize has been applied in early sentence to say that he did not have the right choice or service to the customer. Then she underlined the destiny by saying **desa Bahasa ..** and **'maaf'** at the end of her utterance

Data 24

N: For our destination there are several places we will visit, such as Gedung Sate, Pasupati Bridge, Bosscha Observatory, M 59 factory and … Lembang high land yup…sambil pulang Semarang. At the end of the trip ya. ….

The above turn was delivered by Male student who acted as tour agent explaining the tour destination to his customers. He tried to assure the benefits of this package within such cheap price they could reach many destination but the he forget the riel term for certain destination, as a result he applied code switching as his communication strategy to convey his meaning

Data 25

Tour : yes mam. you need to provide a 50% deposit first its Rp 22.000.000 and pay in full before the departure.

Cu : alright I'll pay it… ow… wait asuransi is that included ?

....

This pair also talked about the tour that would be arranged for the students from certain school, after the tour agent explained many things related to accomodation and destination, the customer agreed and would pay the deposit. He suddenly remembered about insurance (as usually found in any journey) and as he did not remember the word in English he switched into Indonesian word..

Appeal for assistant :

The learners applied this strategy when they turning to conversation partner for help directly (example :rising intonation, pause, eye contact, puzzle expression)

Data 26

Tour : alright, ma'am. you can transfer to 0865779894335 BRI under the name of Arbi Gilang. please confirm after making the payment.

Cu :ow ups sorry repeat your bank account number please … I missed 2 numbers..

Dealing with sets of number is a difficult thing for the students. It is as found from the above data that the speaker applied appeal for assistant strategy to solve his problem when dealing with number.

Hasitation and gambit :

This strategy is widely used when the learners use gambit to give response to other and to continue their communication.

Data 27

G :OK, but will the price of the package change if I take it in March next year?

Based on the observation and transcription, it is obvious that this utterance apply gambit at stated by Murcia as one of the communication strategy. In this utterance the speaker stated OK to response the former utterance stated by his partner in this role play.

Data 28

G : Ah I see that's interesting, and then What about the hotels provided?

This speaker also applied gambit **' I see"** as his respond to the former utterance as stated by his partner. This shows that this speaker agree about the information eventhough he continued his utterance with another question.

Data 31

Ri: Ok, deal. Thank you for your cooperation.

The second speaker finally used gambit to show his last respond to the former utterance as well showing that the conversation could be ended with a deal to arrange journey for the customer's institution. Finally he thanked to his customer .

Data 32

Okay miss, we will send you the confirmation via email then, thank you for contact us, see you on the class.

The second speaker finally used gambit ' okay miss" to respond the former utterance as well to show that she agreed with some request of her customer then she ended the conversation while giving a hope to her customer.

Filler –Time gaining

This strategy is widely used when the learners use filling words and gambit to gain time to think to continue their communication. In other words they make a break to think and to cope with their difficulties and nervous

Data 33

Man : "Alright mam. May I know for how many students you enroll for?"

Cu : well… yeah… umm about 43 students

The above data prove that the student use filler to respond her friend ' s question…. In order to get the correct number ..she used filler … while counting the number of the students she would enroll in English course institution.

Conclusion :

The students of English literature who have learned English for many semesters still have difficulties in their role play to practice in Business English marketing communication.

In order to finish their roleplay better they apply some communication strategy. Most of the pairs in the class of Business Marketing Communication often used communication strategy to cope with their difficulties in their roleplay. The most communication strategy used were approximation (9), avoidance (7) and Hesitation /gambit (5). Meanwhile negosiation, code switching, literal translation, hesitation/gambits and time gaining /filler have been used for 3 times by the students.

The purpose of applying communication strategy were overcoming their difficulties, to express certain intention, to master language competence and maintain the communication with his partner .

Suggestion

The students should not feel worried in practicing their speaking skill. As they do not really have such a good competence in speaking English, they should practice a lot, fluency can be gained by applying communication strategy in their communication

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HALAMAN INI ENGAJA DIKOSONGKAN