THE IMPLEMENTATION OF COMMUNICATION STRATEGIES IN THE ENGLISH SPEAKING CLASS OF THE EIGHT GRADE STUDENTS OF SMP 1 SLEMAN

A THESIS

Presented as Partial Fulfillment of the Requirements
to Attain the Degree of *Sarjana Pendidikan* in English Education Department
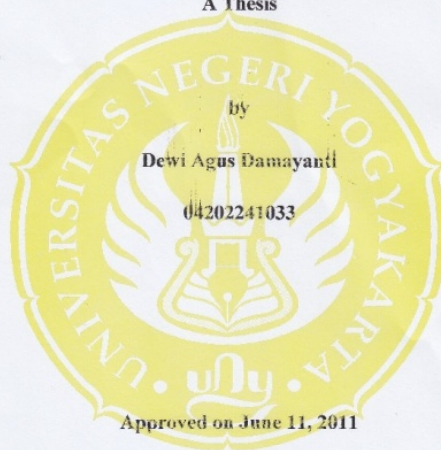

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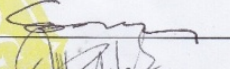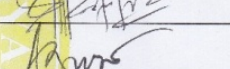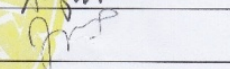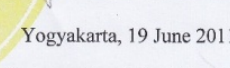
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RATIFICATION

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A Thesis

Accepted by the board examiners of Languages and Arts Faculty, Yogyakarta State University on 18 June, 2011 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* degree in English Language Education.

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar di kemudian hari, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2011

Peneliti

Mottos

"Read! In the name of thy Lord and Cherisher, Who created- Created man, out of Clot: Proclaim! An thy Lord is Most Bountiful, He who taught (the use of) the pen,-Taught man that which he know not." (The Clot 96 1-5)

"Allah will exalt those of you who believe, and those who are given knowledge, in higher degrees". (Al-Mujadilah : 11)

"Be a learned human being or be a learner, or be a listener of knowledge or be a person who loves knowledge, but don't be the fifth person, the result is that you are in loss and lost"

(Al-Hadits)

"Education is about opening the door for our children, and giving them hope and opportunity. It's more than filling the hole with knowledge, it's about burning the spirit of our young generation" (Lee Hsion Loong, the former minister of Singapore)

"I left the well house eager to learn. Everything had a name, and each gave birth to a new thought. As we returned to the house, every object I touched seemed to quiver with life". (Hellen Keller)

"When there is a big power, there comes a great responsibility".

(Ben Parker)

"To finish the impossible things, give it to the enthusiastic woman". (Vickie L. Milazzo)

*"**D**edication, **E**nthusiasm, **W**ish, **I**nspiration."* (D-E-W-I)

I dedicate this work for the young generation

spending their age by contributing what they have

for the sake of society and country

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I realize that this thesis is far from being perfect since there are limitations in it. Therefore I will welcome for criticism and comment.

Yogyakarta, June 2011

The Researcher

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List of Abbreviations

ETL: English Teaching and Learning

SMP: Sekolah Menengah Pertama (Junior Secondary School)

CSs: Communication Strategies

ISS: International Standard School

LKS: Lembar Kerja Siswa (Students' workbook)

EFL: English as a Foreign Language

TV: Television

PP: Peraturan Pemerintah (government's regulation)

KTSP: Krikulum Tingkat Satuan Pendidikan (School-based curriculum)

L2:   Second language

L1:   Mother tongue language

MTs   Madrasah Tsanawiyah

NNS: Non Native Speakers of English

CNN: Cable News Network

BBA: British Broadcating Corporation

LPIA: Lembaga Pendidikan Indonesia Amerika (Indonesia-U.S. Institute of Education)

The Implementation of Communication Strategies in the English Speaking Class of the Eight Grade Students of SMP 1 Sleman

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Abstract

This study aimed at finding what types of communication strategies, how and why those strategies are implemented in English speaking skill of class VIII A of SMP 1 Sleman. This class is a bilingual class where the students also get E nglish input from Mathematics and Science class.

This research involves the students of Class VIII A, four students were chosen to be the interviewees to get a deeper data about the implementation of communication strategies in this class. The data were obtained by observing the teaching and learning process which focused on speaking class, interviewing the students in Class VIII A, and conducting oral interview tasks with the class VIII A students. The instruments used for collecting data were a video camera, a tape recorder, a camera, an observation sheet, interview guidelines and oral interview tasks. The data were in the form of field note, interview transcripts, oral interview transcripts, photographs, audio visual data, and audio records. The data to be analyzed were taken from the field notes, interview transcripts, and oral interview transcripts.

The results indicate that various types of communication strategies were implemented by the students in their speaking class. The research findings also reveal that the students implemented these communication strategies in appropriate and inappropriate ways. The resource-deficit problem is the main reason why students employed the communication strategies

Key words: communication strategies, speaking, communicative competence

CHAPTER I

INTRODUCTION

A. Background to the Study

There is no doubt that English is the most widely spoken language in the world today. It has been a central access in the global communication, trading, business, knowledge, technology and culture. Furthermore, it can measure how far the development of one society, nation, or civilization from the use of its language. For this reason, English has become a compulsory subject to learn in almost any levels of education in Indonesia.

In Junior High schools, the ETL process is targeted to enable students to gain functional literacy; that is the ability to communicate both in simple oral and written English to deal with the daily life activities, such as understanding manuals, asking or giving information, apologizing, etc (Depdiknas, 2006:2003). Therefore the emphasis is on developing students' four language skills; listening, speaking, reading, and writing.

Since English is a foreign language in Indonesia, it takes many efforts to achieve the target. Both the teacher and the students need a lot of exposures of the target language and many opportunities to use it. In relation to the language learning at secondary levels, the researcher found that the learning process emphasized on language knowledge not language skills.

Similar to that, in speaking, the learning system tends to direct students to understand some expressions or how to make a good dialogue without giving

them enough time and opportunities to speak in English. Because they do not have enough time and opportunities to practice English, the students tend to be shy or less confident when they are ordered to speak English. Since English is not their mother tongue, they will feel anxious, because they are afraid that they pronounce the words in the appropriate way. Or even if they pronounce the words correctly, they also might feel shy, because the pronunciation sounds different from their mother tongue. Giving much attention to their performance also makes them forget what they want to say in English.

The old proverb says to give a fisherman a hook not a fish. In this area, it means that teachers must teach students the strategies to overcome those problems by themselves and do not give instant solutions to solve those problems (telling them the appropriate pronunciation; telling them how to call a certain word in English, etc). The strategies that help the students expose their English speaking skill are communication strategies (CSs). These strategies may help students boost their confidence and take risks while speaking English. Instead of thinking about their performance while speaking English they will be more focused on how to keep on using the language in communicating with others. It may enable students to know how to compensate for their lack of language knowledge during the communication process.

Many researchers have found that students who can exploit the strategies, both the learning and communication strategies, they will become successful learners. So, the CSs will occur in a classroom interaction where both of teachers

and students have a sufficient competence about English. Furthermore, students are given many opportunities to expose their English.

The Directorate General of Elementary and Secondary Level of Education of Ministry of National Education through a letter numbered 1895/C3.3/SK/2008 has decided that SMP 1 Sleman as one of the schools which is going to be developed into International Standard School (ISS). One of the reasons is because both the teachers and the students are qualified. The students' recruitment is competitive. The students who entered this school come from the favorite elementary schools in Yogyakarta. Although the school does not have an authority to select teachers, but the teachers there must increase their knowledge and skills of teaching, because they teach good qualified students. The students who have good proficiency in English are selected to become students of bilingual classes. Class VIIIA is a bilingual class. It means that they will learn English through mathematics and science in addition of their regular English class. So, the students will have more opportunities to get more English input. The students may also have broader chance to expose their English. The CSs has been applied in grade VIIIA of SMP N 1 Sleman.

B. Identification of the Problems

From the background of the study above, it can be identified some problems that occur in the English teaching and learning process, especially in speaking. The problems identified were closely related to the teacher, the students, the materials and media, classroom management, and the learning evaluation.

The first problem is related to the teacher. In Indonesia, the English teachers frequently use *Bahasa Indonesia* in the English classroom. Because they teach knowledge they think that the students will understand more if he/she explains in *Bahasa Indonesia*. The effect is that the student will get less input of oral English.

On the other hand, the Indonesian education culture is still influenced by teacher-centered approach, which means that the teacher dominates the class. It has consequences. First, if the teacher as the dominant part uses *Bahasa Indonesia* in English classroom, then the students, of course, will tend to use it, because their teacher does so. The teacher-centered approach only gives a little opportunity for the students to speak and say their opinion. It does not give them enough practice to speak in English.

The second problem is the students. Indonesian students still have problems in their English speaking ability despite of several years of learning English. According to Weerarak (2003) who found the speaking problems of Thai learners, which may also be discovered in Indonesian students, the problems in speaking can be classified into two main types: the lack of grammatical knowledge and/or vocabulary limitations and the lack of self-confidence in using English. When the students do not know the vocabulary or structure to use, they will leave the message unfinished and avoid talking about the topic. In addition, they are too shy to speak English and they lack confidence in speaking English although they have studied English for a long time. Sometimes, when they feel nervous, they forget what they want to say in English.

The third problem is related to the use of media and materials. There is no language laboratory. So, if the teacher needs to play a recorded material to teach listening, he/she needs to bring a tape recorder to the classroom. So, he/she rarely uses the cassette recorder in his/her teaching. It impacts the portion of listening activities in ETL. Less input in listening will influence the students' production in speaking. Related to materials, they were textbook and LKS for the teaching resources. The textbook used was "Let's Talk" published by Pakaraya Pustaka and "English on Sky" published by Erlangga. The teacher combined these two books and LKS in his/her teaching.

The fourth problem is related to the classroom management. There were 28 students in class VIIIA. Most of the students, especially the boys, were very active in having their own conversation and making noises, but they were also actively involved in the teaching and learning process. As a result, the teacher often intentionally gave attention only to the noticed, clever and nice students. But sometimes, he/she paid attention to the others by asking/inviting them in front of the class to finish tasks. The classroom design was also arranged in an old-style. The teacher desk is in front of the class, in the left corner. The students' desks were designed into columns and rows. There were four columns, each column contains of five rows. This classroom design is not efficient for the teaching and learning process because the teacher can not access all of the students.

And the last problem, In Indonesia, the learning evaluation are paper-based which mostly only test the cognitive areas. Consequencely, the students only think about how they can answer all of the questions in an examination.

Often, they take many courses to help them succeed in answering questions. In SMP 1 Sleman, there is an *"Ulangan Sabtu Bersama"* which was held every Saturday to test how far the students have mastered the materials. English is one of the subjects included in this test. This paper-based evaluation shifts the students' attention from how to master English skills, how to communicate through it, to how to be successful in answering the examination questions.

C. Limitation of the Problems

The researcher will eliminate some problems and focus on the implementation of communication strategies in English speaking class of VIII A of SMP 1 Sleman. This step will help the researcher focus on those phenomena so the result will be more optimal.

D. Formulation of the Problems

Based on the background and the limitation of the problems presented before, the research problems are formulated as follows:

1) What kinds of communication strategies are used in the English speaking class of VIII A of SMP 1 Sleman?

2) How are those kinds of communication strategies implemented in the English speaking class of VIII A of SMP 1 Sleman?

3) Why are those kinds of communication strategies implemented in the English speaking class of VIII A of SMP 1 Sleman?

E. Objective of the Study

In relation to the formulation of the problem, the objectives of the research are to find out what kinds of communication strategies are used in English speaking class of VIII A of SMP 1 Sleman, how those kinds of communication strategies are implemented, and to discover the reasons why those kinds of communication strategies are implemented in that class.

F. Significance of the Study

In my opinion, this study will give benefits to these following:

1) Theoretically

The result of this research will give contribution to scientific knowledge about the implementation of communication strategies in Indonesia.

2) Practically

    a. For the English teacher of grade VII SMP 1 Sleman, it is expected that the research could be used as a means to reflect or evaluate their speaking skill because the teacher still plays a major role in giving the input to their students.

    b. For the students in Class VII A of SMP 1 Sleman, it is expected that the research processes and findings can help them to realize that to become successful language learners need strategies.

    c. For other researchers, it is expected that the research findings can give some inputs to their research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWROK

A. Literature Review

1. English Teaching and Learning in Junior Secondary School

a. English as a Foreign Language

English may have different roles in different countries. There are some debates about the term of "second" and "foreign". Some linguists argue that languages are divided only into first/mother tongue language and second language. Others say that instead of those two classifications, languages also can be classified as a foreign language. Brown (2001) gives clue how to distinguish terms second and foreign language by thinking of what is going out in the outside of classroom door. If the students hear the language in hallways, out on the sidewalks and in the store, Brown considers this as a second language. On the other hand, when the students do not have ready-made contexts for communication beyond their classroom, Brown states this as a foreign language context.

In line with Brown, Robbinet says that the term EFL is often used by practitioners to refer to English taught to non-English speakers in situation where it is not the primary language. From the definition above, we may conclude that English is a foreign language in Indonesia because Indonesians do not use English either in their daily life or in the formal situation. It is also a language belonging

to another nation which the native speakers are far away in their country and it is not spoken as a mean of daily communication.

b. Learning English as a Foreign Language

There are many definitions about learning. A search in contemporary dictionaries reveals that learning is "knowledge which is got from reading and studying". Kimble & Garmezy (in Brown: 2000) give more specialized definitions might read as follows: "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice."

Conditioning or Behaviourist theory views learning as a change in form or frequency of behavior as a consequence of environmental events (Schunck: 2009). In another page, Schunk (2009: 519) wrote that Cognitive theory views learning as the acquisition of knowledge and cognitive structures due to information processing. Different from that, constructivism states that learning takes place in context and that learners form or construct much of what they learn and understand as a function of their experiences in situations.

Brown (2000: 7) breaks down the components of the learning definitions as follows:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

These theories of learning influence the way we consider learning English as a foreign language. Learning English as a foreign language is a long and complex undertaking. Brown (2000: 1) warns that the whole persons are affected as they struggle to reach beyond the confines of their first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Furthermore, Brown explains that total commitment, total involvement, total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second/foreign language. Still in the same page, Brown says that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.

In learning EFL, of course, the students are not immersed in English surroundings. English is learnt as a school subjects in school same as other subjects in the daily learning schedule. As a result, the students in non-English environment have limited opportunities to practice the language in an outside of classroom. Pinter (2006: 32) says that they do not have clear motivation and immediate need to use and learn English.

Among those difficulties arise a question "Can students learn English in an EFL setting?" The answer is absolutely "yes" because many people have done so (Brown: 2000). Cameron (2001: 11) lists two central characteristics of foreign language learning. The First is the amount of the language exposure and the second is the type of the language exposure. Since, English is a foreign language in Indonesia; students have very little opportunities to get in touch with English. Mostly, they only use and practice English inside the classroom. What it

means by the type of language exposure is that the teacher should provide many samples of language exposure in different context. For example: How we greet people in English, how we express our condolences and sympathies, how we write an application letters in English, etc.

So, based on this limitation, that most of the students only get English input in their classroom and school, it is a teacher's role to make sure that the students get enough English input. Instead of that, the teacher also gives enough opportunities to expose students' skill. It can be done through students and the teacher interactions, classroom activities, classroom instruction and others.

c. Teaching English as a Foreign Language

Teaching cannot be defined apart from learning (Brown: 2000). Brown says that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The understanding of how the learner learns will determine the philosophy of education, the teaching style, the approaches, methods, and classroom techniques. Brown gives an example, if someone views learning like B. F. Skinner, he/she looks at learning as a process of operant conditioning through a carefully paced program of reinforcement, he/she will teach accordingly.

Furthermore, Brown emphasizes his opinion about a theory of teaching. A theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to find out successful procedures on a given day for given learners under the various constraints of the

particular context of learning. In other hand, Brown states that the theory of teaching is the theory of learning "stood on its heads."

1) In a different book, Brown (2001:117) lists some guidelines to help the teacher compensates for the lack of ready communicative situations outside the classroom in EFL context Use class time for optimal authentic language input and interaction.
2) Don't waste class time on work that can be done as homework.
3) Provide regular motivation-simulating activities.
4) Help students to see genuine uses for English in their own lives.
5) Play down the role of tests and emphasize more intrinsic factors.
6) Provide plenty of extra class learning opportunities, such as assigning as English-speaking movie, having them listen to an English-speaking TV or radio program, getting an English-speaking conversation partner, doing outside reading (news magazine, books), writing a journal or diary, in English, on their learning process.
7) Encourage the use of learning strategies outside class.
8) Form a language club and schedule regular activities.

Although teaching English in an EFL context is not easy. But there are many things that can be done by the teacher like what Brown has listed above. The teacher may also share with the students about the importance of English for their future to arise their motivation in learning English. Because English is a *lingua franca* means that English is used by the people who have different mother tongue language to communicate to each others. In this globalization era, we are not only competing in business, trading, education with people in our country but also with people around the world.

d. ETL at Junior Secondary School

English has been learnt in any level of education in Indonesia, including in the Junior Secondary Schools. Based on the PP no.19/2005 about the National Standard of Education, English is considered as a compulsory subject to be learnt in *KTSP (Kurikulum Tingkat Satuan Pendidikan)* for SMP/MTs. Moreover, it is also one of the subjects included in the national examination in the junior secondary level. Thus, English is a very important subject to be learnt, not only to prepare the Junior Secondary School students for higher levels of education, but also to graduate from the Junior Secondary School.

According to *Permendiknas No. 22/2006*, the ETL process in the Junior Secondary School is targeted to enable students to gain the functional literacy; that is the ability to communicate both in simple oral and written English to deal with the daily life activities, for examples understanding manuals or procedure texts, reading newspaper, etc (Depdiknas, 2006: 322).

Ministry of National Education lists three purposes of ETL in Junior Secondary School (Depdiknas, 2006: 328). First, developing communicative competence both in oral and written to achieve functional literacy level. Second, having an awareness of the essence and the importance of English to increase the national competitive power in global society. Last, developing the students' understanding about the connection between language and culture.

Furthermore, The Ministry also mentions the scope of ETL in Junior Secondary School (2006: 328). It is divided into three categories, as follow:

1) Discourse competency, competency to understand and/or to create oral and/or written text which is relevance with four language skills, listening, speaking, reading and writing integrated one another to achieve functional literacy level.

2) Ability to understand and create various kinds of short functional texts and monologue essays in form of procedure, descriptive, recount, narrative and report. The level of teaching materials appears in the using of vocabulary, grammar and rhetorical steps.

3) Supporting competency, linguistic competence (using grammar, phonetic order, written order), socio-cultural (using expression and speech act accepted for communicational context), strategic competence (solve the problems which may appear during the communication process with various ways so, the communication keeps continuing), and discourse framer competence (using the elements of discourse framer).

2. Teaching Speaking in Junior Secondary School

a. The nature of Speaking

According to Brown & Yule (1983) in Nunan (1989: 26), the nature of spoken language is that it consists of short, often fragmentary utterances, in a range of pronounciation. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Furthermore, they point out that the loosely organized syntax, the use of non-specific words and phrases and the use of filters such as 'well', 'oh', and 'uhuh' make spoken language becomes less conceptually dense than other types of language.

b. Speaking Skills in EFL Learning

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understandings with other people using a foreign language, one needs to pay attention to precise details of language. He/she needs to find most appropriate words and also the correct grammar to convey meaning precisely and accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001:41).

It needs a lot of practice to be able to speak fluently in a foreign language. According to Pinter (2006: 55), speaking practice starts with practicing and drilling set phrases and repeating models. It can also mean communicating with others in situations where spontaneous contributions are required. So, fluent speakers have to learn not only about the language but also appropriate things to say in certain situations. It is difficult and lengthy process to master all the sub-skills.

Accordingly, in the EFL teaching learning process, the teacher should not burden over demanding tasks to the students just for the sake of fluency and accuracy. Fluency and accuracy are the result of hard and long process of learning. The teacher should direct and help students to achieve the competencies needed, but it must be done step by step based on the students' level. Even sometimes, the process it self may run very slowly and gain very small increase. But, the most important thing is that the students learn something during the process.

1) Elements of speaking

There are some elements necessary for spoken production. Some of them are as follows:

a) Different speaking events

Thornbury (2005: 13-14) suggests various dimensions of different speaking vents. First, he explains that there are two main purposes speaking in general: transactional and interpersonal functions. Transactional function has the main purpose to convey information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relation between people.

Then, he continues that whatever the purpose of the speaking events, it can be characterized as interactive or non-interactive. The conversation that takes places when we buy things in the market is interactive, whereas leaving a message on an answering phone is non-interactive.

Finally, speaking can be differentiated as planned and unplanned. A lecture or wedding speeches are both planned-speaking, whereas a conversation that takes place spontaneously when one bumps into someone else on the street is as unplanned one.

b) Conversational strategies

Thorbury (2005: 14-15) calls conversational strategies as discourse competence. It is related to knowing how to organize and connect individual utterances, as well as how to map this knowledge on the turn taking structures of

interactive talk. Harmer (2007: 344) puts some points for the conversational strategies as follows:

(1) Conversational rules and structures

Here, he takes Dörnyei and Thurell's categories of discourse (1994: 42-43) such as conversational openings (*How are you? That's a nice dog*!), interrupting (*Sorry, to interrupt, but…*), topic shift (*Oh, by the way, that reminds me, …*) and closing (*It's been nice talking to you …).*

(2) Survival and repair strategies

In order face-to-face conversation to be successful, students need to be able to use survival and repair strategies, such as various formulaic expressions. Some examples of them are greetings, routines, classroom language, asking permissions, communication strategies.

(3) Real talk

It is important, if possible, to expose the students not only the kind of questions that are commonly found in the course books, but also real-life talk language in the real-life use. Students need to be aware of what real conversation looks like.

(4) Functional language, adjency pairs and fixed phrases

In teaching and learning spaking, students need to be aware of fixed phrases or lexical chuncks such as Would you like a …?; and adjency pairs such as when someone says Nice day isn't it? They expect a paired respond such as Yes, it is, etc.

2) Obstacles in learning the speaking skills

David and Pearse (2000: 82) state some difficulties in learning speaking in a foreign language as quoted bellow:

a) Students may worry about producing utterances with many errors or oddities in them, especially when they have to speak in front of large group of people.
b) It is sometimes hard to understand non-native speaker with his strong regional accent.
c) Speaking takes place in 'real-time'. Thus, speakers do not have time to construct their utterances carefully; whereas in real conversation, they have to understand what other person is saying, say what they want when they get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is a long pause.

Related to the obstacles in learning speaking, Thornbury (2005: 39) breaks the learner-speaker difficulties into three main areas:

a) Knowledge factors: the learner does not yet know aspects of the language that enable production.
b) Skill factors: the learners' knowledge is not automated to ensure fluency. As a result, there may also be:
c) Affective factors: such as lack of confidence or self consciousness, which might inhibit fluency.

c. Speaking Skills for Junior Secondary Schools in Indonesia

The Ministry of National Education in Indonesia aims the English teaching and learning process to develop four skills (reading, writing, listening, and speaking) so that the alumni are able to communicate and make a discourse in English in a certain literacy level. According to Wells (in Depdikas, 2006: 327), there are four levels of literacy: performative, functional, informational and epistemic. In a performative literacy level, people are able to read, write, listen,

and talk in those certain symbols. In a functional level, people can use language to fulfill the daily needs such as: reading a newspaper, manual or instructions. In the informational level, people are able to access knowledge through language skills. In the epistemic level, people hopefully to express knowledge in target language.

The English learning and teaching process in Junior Secondary School is targeted the students to be able to attain for the functional level of literacy. It means that the students will be able to communicate through spoken and written language to solve the daily problems.

According to Permendiknas No. 23/2006, the alumni-competency standard (*Standar Kompetensi Lulusan*) for the English speaking skills for Junior Secondary Schools is as quoted below:

"Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional sederhana, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, dan report dalam konteks kehidupan sehari-hari."

"(Expressing meaning orally, in the simple interpersonal and transactional discourses, formally or informally, in the forms of recount, narrative, procedure, descriptive, and report, in the daily life contexts). "

Especially in speaking, the alumni of Junior Secondary School are targeted to be able to express meaning in a spoken language.

d. The characteristic of the Students

Generally, In Indonesia, Junior Secondary Schools students are those students in the range of age 12-14 years old. Though there are some debates in distinguishing terms "teenager" and "adolescent", in this study, we use this term interchangeably. In this early age of puberty, teenagers experience with physical and intellectual growth. This range up to 17-18 years old is embraced under the term "teenagers" or "adolescent".

1) Physical Growth

Puberty is a process of the physical changes that makes an organism reaches the stage of a mature reproduction. Almost every organs and body system are influenced by this changing. The children who deal with early puberty will have a different look from others who reach in the end of puberty age because of their height, body proportion, and the primary and secondary sexual development.

The problem is how they adapt with all of these differences. Physical coordination and activities such as their height, weight and appearance should be adjusted these changing. A new body should be integrated into an existed self-image. New habits should be learnt and developed. As teenagers who become adults in their appearance, they find themselves acting as mature persons without view their emotional, intellectual and social aspects.

2) Cognitive Development

Beside they experience with their physical changes, teenagers also experience with their brain and the function of their brain. According to Piaget

(Djiwandono: 2006), teenagers' age is a step of transition from operationally of concrete thinking into operationally of formal thinking. Teenagers start to realize their limitations of their thinking. They try to solve these limitations through evaluations, complex problem experiences, formal education demands, and exchange their opposite ideas with a group of teenager.

3) Social-emotional development

Teenagers' feelings and emotion are become very sensitive so it's become unstable. Stanley Hall, In Rumini (1993: 37) defined this as "a storm and stress". An early stage of teenager pounded by turbulences, so their behaviors and actions are fluctuated. The teenagers' psychosocial duty is to create a felling that Erikson called as "ego identity" (Djiwandono, 2006: 101). This is usually depended on several activities:

1) They place big attention to how another people respect them

2) They search for something happened in the past

3) They act based on their feeling and express their beliefs and opinions.

In line with Hall, Harmer (2007: 83) states that adolescents are often seen as problem students. They are on stage of searching for identity and self esteem. They need to feel good and comfortable about themselves. They have an acute need for peer approval and are extremely vulnerable to the negative judgment of their own group. In conclusion, Brown (2001: 92) called this age as an age of transition, confusion, self-consciousness, growing and changing bodies and mind. The characteristic of the students above will lead some difficulties in learning language, especially speaking, like; students may be worry about producing

utterances with many errors or oddities in them, especially when they have to speak in front of groups of people (David and Pearse, 2000). They need to feel confident and comfortable.

e. **The role of the teacher**

A crucial part of teacher's job when organizing speaking is to make sure that the students understand exactly what they are supposed to do. This involve giving clear instructions and, where appropriate, demonstrating the activity with a student or students so that no one is in doubt about what they should be doing. Harmer (2007: 347-348) gives particular relevance of teacher's role in order to help students in speaking activity as follows:

a) As a prompter; the teacher gives help to and supports the students by offering discrete suggestions without disrupting the activity done by the students.

b) As a participant; the teacher and the students may talk together communicatively as near-equal participants. It means that the teacher can joint the activity but still under the term of scaffolding.

c) As a feedback provider; the teacher has to be tactful in giving appropriate feedback in a particular situation. Helpful and gentle correction may get students out of difficult misunderstandings and hesitations.

David and Pearse (2000: 127) also explain some roles of the teacher, especially in managing the class. Those are follows:

a) Presenting new information, control accuracy practice from the front, and make sure that as many learners as possible participate in the class and that most errors are corrected.
b) Organizing and facilitate lockstep fluency and skills activities from the front, encouraging voluntary participation and ignoring most errors.

    c) Monitoring individual, pair, or group activities, moving around among the learners and helping and encouraging them.

    d) Informing the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback.

There are many roles of the teacher, indeed, but the crucial point to consider is which roles will be prominent to be applied in the classes depends on many factors such as culture, context, type of the discourse, the students' level and characteristics, etc.

4) Communication Strategies

a. Communication Strategies as Strategic Competence

According to Canale & Swain's well known framework (see figure 1), communicative competence consists of four sub-competencies: linguistic, sociolinguistic, discourse and strategic competence (Manchon, 1999). Manchon stated that the first three involve knowledge of the language code, sociocultural-constraints and rules guiding the use of the language code and the rules of discourse necessary to produce coherent and cohesive message, respectively. While, strategic competence involves the ability to use problem-solving devices as an effort to overcome communication problems derived from lack of knowledge in any of the other sub-competencies.
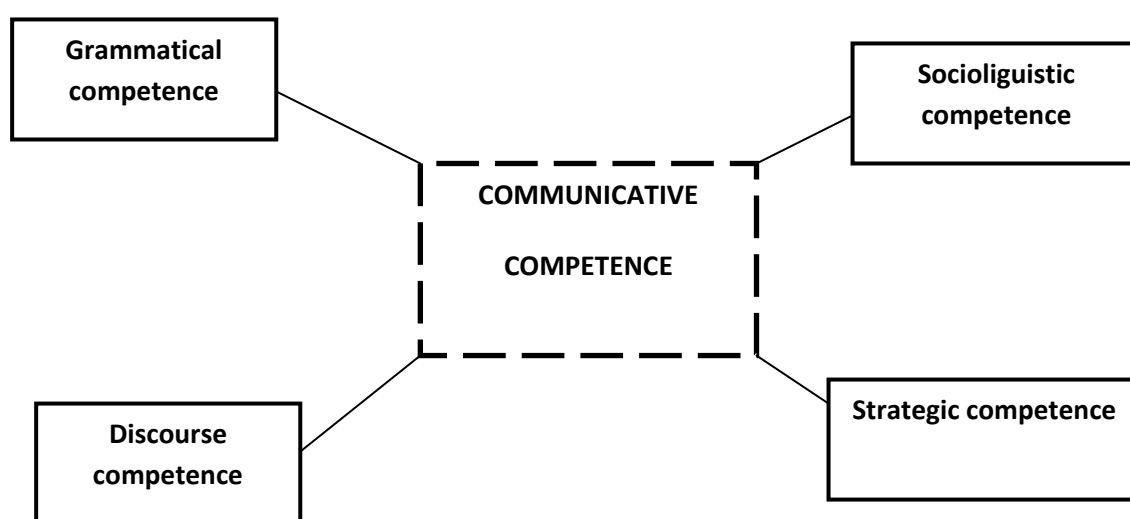
Figure 1. **Communicative Competence framework of Canale & Swain**

taken from Manchon (1999)

Dörnyei & Thurrel (1991), Manchon (1998) Tarone (1984) and Willems (1987) explicitly argue that one of the aims of foreign language (L2) teaching should be the development of the students' use of CSs as a way of enhanching their communicative competence (Manchon: 1999). In Tarone's view, each component of communicative competence ought to have a place in the foreign language classroom because "a student who has failed to develop competence in

any of these components can not be truly said to be proficient in the foreign language." (Tarone, in Machon: 1999).

Strategic competence is composed of mastery of verbal and non-verbal communication strategies. Manchon (1999) stated that the underlying assumption is that neither the awareness of strategies nor their successful implementation is a necessary off-shoot of language teaching, unless an effort is made to draw the learner's attention to this particular component of his/her communicative competence.

Furthermore, Manchon stressed Tarone and Willems opinions that, in contrast with naturalistic theory, classroom learners cannot simply learn by "doing" given that the foreign language classroom is not by its very nature the ideal scenario for learners "to engage naturally in a variety of communication situations" that would allow the implicit development of their strategic competence.

b. Definitions of Communication Strategies for Present Study

While there is no complete agreement on the definition of CSs, there is a general agreement the key function of CSs is to deal with communication difficulties or breakdowns. A review of literature in the CS field reveals that two major defining criteria of CSs are problem-orientedness (problematicity) and consciousness.

Problematicity is considered as the most basic feature cited in the definitions of CSs. According to Bialystok (Kongsom: 2009), problematicity

as a criterion for defining CSs refers to "the idea that strategies are used only when speaker perceives that there is a problem which may interrupt communication". This criterion of problematicity becomes the key feature of strategic language behavior and is included in definition in most CSs studies. However, Dornyei and Scott (Kongsom: 2009) argue that "problem orientedness in general is not specific enough, it leaves undefined the exact type of the problem, an area where various approaches show considerable divergence". That is, initially "problem" often refers to resource deficits or gaps in speakers' knowledge preventing them from getting the message across (Kongsom: 2009). The focus on criterion of problem only does not cover or reflect the name given to these language devices or "communication strategies". Therefore, many researchers suggest extending the term to cover the other three types of communication problems. The first type, namely, "own performance problems", copes with the speaker's realization that what he/she said is not correct or partly correct. This involves various kind of mechanism like self repair, self-rephrasing and self-editing. The second type of problem is "other-performance problem" which deals with the speakers' perception of problems in his/her interlocutor's speech. This phenomenon is associated with various kinds of meaning negotiation strategies. The last type of problems, "processing time pressure", refers to the speakers' need for more time to get message across. Dornyei & Scott (in Kingsom, 2009: 20) stated that this problem involves strategies such as filters, hesitation devices and self-repetitions. Thus these three types of communication problems are more specific and valid since they cover

the exact type of problem in defining CSs.

Since "strategy" is a plan that is intended to achieve a particular goal, consciousness has been considered as the second criterion for defining CSs. However, Bialystok (Kongsom: 2009) claims that consciousness is implicit in all the proposed definition of CSs. She excludes the criterion of consciousness as defining criterion of CSs. She did not find evidence to support the claim that the learners were aware of what strategies they have used. She further explains that speakers can make a choice when they communicate. For instance, they can use "pen" or "ballpoint" to refer to the same thing. Thus, the learners make a choice but not "the conscious consideration" (Kongsom, ibid: 20). She then suggests the third criterion "intentionally" which refers to the learner's control over a repertoire of strategies so that particular ones may be selected from the range of the options and deliberately applied to achieve certain results". It is clear from this criterion that the learners have some control over their strategy use. They may select or make a choice from the range of strategies to cope with their communication problems.

In the current study, CSs were coded in students' speech and conversations, so the degree of consciousness associated with students' speaking performance was mostly implicit and un-knowable. For the purpose of this research, communication strategies are defined as "Tools that used by the learners to solve oral communication problems and to reach the communicative goals while communicating in English". This definition provides specific and precise descriptions of CSs, which refer to technique utilized when speakers face problems

in expressing themselves. It also connects CSs with the solutions to the communication problems that language learners may encounter.

c. The Categorization of Communication Strategies

Over the years, various typologies of CSs have been developed and suggested by many researchers in area of CSs. According to Yule and Tarone (1997), they conclude that the duality of approaches taken by researchers: the "Pros" following the traditional approach (e.g., Tarone, 1977; Faerch & Kasper, 1983) and the "Cons" taking primarily psychological stance (e.g., Bialystok, 1990: the Nijmegen group). The Pros emphasize the descriptions of the language produced by L2 learners, i.e., the external and interactive aspects; however, the Cons focus on the internal and cognitive aspects.

Based on the arguments of Yule and Tarone, there have been two perspectives in the classifications of CSs: the traditional approach (or product-oriented approach) ant the process-oriented approach. The taxonomies of CSs suggested by Tarone (1997, 1983) and by Faerch and Kasper (1983) are based on the traditional approach while the taxonomies of CSs proposed by the Nijmegen group (1987) and Bialystok (1990) represent the process-oriented approach. Apart from those two perspectives of CSs classification, Dornyei (1995) and Dornyei and Scott (1997) also added some new types of CSs to the classification of CSs in the field. The differences in theoretical viewpoints among these researchers are based on their specification of language devices they consider to be CSs.

Consequently, the taxonomies of CSs vary considerably in different studies. In the following sections, the CSs taxonomies that have been used as starting point for the taxonomy of the current study are discussed in detail.

1. **Tarone's Taxonomy**

From interactional view or social strategies, T a r o n e (1977) provides five main categories of CSs: paraphrase, borrowing, appeal, for assistance, mime and avoidance. The taxonomy and examples of CSs proposed by Tarone (1977, 1983) are shown in table 1.

Table 1: **Tarone's Taxonomy of CSs**

Paraphrase	Approximation	Use single target vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g., pipe for water pipe)
	Word coinage	The learner makes up a new word in order to communicate a desired concept (e.g., air ball for balloon)
	Circumlocution	The learner describes the characteristic or elements of the object or action instead of using the appropriate target language (L2) item or structure (e.g., "She is, uh, smoking something. I don't know what's it name. that's uh, Persian,

		and we use in Turkey, a lot of.")
Borrowing	Literal translation	The learner translates word for word from the native language (e.g., He invites him to drink." For "They toast one another.")
	Language switch	The learner uses the native language (L1) term without bothering to translate (e.g., balon for ballon, bolpoin for ballpoint)
Appeal for Assistance		The learner asks for the correct term (e.g., "What is this?", What called?")
Mime		The learner uses nonverbal strategies in place of a lexical item or action (e.g., clapping one's hands to illustrate applause)
Avoidance	Topic avoidance	The learner simply tries not to talk about the concepts for which the L2 item or structure is not known.
	Message abandonment	The learner begins to talk about a concept but is unable to continue and stops in mid-utterance.

(Communication Strategies by Tarone, 1983)

Paraphrase, the learner uses these strategies to compensate for an L2 word that is not known by three subcategories: approximation, word coinage and circumlocution. According to Tarone (1980), approximation occurs when the learner uses "a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker." Word coinage is used when "the

speaker makes up a new word in order to communicate a desired concept." For circumlocution, "the learner describes the characteristics or elements of the object or an action instead of using the appropriate target language structure" (Tarone, ibid: 429). Borrowing involves oral literal translation and language switch. For the literal translation, the learner translates word for word from the native language. With the language switch, the learner uses the native language term without bothering to translate. In appeal for assistance, the learner asks for the correct term or structure. The next strategy is mime which occurs when the learner uses nonverbal strategies in place of a meaning structure. In avoidance strategies, the learner avoids the communication by using topics avoidance or message abandonment. Topic avoidance occurs "when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not know." Message abandonment occurs "when the learner begins to talk about the concept but is unable to continue due to lack of meaning structure, and stops in mid-utterance". (Tarone, ibid: 429).

In summary, the taxonomy of CSs proposed by Tarone (1983) was based on her investigation of nine second language learners. This taxonomy was significant in the field because it covers most of the CSs investigated in later studies. In addition, the definitions and examples of the CSs provided by Tarone are clear and illustrative. Based on such reasons, the present study adopted five main categories of CSs as a starting point for coding and classifying CSs.

2. Faerch and Kasper's Taxonomy

The second significant classification of CSs was offered by Faerch and Kasper

(1983), as seen in Table 2

Table 2: **Faerch and Kasper's Taxonomy of CSs**

Avoidance	Formal reduction	Phonological
		Morphological
		Grammar
	Functional reduction	Actional
		Propositional
		Modal
Achievement	Non-cooperative	Codeswitching
		Foreignizing
	Interlanguage strategies	Substitution
		Generalization
		Exemplification
		Word-coining
		Restructuring
		Description
	Non-linguistic strategies	Mime
		Imitation
	Cooperative	Appeals

(Communication strategies by Faerch and Kasper, 1983)

According to Faerch and Kasper (ibid.), the learners have two possible

strategies in general for solving a communication problem; avoidance strategies in

which they avoid the problem, and achievement strategies, the learner either

avoids a linguistic form he or she had difficulty with (formal reduction) at one of

the three linguistics levels of phonology, morphology or grammar, or avoids a

language function at the actional, propositional, or modal level (functional

reduction) by, for instance, abandoning a topic. Achievement strategies are

divided into non-cooperative strategies and cooperative strategies. In non--

cooperative strategies, the learner tries to solve the problem without resorting to

other people through L1 strategies, interlanguage strategies and non-linguistic

strategies. When using L1 strategies, the learner relies on a language other than the L2 by code switching, or trying out L1 expressions in the L2 with minimal adaptation by foreignizing. Interlanguage strategies are based on the developing interlanguage such as substitution, putting one time for another; generalization, using a more general word for an unknown word; description, describing something; exemplification, giving an example of something for which learner does not know the word; word-coining, making up a new word to cover a gap; and restructuring, phrasing the sentence in another way. Non-linguistic strategies consist of mime and sound imitation. Lastly, cooperative strategies involve the help of another person. These strategies consist of direct and indirect appeals.

Faerch and Kasper's taxonomy of CSs, therefore, is more complicated than Tarone's taxonomy since it consists of more subtypes. However there are some problems in the organization of their taxonomy. According to Bialystok (1990), the distinction between two types of reduction (formal reduction and functional reduction) is not clear because the use of formal reduction may result in the use of functional reduction. For example, if the learner uses lexical formal reduction because he/she does not have the target word like "mushroom", he/she may use functional reduction to avoid discussing "eatable fungi" (Bialystok, ibid:43). This lack of distinction becomes a problem for the current study. In addition, some subtypes of Faerch and Kasper's taxonomy are similar to those of Tarone's taxonomy but their definitions and examples of such strategies are not clear. Consequently, the current study includes only some achievement strategies (e.g., code switching, word-coining, non-linguistic strategies and appeals)

proposed by Faerch and Kasper (ibid) since the definitions and examples of such strategies are clear and illustrative.

In summary, the product-orientedness taxonomies of Tarone (1977, 1983) and Faerch and Kasper have been criticized by several later researchers (Kellerman, Bongaerts & Poulisse, 1987; Bialystok, 1990; Kelllerman & Bialystok, 1997) for their failure to generalize the taxonomies of CSs. That is, product-oriented taxonomies emphasize descriptions of superficial difference in strategy types and ignore the cognitive process underlying strategy use of the learner. The next section presents the process-oriented taxonomies proposed by the Nijmegen group.

3. The Nijmegen Project and Compensatory Strategies

Another taxonomy based on underlying processes is presented in an extensive project to investigate compensatory strategies of the Nijmegen group. To include CSs in a cognitive framework, the Nijmegen group divides compensatory strategies into two major categories: conceptual and linguistic strategies as sees in Table 3.

Table 3: **The Nijmegen Group's of Taxonomy of CSs**

Conceptual strategies	Analytic strategies	Specifying characteristic features of the concept (e.g., "a talk uh bird for "parrot" in circumlocution)
	Holistic strategies	Using a different concept which shares characteristics with the target time (e.g., "chair" for "stool" in approximation)
Linguistic strategies	Morphological creativity	Creating a new word by applying L2 morphological rules to an L2 word (e.g., "appliances" for "letters of application")
	Transfer	Transferring things from L1

(Communication Strategies by the Nijmegen group (in Kongsom: 2009)

Conceptual strategies have two types: analytic (spelling out characteristic features of the concept) and holistic (using a substitute referent which shares characteristics with the target item). Linguistic strategies involve the manipulation of the speaker's linguistic knowledge through either morphological derivation to create comprehensible L2 lexis. The strategy of transfer occurs when the speaker exploits the similarities between languages.

To summarize, there are only two main categories of CSs in the Nijmegen group's taxonomy of CSs, I.e., conceptual and linguistic strategies. This taxonomy should include more types of strategies and needs revision. The present study has not adopted the Nijmegen group's taxonomy of CSs because this study emphasizes not only lexical-compensatory strategies but also interactional strategies. That is, Nijmegen group's taxonomy focuses on only the compensatory strategies. In practice, L2 learners also use other types of interactional strategies

such as confirmational check, clarification request or comprehension check in their oral communication. In the next section, Bialystok's taxonomy of CSs, which is also based on the process-oriented approach, is further discussed.

4. Bialystok's Taxonomy

Bialystok (1990) conceptualizes two principal classes of CSs in the process-oriented approach: analysis-based and control-based strategies, as sees in Table 4.

Table 4: **The Bialystok of Taxonomy of CSs**

Analysis-based strategies (conveying the structure of the intended concept by making explicit the rational defining features)	Circumlocution
	Paraphrase
	Transliteration
	Word coinage
	Mime
Control-based strategies (switching from the linguistic system being used and focusing instead of some other symbolic reference system that can achieve the same communication function)	Language switch
	Ostensive definition
	Appeal for help
	Mime

(Communication strategies by Bialystok, 1990: 132-134)

According to Bialystok (1990: 132), the analysis-based strategies involve "an attempt to convey the structure of the intended concept by making explicit the relational defining features" (p.133). The strategies from the descriptive taxonomies that are included in the analysis-based strategies are circumlocution, paraphrase, transliteration, and word coinage where attempt is to incorporate distinctive features into the expression, and mime where the attempt is to convey important properties (Bialystok, ibid: 133). The control-based strategies involve "choosing a representational system that is possible to convey and that takes explicit information relevant to the identity of the intended

concept" (Bialystok, ibid: 134). That is, the speaker keeps the original intention with the utterance and turns to different means of reference outside the L2. This taxonomy of CSs proposed by Bialystok (ibid.) Therefore, it is based on a framework of language processing.

In summary, the two taxonomies proposed by Bialystok and the Nijmegen group share some similar aspect. That is, analysis-based strategies in Bialystok's taxonomies are similar to the conceptual strategies of the Nijmegen group in term of the processing involved in their use. The control-based strategies in Bialystok's taxonomy certain more types of strategies than the linguistic strategies in the Nijmegen group. It should be noted that the definitions and exemplifications of Bialystok's taxonomy of CSs are clear and some strategies (e.g., circumlocution, word coinage mime) are similar to Tarone's taxonomy of CSs. This study adopted the ostensive definition in the current study.

5. Dornyei's Taxonomy

Dornyei (Brown: 2000) further collects a list and descriptions of the CSs that are most common and important in his core group, based on Varadi (1973), Tarone (1977), Faerch and Kasper (1983), and Bialystok (1990), as seen in table 5.

Table 5**: The Dornyei of Taxonomy of CSs**

Avoidance or Reduction Strategies	1. Message abandonment
	2. Topic avoidance
Achievement or Compensatory strategies	3. Circumlocution
	4. Approximation
	5. Use of all-purpose words
	6. Word coinage
	7. Use of non-linguistic means
	8. Literal translation
	9. Foreignizing
	10. Code switching
	11. Appeals
Stalling and Time-gaining strategies	12. Use of filters/hesitation devices

(Dornyei, in Brown: 2000)

According to Dornyei (Brown: 2000), the first two strategies are usually referred to avoidance or reduction strategies as they involve an alteration, a reduction, or complete abandonment of the intended meaning (p.57). Strategies 3-11 are grouped as achievement or compensatory strategies as they offer alternative plans for the speakers to carry out their original communicative goal by manipulating available language (p.57). Strategy 12 is an example of stalling or time-gaining strategies. These strategies are different from other strategies mentioned earlier because they are used to gain time and to keep the communication channel open at times of difficulty.

It should be noted that this taxonomy of Dornyei (in Brown: 2000) provides the inclusion of stalling or time-gaining strategies to the existing taxonomies in the field. These strategies are not employed to compensate for vocabulary deficiency but rather to help learners to gain more time to think and maintain their conversation with their interlocutor. Based on this reason, the researcher of the present study decided to include staling and time-gaining strategies as target strategies explored in this study. Since most of the strategies are also similar to the previous mentioned, this study adopted all of the Dornyei strategies, expect use of all purpose words and foreignizing because the definition is not clear.

6. Dornyei and Scott's Taxonomy of CSs

Dornyei and Scott (1997) reviewed articles and summarized the taxonomies and definitions CSs proposed by researchers in the field. In the extended taxonomy of problem-solving strategies, they classified the CSs according to the manner of problem-management; that is, how CSs contribute to resolving conflicts and achieving mutual understanding (Dornyei & Scott, 1997: 198). They separated three basic categories: direct, indirect, and interactional strategies, as seen in Table 6.

Table 6: **Dornyei and Scott's Taxonomy**

Direct strategies	Resource deficit-related Strategies	Message abandonment
		Message reduction
		Message replacement
		Circumlocution
		Approximation
		Use of all-purpose words
		Word-coinage
		Restructuring

		Literal translation
		Foreignizing
		Code switching
		Use of similar sounding words
		Mumbling
		Omission
		Retrieval
	Own-performance problem-related strategies	Self-rephrasing
		Self-repair
	Other-performance problem- related strategies	Other repair
Interactional strategies	Resource deficit-related strategies	Other repair
	Own-performance problem- related strategies	Comprehension check
		Own-accuracy check
	Other-performance problem- related strategies	Asking for repetition
		Asking for clarification
		Asking for confirmation
		Guessing
		Expressing nonunderstanding
		Interpretive summary
		Responses
Indirect strategies	Prosessing time pressure-related strategies	Use of filters
		Repetition
	Own-performance problem- Related strategies	Verbal strategy markers
	Other-performance problem- related strategies	Fereignizing understanding

(Dornyei and Scott, 1997:197)

According to Dornyei and Scott (ibid.), direct strategies contain "an alternative, manageable, and self-contained means of getting the meaning across, like circumlocution compensating for the lack of a word (p.198). Indirect strategies are not strictly problem-solving devices. They facilitate the conveyance of meaning indirectly by establishing the conditions for achieving mutual

understanding: preventing breakdowns and keeping the communication channel open or indicating less-than perfect forms that require extra effort to understand (p. 198). Interactional strategies involve a third approach, by means of which the participants perform trouble-shooting exchanges cooperatively (e.g., appeal for and grant help, or request for and provide clarification), and therefore mutual understanding is a function of the successful execution of both pair parts of the exchange (Dornyei & Scott, ibid: 198-9).

The above taxonomy of CSs proposed by Dornyei and Scott (ibid.) is not only based on the summary of all taxonomies in the area of CSs, but it also provides some new CSs such as use of similar-sounding words, mumbling, omission foreignizing, understanding and asking for repetition. In addition, they include use of filters as part of "indirect strategies". According to Dornyei and Scott (ibid.), these filters are used to prevent breakdowns and keep the communication channel open (p.198). For interactional strategies, they suggest to include some strategies such as appeal for help, confirmation check, comprehension check and clarification request. Based on the arguments above, the current study included four strategies of Dornyei and Scott's

In summary, the taxonomies offered by various researchers seem to vary. Over the years, there have been about 9 key taxonomies of CSs in order to see some common criteria that have been employed to categorize CSs in the literature.

Table 7: **Summary of various taxonomies of CSs**

Tarone (1977)	Faerch & Kasper (1983)	Nijmegen group (1983)	Bialystok (1990)	Dornyei (1995)	Dornyei & Scott (1997)
Paraphrase : - Approximation Word coinage - Circumlocution **Borrowing :** -literal translation -language switch **Appeal for Assistence :** **Mime :** **Avoidence :** -topic avoidence Message abondement	**Avoidence :** **Formal Reduction :** -phonological -morphological -grammar **Functional reduction :** -actional -propositional -modal **Achievement :** **Non-cooperative :** -codeswitching -foreignizing **Interlanguage strategies :** -substitution -generalization -exemplification -word-coining -restructuring -description **Non-linguistic strategies** -mime -imitation **Cooperative :** -appeals	**Conceptual strategies :** -analytic strategies -holistic strategies **Linguistic strategies** -morphological creativity transfer	**Analysis based strategies** -circumlocution -paraphrase -transliteration -word coinage -mime **Control-based strategies** -language switch -ostensive definition -appeal for help -mime	**Avoidance or reduction strategies** -Message abondonment -topic avoidance **Achievement or compensatory strategies** -circumlocution -approximation -use of all-purpose words -word coinage -use of non-linguistic means -literal translation -foreignizing -code switching -appeal for help **Stalling or time-gaining strategies** -use of filters/hesitation devices	**Direct strategies** *Resource defisit-related strategies* -message abondonment -message reduction -message replacement -circumlocution -approximation -use of all-purpose words -word coinage Restructuring Literal translation Foreignizing Code switching Use of similar sounding words -mumbling -omission -retrieval *Own-performance problem-related stategies* -self-rephrasing -self repair *Other-performance problem-related strategies* -other-repair **Interactional strategies** *Resource deficit-related strategies* -appeals for help *Own performance problem-related strategies* -comprehension check -own accuracy check *Other-performance*

					problem-related strategies -asking for repetition -asking for clarification -asking for confirmation -guessing -expressing nonunderstanding -interpretive summary -responses **Indirect strategies** Processing time pressure-related strategies -use of filters -repetitions Own-performance problem-related strategies -verbal strategy markers Other-performance problem-related strategies -feigning understanding

As seen in Table 7, Faerch and Kasper (1983) and Dornyei (1995) use the same system to classify CSs. They classify CSs into reduction strategies and achievement strategies. Dornyei (1995) also adds another type, that is, time gaining strategies in his framework. Tarone (1977) classifies CSs into five types: avoidance, paraphrase, conscious transfer, appeal for assistance and mime. It can be seen that avoidance is a subtype of reduction strategies of Faerch and Kasper (1983) and Dornyei (1995); paraphrase, conscious transfer, appeal for assistance and mime are subtypes of achievement strategies of Dornyei (1995). However,

Bialystok (1990) classifies types of CSs differently from other researchers. She divides CSs into Li-based strategies, L2-based strategies, non-linguistic strategies, analysis-based strategies, and control-based strategies. On the other hand, the Nijmegen group's types of CSs are based on conceptual strategies and linguistic strategies. Most recently, the classification of CSs proposed by Dornyei and Scott (1997) was collected and extended from the CS research. They proposed three main categories: direct, indirect and interactional strategies

So far there has been no consensus on definitions and classification of CS taxonomies. In the present study, rather than relying on one classification scheme, the selection of target strategies is derived from several main taxonomies in the CS field. The researcher has adopted CSs proposed by Tarone (1997), Faerch and Kasper (1983), Bialystok (1990), Dornyei (1995) and Dornyei and Scott (1997). The reason for adopting the strategies based on such taxonomies is that researchers' classification of CSs well organized and clearly defined. Table 8 shows the framework of types of CSs used in the current study.

Table 8: **Taxonomy of CSs Adopted in the Current Study**

Taxonomy of CSs adopted in the current study
1. Topic avoidance
2. Message abandonment
3. Circumlocution
4. Approximation
5. Word coinage
6. Appeal for help
7. Literal translation
8. Code switching
9. Non-linguistic strategy
10. Self-repair
11. Confirmation check
12. Clarification request
13. Comprehension check
14. Pause filters and hesitation devices

4. Relevant Related Studies

In its bearing with the development of language teaching, research studies can be viewed as one of the efforts to identify the factors which influence the effectiveness of language teaching. Communication strategies used by learners are included in these factors. There were some studies within this area; for example Mei & Nathalang (1999), Shin & O (2000), Ting & Lau (2008) and Kusumawati (2010).

For example, a research by Mei & Nathalang et al (1999) examines the use of communication strategies by Chinese EFL learners using two kinds of tasks, namely, one-way task and two-way task. They found that task type, proficiency level, and academic field are related with CSs use to different degrees.

The similar research was done by Shin & O (2000). They observe the communication strategies in Text-Based Interaction between NNS & NNS. The data gathered from the chatting room produced by Korean and Japanese students who participated in the Korea-Waseda Cross-Cultural Distance Learning Program. The result shows that both Korean and Japanese students used communication strategies with similar distribution pattern, but Korean students used more often than Japanese students. Furthermore, Korean juniors and seniors used communication strategies more diversely and evenly than freshmen, and also Japanese students who interact with Korean juniors and senior showed more diverse use of communication strategies.

Ting & Lau (2008) research deals with the study on the use of lexical-and discourse-based communication strategies by Malaysian ESL learners in simulated telephone conversation involving enquiries about products or services. It was found that the learners used negotiation/interaction strategies in the form of explicit clarification requests and comprehension checks. These communicative functions were also realized through tonicity and lexical repetition. Discourse strategies, especially corroboration/planning strategies were relied upon to facilitate the transfer of key information to alleviate potential communication problems.

Naturalistic research done by Kusumawati (2010) into the elementary immersion program finds that 4th grade of elementary schools students used some communication strategies to overcome their problems in speaking. By using observation and in-depth interview, she found that students with middle-high

proficiency of English employed wider varieties of communication strategies than the middle-low students.

B. Conceptual Framework

English is a lingua franca in global world today. When people meet another people from different countries, automatically, they will use English to communicate to each other. The international radio and television channel such as CNN and BBA use English to deliver their news.

The importance of English to communicate in the globe has made English as the compulsory subject in Indonesia. Legally, it is started from Junior Secondary School. In this level, the students are demanded to master English in a functional level, it means that they should be fluent and be accurate in using English for the communication purpose.

Since, English is not a first language in Indonesia; the students face some difficult problems in speaking English. That they do not yet know aspects of the language that enable production can be one of the main factors why speaking English is somehow difficult. They also feel anxious when they think about their performance. The limited opportunity to practice and to speak English in the classroom makes it worse.

Naturally people will do anything to defeat their weakness or difficulties. The conscious devices/tools to overcome their problem are strategies. The researcher believes that the Communication Strategies will help to overcome the

problem. The researcher has found that the students who can exploit the communication strategies become successful learners.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is descriptive qualitative research. It attempts to discover kinds of communication strategies that are used in the English speaking class, how those kinds of CSs are implemented, and why those kinds of CSs are implemented during the teaching and learning process in the bilingual class of VIIIA of SMP 1 Sleman, Yogyakarta. This research reveals descriptive data in the form of field-notes, in-depth interview transcripts and oral interview transcripts.

B. Research Subject and Setting

Research subject becomes an important element in the research, from this element appears a problem. The subject selection is considered to meet the objective/purpose of this research. That is why purposive sampling is chosen for this research. The researcher selected the subject not based on the status, random or region, but based on the certain goal, to get the data about the implementation of communication strategies in English speaking skill of Class VIII A of SMP 1 Sleman. The research subject of this research was Class VIII A.

The author used the purposeful sampling in this research.The researcher obtained the respondent through the key respondents. The key respondentswere selected by these characteristics: 1) having been working in SMP 1 Slemanfor more than a year, 2) knowing about the English teaching and learning process in class VIII A. In this research the key respondents were the English teacher and the

English Instructor of Class VIII A of SMP 1 Sleman. From the key respondents, the researcher got the respondents who were suitable to be interviewed and asked to complete the oral interview tasks.

The subjects in this research were the students of Class VIII A of SMP 1 Sleman who were involved in the English speaking class and use the communication strategies while they were speaking in English. The key respondents gave the information about the students who fulfilled the criteria to be the respondents to get a deeper data through interviews and oral interview tasks. In the present study, the respondents were four students of Class VIII A. Table 9 provides an overview of their background information.

Table 9: **Background of the Respondents in the Present Study**

Subject	Category	Description
A	Sex	Male
	Age	14 years old
	Parents' job	Entrepreneur
	Taking an additional English Course	Yes
B	Sex	Male
	Age	13 years old
	Parents' job	Teacher
	Taking an additional English Course	No
C	Sex	Female
	Age	14 years old
	Parents' job	Sanitarian
	Taking an additional English Course	No
D	Sex	Female
	Age	15 years old
	Parents' job	Entrepreneur
	Taking additional English Course	No

This study was carried out in Class VIII A of SMP 1 Sleman in a second semester, in the academic year of 2010/2011. The school is located in JalanBayangkara 27, Medari, Sleman. It had 20 classrooms, a library, a headmaster's room, a teachers' room, a biology laboratory, a physic laboratory, a skillroom, and a school shop.

There were four English teachers in this school. Each class approximately consisted of 28 students. The input of students in this school can be categorized as high. It means that the students who went to this school were those who obtained a good mark in their elementary phases or came from favorite elementary schools in Yogyakarta. Most of them also were from high-middle economic background. This educational and economic background much or less influence their confidence and speed in learning.

In the grand tour observation, the researcher found out that Class VIII A is a bilingual class, which means that beside in an English classroom, they also get English input and also practice their English in their mathematic and science classes. The students in this class are elected because of their English achievement.

C. **Instruments of the Research**

As indicated in the previous chapter, the purpose of this study is to identify the communication strategies in speaking used by the bilingual class students. Generally, the data were collected through an observation of the English teaching-learning processes, the in-depth interview and oral interview tasks. These

instruments were developed to answer the research questions and the research objectives of the study. By using the three types of the instruments for collecting data, it strengthened the reliability and internal validity.

D. Data Collection

The researcher collected the data by observing the teaching and learning process and also by doing the in depth-interview to the bilingual students, teachers, and English instructor of class VIII A. The data resources were field notes and interview transcript, and oral interview tasks transcript.

1) Observation

The data taken from the observation were the main data. In order to obtain rich data, the researcher prepared semi-systematic or unstructured observations, that did not entail the use of an observation schedule for recording the behavior (Bryman, 2001). The researcher took notes on phenomena considered relevant to the study. The researcher used a tentative observation sheet (check list) developed for the study. The researcher also asked the respondents questions in regard to their personal information that might be related to their communication strategies in speaking,

2) In-depth Interview

In this study, the interview was appealed by the interviewer. Both formal and informal approaches were employed. It is believed that there was no pressure or words to that effect, but the interviewer implemented some extent of control over the conversation to allow for the achievement of the interview objective. The interviewees were four students of Class VIII A.

The informal approach was taken by having informal conversations with the respondents when they came for consultation on the interview time table. Notes taken during the observation was used to obtain responses in consider to the strategies used.

3) Oral Interview Task

As suggested by Bialystok (Kongsom: 2009), a task is one type of elicitation method which is important in determining strategies that will be observed. Therefore, the researcher had to make a task to exploit the use of communication strategies. The oral interview consisted of three topics all together: (1) SMP 1 Sleman, e.g., How does your school look like? Or What do you like about SMP 1 Sleman? (2) Free time, e.g., What are your hobbies? Or What are your favorite sports? (3) family, e.g., How many people are in your family, Who are they?. The interviewees were four students of class VIII A suggested by the English teacher and English instructor.

From the results of the observation, in-depth interview and oral interview tasks,the researcher focused on the students' communication strategies in the teaching and learning process in the bilingual class, how and why those CSs were implemented. The observation was recorded using a video recorder. To record a number of phenomena worthy to mention, the researcher took some notes. On the other hand, the in-depth interviews were recorded using tape recorder. The researcher wrote down some notes about the students' non-verbal behaviors which were not recorded in the interview as well. Then she transformed into notes arranged systematically according to the topic and category. Video recorder was

also used to obtain the oral interview task to record the audio and visual data. There was no exact length of time in conducting the research. It ended when data were already saturated, i.e. when there were no new data found.

E. Procedure of the Research

The procedure of the research is divided into planning orpreparing, conducting and reporting the research. In the process of planning or preparing the research, the researcher made some preparation. She created the instruments. She then discussed the procedure of the observation, the in-depth interview and the oral interview task with the teacher of bilingual class and met her supervisors to consult the project.

In conducting the observation, the researcher observed the teaching and learning process by doing observationsin the bilingual class. The researcher took some notes, watched and recorded all teaching and learning processes in class VIII A. The researcher used avideo recorder to record all the processes of teaching and learning, especially the students' activities.

Then, the researcher conducted in-depth interviews to the teacher, the English instructor, and the students of class VIII A of SMP 1 Sleman. The interviews with the teacher and English instructor were to find out the situation of the English teaching and learning processes, especially in speaking skill. More important, from this interview, the researcher got the data about the students that fulfilled the category to be interview to crosscheck the data. On other hand, the students' interviewshelped the researcher find the data about their perspectives on the English teaching and learning process, especially in speaking, what kinds of

CSs they used, how they implemented them, and the reason behind it. To prevent the technical error when conducted the interview, the researcher also transcribed the responses directly. Afterward, the data obtained from the interviews were analyzed similarly to the previous data. The focuses of the categories were strengthened, sharpened, or moved.

Next, the researcher conducted oral interview tasks. This was to find out the authentic data about what kinds of CSswhich were used by the students while they were facing problems in speaking and how they implemented those strategies. The researcher used a video recorder to record oral interview tasks, so the researcher could also see the non-linguistics strategy used by the students. Then, the data were transcribed into written data.

The researcher then classified the data into more complete classification of CSs, how and why those strategies were implemented. By this time, the researcher could take the next session of collecting the data. Similar to the first steps, this was to find out the Communication Strategies used by the students, how and why those strategies were implemented. The data were collected until the saturated data were achieved. The next process was the data analysis using the Interim Analysis (Johnson & Christensen, 2008). The data from the observation, in-depth interview and oral interview task were segmented, coded and developed into category system, and identified the relationship between them.

The last, the researcher arranged a systematic report to enable people to read the result of the research. There were tables, figures and additional details to

strengthen the report. The researcher also wrote down the data analysis process to show the readers how the researcher obtained the category from the data. Based on the coding, categorization, identification of the relationship, the profile of CSs in speaking, the implementation of the strategies were presented.

F. Data Analysis

The following sections discuss the method to analyze the data gathered from each research instrument in this study.

a. Procedures of the Analysis of the Observation

In this study, a classroom observation was use to investigate CSs used commonly by the students and to explore how they implemented those CSs in the English teaching and learning processes. To start with, the data were documented by using video recorder. Then, the researcher transcribed the data into Microsoft Word. Then, the researcher reread the transcripts and her notes several times to identify and code categories from what students' CSs used and how they applied them. The researcher used "the review" program in Microsoft Word for saving time (see appendices). But implementing this program in A4-sized paper will reduce the size of the fonts, so, the researcher coded the data as follow. The essence of segmenting and coding did not change. They were only displayed in a similar way.

Table 10: **An example of Coded Data in Classroom Observation**

Example 1 (field note 1) Video Clip	
50	PES memulaipermainan,*"DK, which will you choose? Hungry or too full?"*. *"Hungry"* jawab DK. *"Why?"*,tanya PES kembali. *Because (paused) maybe… (paused),***[paufil]**DK berusahamenjawab. PES bertanya, *"Do you have another reason?"*. DK singkatmenjawabdengan*"No."***[messa]**.

After the researcher finished identifying and coding all recorded data, the inter-coder reliability in coding the data was rechecked to increase the reliability of coding procedure. The researcher asked one of alumni of English Education Department of Yogyakarta State University with a *SarjanaPendidikan* degree to code the 20% of the transcribed data. The researcher first explained the coding scheme to her. Then, the researcher compared her coding with the alumnus's. To calculate the inter-coder reliability coefficients, the researcher used the formula suggested by Miles and Huberman (1994). In general, inter-coder reliability was calculated to find out the extent to which two or more coders agreed on the coding of content variables. In this study, the researcher found that this formula is suitable for present study and because many previous researchers have used it and found it reliable (e.g. Young, 1997; Goh, 2002, Kingsom, 2009). The formula for calculating the inter-coder reliability suggested by Miles and Huberman (1994:64) is shown below:

Inter-coder reliability coeficient :

Reliability   =   Number of agreement

Total number of agreement+disagreement

According to Miles &Huberman (in Kongsom: 2009), the inter-coder agreements should be from 0.70 to 0.90, depending on the size and range of the coding scheme. Full details of the inter-coder reliability coefficient are presented in chapter IV.

b. Procedures of the Analysis of the In-depth interview

To gain in-depth data on the students' CSs use, the CSs implementation, and the reason of CSs use, the in-depth interview was conducted with four students. The data from the in-depth interview was used to understand the students' perspective about their use of CS's, how they used it, and the reasons behind their strategy use. To start with, the researcher transcribed the recorded data from the interview and translated them into English. The data were documented by using text-processing software, Microsoft Word. Then, the researcher reread the transcripts and her notes several times to identify and code categories from what the students' reported the way and the reason of their strategy use. For example, one student said "That one.""For example, maybe, at that time in LPIA, every Friday afternoon we have a class with LPIA. Being asked to describe "wheel" I did not know what wheel was. For example, "things you use to move something…ah, you can say the foot of car... yes that one."   This was coded as follows.

Table 11: **An example of Coded Data in In-depth Interview**

Interview	
Circumlocution	Example 1: - *"Hah itu. Contohnyaitumungkin hah duluitu pas di LPIA kalauJum'at sore kanada LPIA. Dimintamendeskripsikan "roda", nah akunggaktahurodaituapa. Umpamanya things you use to mengglindingkansesuatu…* ahh you can say the foot of car*… hah itu."* "That one. For example, maybe, at that time in LPIA, every Friday afternoon we have a class with LPIA. Being asked to describe "wheel" I did not know what wheel was. For example, "things you use to move something…ah, you can say the foot of car… yes that one." (Interview transcript 2, line 160-163)

Similar to the previous section, the researcher also asked the alumnus to code 20% of the data independently. Miles and Huberman formula was also used to calculate the inter-coder reliability coefficients.

c. Procedures of the Analysis of the Oral Interview Task

In this study, an oral interview task was used as an instrument to elicit the students' actual employment of CSs and how those CSs were implemented. Four students out of twenty-eight students were asked to complete 14 questions.

To start with, the researcher numbered each tape of the interview and made a separate list of the corresponding numbers and names.The researchersat down, listened to the tape recording, watched the video recorder, and typed what was said and what was done into a word processing file. The researcher also typed the handwritten text from observational field notes, and memos into a word processing file.

The transcripts were segmented and coded by also using Johnson &Christenses's model (2008:53). An example of coded oral interview transcripts is shown in table 10.

Table 12: **An Example of Segmented and Coded Text Data of Oral Interview Tasks**

1	R :	What do you think about this school? SMP 1 Sleman? What does your school looks
2		like?
3	S :	My school looks like a palace.
4	R:	What?
5	S :	A palace.
6	R :	A palace? Okay.
7	S :	He..ee. because palace … palace…**[paufil, messa]** A science palace.**[approx]**
8	R :	Can you give me the description?
9		Okay. My school has green color… green color**[paufil]**Ehh…this is… what it is
10		*bekas*?**[apphelp]***Bekas*?**[code]**A second mmm…mmm… **[paufil]**in the past,
11		this skill ehh…, this
12		schoolaaa…**[paufil]**is *Bela… Belanda***[paufil]***gedung.***[code]**And …
13	R :	*Belanda* what?
14	S :	*Belanda***[code]** built,**[approx]***bangunan… bangunan***[paufil]***Belanda.***[code]**

After the researcher finished identifying and coding all recorded data, the inter-coder reliability in coding the data was rechecked to increase the reliability of coding procedure. One of the lecturers of the English Education Department of Yogyakarta State University with a master degree in Applied Linguistics was asked by the researcherto code the 20% of the transcribed data. To analyze the data the inter-coder reliability Miles &Huberman formula wasstill employed in the study.

After segmenting and coding the data, the researcher examined how frequently words or coded categories appeared in the data. This process of quantifying data is called enumeration.

G. Methods of Validation

Throughout the process of data collection and analysis, the reseacher needs to make sure that the findings and interpretations are accurate. The term validity has been very familiar among the qualitative researchers. They argue that this is not relevant to qualitative research.

On the other hand, most of the qualitative researchers still use validity in their research. To neutralize this debate, some of the researchers use the term such as trustworthiness. In this study, the researcher prefers to use validity.

In the qualitative research, Johnson & Christensen (2008) said that research validity is used to refer that the research is plausible, credible, trustworthy and therefore defensible (2008: 275). There were some methods that the researcher used for testing the validity of the research:

1. Interpretative Validity

Descriptive validity refers to accurately portraying the meaning attached by participant to what is being studied by the researcher. To obtain the interpretative validity, the researcher used participant feedback or member checking (see appendix E).

2. Theoretical Validity.

   Theoretical Validity refers to the degree to which a theoretical explanation developed from a research study fits the data and is therefore defensible. The researcher decided to use theory triangulation to test the theoretical validity. In the present study, the researcher matched the findings with the several theories of communication strategies.

3. Internal Validity

   Internal validity refers to the degree to which the researcher is justified in concluding that an observed relationship is causal. To obtain the internal validity, the researcher used methods and data triangulation. The researcher used different methods of data collection (observations, interviews and oral interview tasks). Data triangulation involved collecting data at different times and with different people.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research was conducted from May 7th to May 28th 2011 in the class VIII A of SMP 1 Sleman, Yogyakarta. As stated in Chapter III, the first step to conduct the research was doing the interview with the key respondents. In this case, the key respondents were the English teacher of class VIIIA and the English instructor. The interview with the key respondents was taken to find out the students who employed the communication strategies. The English teacher stated four students who fulfilled the criteria. On the other hand, The English instructor only mentioned two students to be the interviewees. And both of these names of the students had already been mentioned by the English teacher.

After that, the researcher conducted the observation. This observation was taken to find out the communication strategies used by the Class VIII A graders of SMP 1 Sleman, Yogyakarta. The researcher not only observed the students as the research subject, but also the whole learning process in the class, because the entire interaction and the learning process that happened in the class would influence the use of communication strategies of the students. In conducting the observation, the researcher entered the class, and followed the students' activities in the speaking class. To validate the data, the researcher wrote down all activities and phenomena related to the students' communication strategies. Besides, the

researcher recorded the activities using video camera to verify the observation notes.

The next step was conducting the in-depth interview to find out what kinds of communication strategies were used, why those strategies were employed, and how those strategies were implemented by the students and to crosscheck the result of the observations. The participants were the four students proposed by the English teacher and English Instructor. As stated in the previous paragraph the informants were chosen by the teacher based on their English speaking performances.

Next, the researcher did the oral interview tasks with the four students. In this part, the researcher asked fourteen questions related to their school, hobbies, and families. The researcher held the questions in English, and the students had to answer it in English. This way was chosen, as mentioned in the chapter III, because strategies mostly appear when learners are given tasks. By doing interview tasks, the researcher found out the various CSs used by the students. This instrument also revealed the use of CSs that did not appear in in-depth interview and observation.

1. Students' Communication Strategies on Speaking

This section presents about types of CSs used by the students of class VIII A. Generally, the most popular CSs used by the students was "pause fillers and hesitation" for 211 times as seen in figure 2. It seemed that the students relied more on time-gaining strategies.

Figure 2: **CSs used by the students**
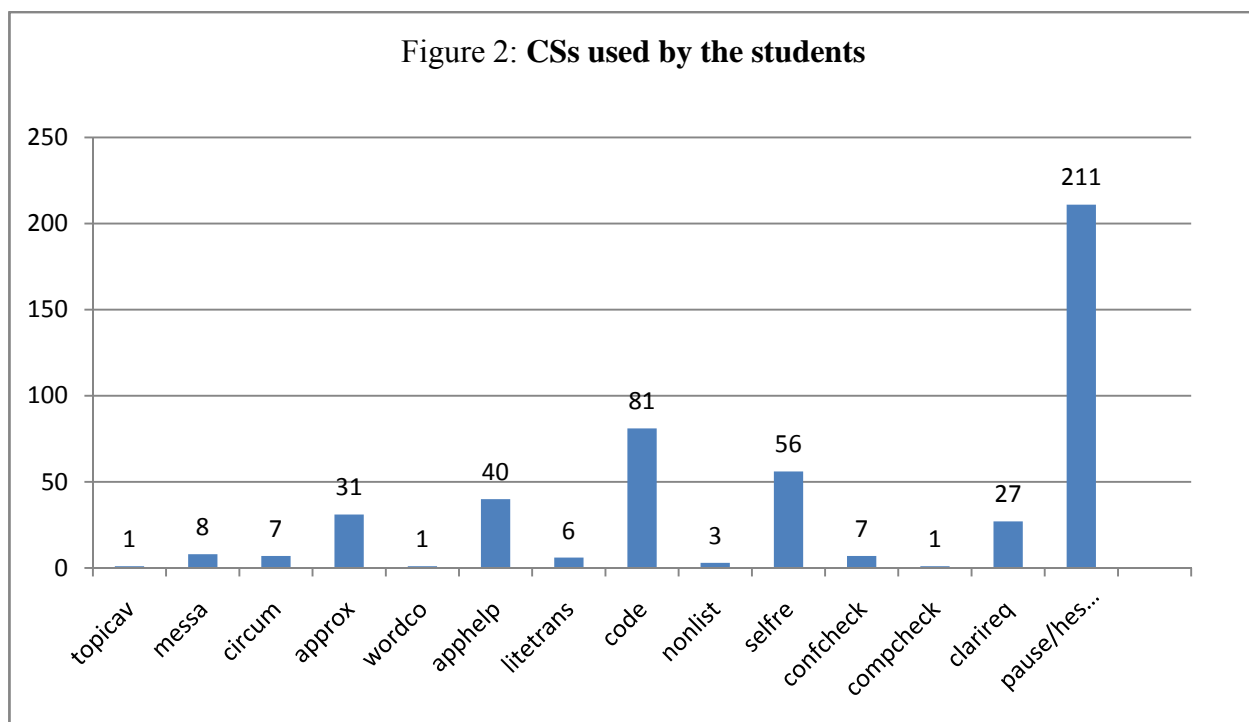
Then the second most popular strategy was "code switching" that had been used by the students for 81 times. "self-repair", that the students are aware to correct their own mistakes in speaking appeared 56 times. "Appeal for help" was used by students for 40 times. "Approximation" was used for 31 times. Next "clarification request" were employed for 27 times. The students tended to leave the message incompletely by using "message abandonment" for 8 times. "circumlocution" and "confirmation check" appeared for 7 times. While, "literal translation" rose for 6 times, "non-linguistics strategy" was employed for 3 times. "Topic avoidance", "word coinage", and "comprehension check" appeared only once. The students tended least to use "comprehension check" because usually their interlocutor was their English teacher that has higher English competence, so she was more easily to comprehend the message compared to their classmates.

Next, this section has three sub-sections. The first one is the results of the observation where the researcher transcribed the data from what she had seen in speaking class of VIIIA. Interview had been conducted to ask whether the respondents used certain CSs or not. So, the forms of the question were yes-no questions. And the researcher also asked them to explore the example of those certain CSs based on their own experience. The last is the result of the oral Interview tasks. This sub-section focused on the actual use of CSs by the students of Class VIII A.

a. Results in Observation

In order to find the actual use of CSs in the ETL, especially in speaking, the researcher went in class VIII A several times. First, she observed the class on Friday, May 20th 2011 from 07.30-08.15 a.m. and 01.30-15.00 p.m. The next day she went to class VIII A at 10.30-11.35 a.m. The researcher used a handy camera to help her capture every type of CSs used by the students. She also used an observation sheet to help the researcher to keep focusing on the phenomenon for her study. The researcher wrote down the situation, interactions, and the use of CSs in the classroom.

Then, the recorded data and the notes drew out from students' performance were transcribed, segmented and coded according to the 14 CSs adopted in the present study. Then, the researcher counted the students' use of CSs. There were differences of the use of CSs in the first, second, and third observations as shown in table 13.

Table 13: **The Comparison of the Use of CSs in the First, Second, and Third Observation**

List of CSs	Observation		
	1st Observation	2nd Observation	3rd Observation
Topicav	1x	-	-
Messa	5x	-	2x
Circum	1x	-	3x
Approx	5x	-	15x
Wordco	-	-	1x
Apphelp	9x	1x	3x
Litetrans	-	-	-
Code	19x	-	10x
Nonlist	-	-	2x
Selfre	4x	-	25x
Confcheck	1x	-	1x
Compcheck	-	-	-
Clarireq	13x	-	2x
Pause/hesde	20x	-	42x

As seen in Table 13, the use of "pause fillers and hesitation devices" was much higher than the other 14 strategies. One possible explanation for this result is that the students tried to keep thinking about the next word, so they used "pause fillers and hesitation devices" to gain time to think. In addition, the employment of "clarification request" fell down drastically from 13 times to twice. One proper answer is maybe because of the different types of speaking activities. In the first observation, the activity was "asking and answer" where the students had to ask to the students who sat 2 or 3 columns beside them. So, the students employed "clarification request" because they could not hear the questions clearly. In the third observation, the teacher asked the students to move in front of the class one by one and described about someone in their school. However, the students reported less use of "literal translation" and "comprehension check". These

findings provide evidence that the students with high competency in English tried to avoid using "literal translation" because they knew that was an improper way to translate L1 to L2. The students never used "comprehension check" because they believed that their friends have equal proficiency in English. So, he/she might think that if he/she understood with what he/she said so did their friends.

In order to achieve the reliability and consistency of the coding, one of the alumni of the English Education Department of Yogyakarta with Srajana Pendidikan degree acted as an inter-coder. The inter-coder and the researcher independently coded the 20% of the transcribed data field note. After coding the CSs used in classroom performance, the level of coding agreement was then calculated to check the reliability. The following section, deals with each of these CSs in turn. At times, this analysis may seem repetitive. However it is important to examine each of CSs in details.

1) **Pause fillers and hesitation devices**

As mentioned in Chapter II, "pause fillers and hesitation devices" are words and phrases that the students use to fill pauses and gain time to think when they face communication problem (e.g., eee, mmm, etc). The examples of the students' use of "pause filters and hesitation devices" are shown below.

Example 1

"Because it…it eee…eee… the beat to sing it is very…very crazy for me.

<div align="right">(field note 4, line 74-75)</div>

Example 2

140　*"I would you … I would tell you about my classmate. He has … he has a fat body and big cheek. He is kind and very funny. He can … he can bike cycle well. And … and most students in this class like him. Thank you."* explained IPW.

<div align="right">(field note 6, line 139-142)</div>

From the above examples, the students were able to use "pause fillers and hesitation devices" to fill their pauses and gain time to think when they completed the tasks. Although one-word fillers such as "eee" were used by the students many times in the above examples, they also used many words, phrases and clauses repetitions. They were not fluent in speaking English continuously so they needed more time to think before they were able to continue their utterances.

2) Code switching

Code switching is another strategy by which the students used the L1 words to replace the L2 words that were unfamiliar to them in order to keep talking, e.g. *"lebay"* for "over-acting". The following are the examples of the students' use of code switching.

Example 1

Kemudian PA melanjutkan permainan dengan bertanya kepada OWN.
"OWN, What flower do you like most?" *tanya PA.*
M tertawa mendengar pertanyaan PA yang ditujukan kepada salah satu
80　*siswa laki-laki OWN. Beberapa siswa mulai menyebutkan "bunga bangkai, bunga bangkai…" OWN sontak menjawab* "I don't like flower."

("Then, PA continued the game by asking OWN. "OWN, What flower you like most?" asked PA.

The students were laughing because of PA's question that was dedicated to one of the boys, OWN. Some students start mentioning *"bunga bangkai, bunga bangkai."* OWN directly answered "I don't like flower.")

(field note 4, line 76-81)

As seen in Example 1, the students tried to give a suggestion to OWN with answering *"bunga bangkai, bunga bangkai…"* for PA's question. The students mentioned *"bunga bangkai"* spontaneously because most of people love flowers.. But different to that, *"bunga bangkai"* is smelly one. So they thought that *"bunga bangkai"* is the best choice for OWN. *"bunga bangkai"* in *Bahasa Indonesia* is *"Raflessia Arnoldi".*

Another example of the students' use of "codeswitching" is shown in Example 2 below.

Example 2

"MDAM, If you were a president, what would you do to make your people happy?"
Seisi kelas tertawa mendengar pertanyaan yang terkesan rumit bagi mereka.
105   *"(terdiam lebih dari 3 detik)* I will… what is it? Mmm… (paused) give me the examples!"
GBI membantu dengan memberikan beberapa contoh.
"I will eee… give food and *opo jenenge?"* Tanya MDAM.

("MDAM, If you were a president, what will you do to make your people happy?"
All of the class members were laughing because of hearing questions that sounded very complicated for them.
"(paused for more than 3 seconds) I will…what is it? Mmm… (paused) give me the examples!"
English teacher was helping by mentioning some examples.
"I will eee… Give food and *opo jenenge*? Asked MDAM.)

(field note 4, line 102-108)

From the above conversation, the student ALF asked what the MDAM would do if she were a president. It seemed that MDAM found difficulties in answering the question so she asked the teacher's help. And then MDAM said that she would give food to the people. Since it was still hard for her to answer the question, she asked her friends in Javanese language *"opo jenenge?"* similar to "what is it?" in English.

Example 3

128 "Why?" asked ACAA.
129 "because *lebay*"

In Example 3, the student tried to employ "code switching" to maintain the conversation. *"lebay"* is non-formal language in *Bahasa Indonesia* mostly used by teenagers and youngsters in Indonesia to refer to "over-acting" in English.

3) Self-repair

Self-repair is employed when students make self-initiated corrections in their own speech (e.g., in my school…In this school, the computer room…TIK room). In using this strategy the students corrected or changed their words in order to communicate the intended message when they realized their problems in completing the sentence. The following are the examples of the use of "self-repair".

Example 1

GBI mengecek sejauh mana pemahaman AS terhadap jawaban DS.

170 "Because batik <u>is interesting…are interesting</u>. *Terus opo mau?" kata AS*

(The English teacher was checking how far was AS's understanding with DSs' answer.

"Because batik is Interesting…are interesting. *Terus opo mau?"* Said AS.)

(field note 4, line 169-170)

In Example 1, AS tried employed "self-repair" to correct his own word when he said "because batik is Interesting…are interesting." in line 41-44. However, his attempt to correct his own word was unsuccessful since he did not make a mistake at all. But because it was spontaneously spoken of his mouth, he thought that he did a mistake.

Example 2

"First of … in this opportunity, I would like to eee…describe eee… the one teacher in this school. He always… he always goes to school for … for driving his car. He is a friendly teacher. And his voice is very-very low but he doesn't teach in our class. And the main <u>karak…characters … his characteristics</u> maybe he…he can't do something without smokes his cigarettes. Who is he?" asked ACAA.

35

(field note 6, line 31-36)

ACCA tried to correct her words by using "self-repair". In this task, ACCA described and talked about one of teachers in SMP 1 Sleman. He realized that she made a mistake in her own speech when she used *Bahasa Indonesia* pronunciation. She, therefore, corrected her own word by repairing the syllable *"karak"* into "characters" and again she realized that "characters" is not an appropriate noun for "main", so she changed it into "characteristics".

4) Approximation

Approximation is another strategy in which the students used the alternative lexical terms, such as a poetic word, a superordinate, or a related term that expresses the closest meaning with the target word, e.g., a salesman for businessman who is working in a distributor area. The data below illustrated the use of "approximation".

Example 1

The English teacher tried to help by saying "What about the education?"
110 "Free and I will *menghapus*? Delete…delete… UN."

(field note 4, line 109-110)

In Example 1, MDAM explained about what she would do when she were a president. The English teacher asked her what she would do for improving the education. MDAM said "Free and I will *menghapus*? Delete…delete… UN." From this utterance, MDAM used the term "delete" (line 110) instead of "eliminate". However the use of "delete" was appropriate and did not lead to misunderstanding.

In addition, some students displayed their ability to use "approximation" appropriately while performing "describing someone" as seen in the following example.

Example 2

41   "Here, I would like to tell you about my friends…one of my friends. I
        have a friend. He is tall and he wears a glasses. He always <u>brings</u>
        watch. He have…he has a curly hair. He has a curly hair and he is
        handsome, smart and …" (AS stopped)

<div align="right">(field note 6, line 40-44)</div>

From the above utterances, AS wanted to describe one of his friends. He said "He always <u>brings</u> watch" (line 42). Form this utterance, AS used the related term "brings" instead of "wear" to express his ideas.

To summarize, the results from class performances demonstrated that the students were able to use "approximation" to refer to unknown words in English. However, they tended to use inappropriate words to express the closest meanings to the target words.

5) Clarification Request

Clarification request is a strategy when the students used to request the explanation of meaning structure or maybe the students did not hear clearly what his/her interlocutor said, e.g., "repeat, please!", pardon!". The following are the examples of the use of clarification request.

Example 1

131   "HRI, If you know that your life last no more than 24 hours, what will you
132   do?" Asked CRAJ.
133   *"opo?"* Asked HRI.

<div align="right">(field note 4, line 131-133)</div>

As seen in Example 1, the student HRI used *"opo?"* to ask interlocutor to clarify his words since she did not understand the question. It should be noted that HRI used *"opo?"* Javanese language for "what?" instead of using more appropriate expression "repeat, please!" when she tried to request the explanation.

Example 2

205   "RDSF, which one do you like most? Wet season or dry season?" Asked
IPW. (asked IPW)
<u>"repeat…repeat…!"</u>, asked RDSF.

(field note 4, line 205-207)

In Example 2, RDSF used "clarification request" to ask for repetition by saying "repeat…repeat!" in line 206. It should be noted that the use of "repeat…repeat!" is inappropriate but it is acceptable because the interlocutor could understand the meaning.

6) Appeal for Help

Appeal for help is the strategy where the students ask for assistance from the interlocutor when they face communication problems (e.g., what do you call…? How do you say…?). The examples of "appeal for help" are presented below.

Example 1

105   " (paused for more than 3 minutes) I will… what is it? Ehm… (paused)
106   <u>"Give me the examples!"</u>

(field note 4, line 105-106)

In this task, the student MDAM tried to answer the question, but it seemed that she had a difficulty. Therefore, she asked the teacher to give the example when she said "Give me the examples!" (in line 105-106). This direct request made the listener understand what MDAM wanted, so the English teacher helped her by giving some examples.

Another example of an appeal for help strategy is displayed in the following example. Some students tried to ask for assistance from the interlocutor.

Example 2

156   "He is your teacher. If he speaks very quickly … very quickly. And he has a moustache."
        "Moustache *ki opo to*?" whispered some students.

(field note 6, line 156-158)

From the above utterances, some students asked the English teacher's assistance since they did not know the meaning of "moustache" in *bahasa Indonesia*. They switched to Javanese words when they asked "Moustache *ki opo to*?" although their question was not in English; they showed their attempt to ask for assistance.

7) Message Abandonment

This is another strategy where the students begin to talk about a concept, but unable to continue and stop in mid-utterance (Tarone, in Kingsom: 1999). The examples of "message abandonment" taken from the recordings of the classroom interactions are presented as follows.

Example 1

180   *"If you are a superstar, who will you be?"* repeated DS.
        " (smiling) Marshanda."
        "why?" asked DS
        "Because she is (paused) beautiful, smart and …" DK decided not to talk
185   anymore.

(field note 4, line 180-185)

In Example 1, DK tried to describe about Marshanda her favorite superstar by saying "because she is (paused) beautiful, smart and…." It was clear that she tried to give additional information about her idol, but because of her lexical

deficit she could not explain further. So, she decided to leave her message unfinished. In example 2, AS wanted to describe about one of his friends. However, his lexical deficit forced him to stop in mid utterances. The explanation above clearly showed that DK and AS employed "message abandonment" to solve their communication problems.

Example 2

41 "Here, I would like to tell you about my friends…one of my friends. I have a friend. He is tall and he wears a glasses. He always brings watch. He have…he has a curly hair. He has a curly hair and he is handsome, <u>smart and …</u>" (AS stopped).

(Field note 6, line 41-44)

8) Circumlocution

Tarone, Tarone & Yule, Dornyei & Turell (Kingsom: 1999) said that circumlocution is the strategy where the students describe the property, function, characteristics, duty, purpose or example of the object or action instead of using the appropriate target language item or structure, e.g., "something you put your food in to make it cold". In using this strategy, the students tend to use more their linguistics ability more than other strategies. The following are the examples of the use of "circumlocution".

Example 1

"So, you don't like both?"asked the teacher.
210 *"biasa-biasa aja.* <u>Not too dry and not too wet</u>. *Sedang-sedang aja.*" Answered RDSF.

(field note 4, line 209-211)

In line 210, the teacher clarified whether RDSF did not like the both dry and wet seasons. Instead of answering "yes" or "no", RDSF tried to explain that she liked "humid season". She used "circumlocution" to explain this word when she stated *"biasa-biasa aja,* not too dry and not too wet, *sedang-sedang aja."* in line 210. In example 2, starting from line 106, ERN tried to describe about one of her friends. She tried to explain that her friend is of medium height. She tried to attempt to express the meaning of "medium" by turning to simple English words when she said "she is not too tall and not too short" in line 107. This explanation might help the listeners understand what she meant eventually.

Example 2

106   "In this opportunity I… I would tell … describe someone eee… she is my classmate. <u>She is not too tall and not too short</u>. She is smart and kind. But if …when she…when she was angry eee… the anything in front of her can be broke. Eee… her name like Bali …Bali people but she was born in Sleman. It's all about her." closed ERN.

<div align="right">(field note 6, line 106-110)</div>

9) Non-Linguistics Strategy

Non-linguistics strategy is a strategy where the students use non-verbal language such as mime, gesture, or directly point to the things. The uses of non-linguistics strategy are shown below.

Example 1

165   "In here, I'd like to tell you a teacher in this school. She is big."
M tertawa dan bertanya "Apane sing big?" Students were laughing and asking *"Apane sing big?"*
<u>*Kemudian PES menunjuk hidungnya.* Then, PES pointed to his nose.</u>

("In here, I'd like to tell you a teacher in this school. She is big."
Students were laughing and asking *"Apane sing big?"*
Then, PES pointed to his nose.)

(field note 6, line164-166)

In Example 1, PES tried to explain about one of the teachers in his school from her physical appearance. His friends were very curious when he mentioned "She is big." in line 164. So, they asked further what he meant by big. Instead of saying what he meant by mentioning "big", he pointed his nose. This was called ostensive definition where the speaker directly points to the things he wants to say. The researcher classifies this into non-linguistics strategy.

In Example 2, the student used another way of non-linguistics strategy called mime.

Example 2

225   "I'd like to describe someone in our school. He is fun … funny, maybe very funny in our class. Eee… he good at music and he creative at make sound. He is … he has a *njepepeng* (WAN placed his hand next to his ears and moving it).

(field note 6, line 225-228)

In the above example, it was clear that WAN tried to explain that his friend has "a big ear" but he forgot the word "big". He then attempted to express the meaning of "big" by placing his hand next to his ears and moving it. This way might help the listener understand what he meant actually.

10) Confirmation Check

Confirmation check is the strategy in which the students repeated the words that the interlocutor said before to confirm what they heard is correct or not (e.g., "you mean …?). The example of the use of CSs is presented below.

Example 1

60   *"food to?" tanya SAP kepada teman yang duduk di depannya.*

("food to?" asked SAP to his friend sitting in front of him.)
<div align="right">(field note 4, line 60)</div>

Example 2

206   "I would like to …to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."
M sontak bertanya "cooker?"

("I would like to… to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."
Students spontaneously asked "cooker?")
<div align="right">(field note 6, 206-208)</div>

In Example 1, SAP used a confirmation check strategy by repeating the word "food" (line 60) because he was in doubt that the word he heard was correct since his friends were laughing at hearing his answer. In Example 2, SAP described about someone who sold food in the school. However, his friends were not sure about the word they had heard so they repeated the word "cooker" to confirm whether he was right or not in line 208.

11) Topic Avoidance

Topic avoidance is the strategy that the students avoid about particular topics because they may require vocabulary or structure which they do not know (e.g., "I can't talk about the topic" or "lets' change the topic"). In order to better

understand students' language performance, the following is the example of the uses of "topic avoidance" by the student.

Example 1

> *GBI bertanya tentang isi pertanyaan, SAP mengulang menyebutkan kata scareful. Melihat PA terdiam lama, GBI bertanya,* "What is it PA?"
> *PA menjawab,* <u>"I think it is enough."</u> *Seisi kelas tertawa mendengar jawaban PA.*

70

> (The English teacher asked about the content of the question, SAP said the word "scareful" for times . Seeing that PS kept in silent, English teacher asked "What is it PA?"
> PA answered, <u>"I think it is enough."</u> All students laughed because of PA's answer.)

(field note 4, line 66-70)

As seen in the Example 1, PA tried not to talk in more specific about his most scary experience he did not know any vocabulary or structure to use in that topic. Therefore, he decided to stop talking about it by stating "I think it is enough." (line 69).

b. Results in In-depth Interview

As described in chapter three, four students were asked to verbally answer the questions about the implementation of CSs and the researcher asked them to remember those experiences. The researchers asked 8 questions about their speaking class condition, and 28 questions related to CSs taxonomy by using taxonomy presented in Chapter III. After that, the researcher listened to the audio record, and then she transcribed the data. Next, she reread it line by line to look for the suitable information about the students' use of CSs. Then, she segmented and coded the data. In order to achieve the reliability and consistency of the

coding, one of the alumnus of English education department with a *Sarjana Pendidikan* degree acted as an inter-coder. The researcher and the inter-coder independently coded the 20% of the transcribed data from in-depth interview. After coding the students' report of the utilization of CSs, the level of coding agreement was then calculated to check the reliability. The inter-coder reliability coefficients were 0.91 which indicated high coding agreement.

This section will look at findings pertaining to individual's use of CSs reported by the students. Table 14 below shows the comparison of the use of CSs by the four students.

Table 14. **The Comparison of the Use of CSs Reported by the Four Students**

List of CSs	Name of the students			
	Student A	**Student B**	**Student C**	**Student D**
Topicav	-	√	-	-
Messa	-	√	√	√
Circum	√	√	-	√
Approx	-	-	-	√
Wordco	-	√	-	-
Apphelp	√	-	-	√
Litetrans	√	-	-	-
Code	-	√	-	√
Nonlist	√	√	-	-
Selfre	-	√	-	√
Confcheck	√	√	-	-
Compcheck	√	√	-	-
Clarireq	√	√	√	√
Pause/hesde	√	√	√	√

To look more in detail the following section provides the qualitative findings of the interviews reported by four students.

1) Student A

Student A demonstrated a medium strategic awareness of reporting CSs. His answers about whether he had experienced with certain CSs were generally rich and clear, although, sometimes, he could not understand the message of the questions properly. For example, the researcher asked him whether he had used the non-linguistics strategy before by illustrating the action of clapping. Student A thought that it was defining the word. But, it was not a great obstacle because after the researcher explained once again he could understand what the researcher intended to ask. Table 15 showed the Students A's reports of type of CSs.

Table 15: **Student A's Reports of Type of CSs**

Interview	
Circumlocution	Example 1: - *"Hah itu. Contohnya itu mungkin hah dulu itu pas di LPIA kalau Jum'at sore kan ada LPIA. Diminta mendeskripsikan "roda", nah aku nggak tahu roda itu apa. Umpamanya things you use to mengglindingkan sesuatu...* ahh you can say the foot of car... *hah itu."* ("Ok, I remembered. For example, maybe, at the time in LPIA, every Friday afternoon we have a class with LPIA. I was asked to describe "wheel". I did not know what wheel was. So, I said "things you use to move something...ah, you can say the foot of car... yes that how it was.") (Interview transcript 2, line 160-163)
Appeal for help	Example 2" - *"Mungkin pas wawancara itu. Biasanya ada practice wawancara biasanya. Aku juga nggak tahu aku bilang* "I don't know! What it is?" *jadi harus tanya gitu.* ("Maybe when I had an interview. Usually, there is an interview practice. I also did not know what it was, I said "I don't know! What is it?" So, I asked for help from someone else.") (interview transcript 2, line 188-190)
Literal translation	Example 3: - *"Pernah. Itu terjadi setelah practice speaking di Borobudur sama Pak Nur. Terus aku diajak belanja ke Progo. Terus ada turis, aku di tanya-tanya, apa ya?* I know little-little.*"* ("Yes. That was happened after speaking practice in Borobudur with Mr. Nur. Then, I was asked to go to Progo for shopping, There were tourists, They asked me about something, I said "I know little-little.") (interview transcript 2, line 194-196)
Non-linguistics strategy	Example 4: - *"Pernah tapi pas dimana ya? Oh...* mirror. *Gini lho, pas LPIA, aduh apa* mirror *tu udah aku lalu begini-begini (tangan membentuk segi empat)"* ("Yes, I had, but I forgot where it was. Oh...mirror. In LPIA, ouch, I forgot the word "mirror" so I did this (he moved his hand shaping a square).")

	(interview transcript 2, line 221-222)
Confirmation Check	Example 5: - *"Kadang-kadang. Biasanya aku kaya gitu kalo aku ketemu Pak Nur, guru bahasa Inggris kelas 7. Master itu, masternya Inggris itu. "Benar susunan katanya kaya gitu Pak?" "Ya, benar." Ya udah, biasanya kaya gitu. Ya mungkin kalo salah tu gimana rasanya malu-malu gitu."* ("Sometimes. I usually do that when I meet Mr. Nur, the 7th grade English teacher. He is a master, master of English. I said "Is the word structure correct, Sir?" "Yes, it is." I do that usually. Because if I did a mistake, I feel ashamed little bit.") (interview transcript 2, line 230-233)
Comprehension check	Example 6: - *"Eee… biasanya sama Bu Sum bukan sama temen-temen, biasanya tanya sesuatu terus bu… bu Sum itu mukanya agak (mengernyitkan dahinya) Nah terus aku bilang "eee… paham nggak sih bu yang aku maksud?"* ("eee… I usually do that with Mrs. Sum not with my friends. I usually ask something to her then her face looked like (moving her eyebrow). So, I say "eee… Do you understand what I said, Madam?") (interview transcript 2, line 245-247)
Clarification request	Example 8: - *"Pernah ha itu tadi pas wawancara barusan."* ("Yes. It just had happened in this interview") (interview transcript 2, line 257)
Pause fillers and hesitation devices	Example 9: - *Pernah…kalo aku lupa kata selanjutnya atau apa yang harus aku katakan selanjutnya, pas kaya gitu aku mandheg, aku mikir sedikit, "You know?"* ("Yes…If I forgot what the next word was or what I should do next. On that situation, I stopped to think a little bit. And I said "You know?") (interview transcript 2, line 266-267)

From the above examples, the data indicate that Student A was aware of the problems that arose during his speaking and he tried to solve the problems by using some strategies. In example 1, he tried to cope with his lexical deficit

(wheel) by providing more explanation and description of the word when he said "things you use to move something…ah, you can say the foot of car... yes that one.". This answer showed that he tried to employ "circumlocution" to overcome his lexical deficit in English. Student A explicitly recognized the problem of his lexical deficit by asking for a help by saying "Maybe when I had an interview. Usually, there is an interview practice. I also did not know, I said "I don't know! What it is?" So, I must ask someone.". This response showed that he tried to employ one of the strategies called "appeal for help". Again, lexical deficit also made A translate word by word from his L1 to L2 when he said "I said "I know little-little.". The use of Non-linguistics strategy was also reported by A when he tried to say "mirror". What he did is moving his hand to form a square. From that example, it is clear that A tried to employ "literal translation". A also made sure whether his sentences were correct or not by asking the English teacher. So, it is clearly that he also used "confirmation check". A also used "pardon!" to ask what the interlocutor had said before. "Pardon!" is one the utterances indicating the using of "clarification request". Apart from those CSs, A also preferred to "pause fillers and hesitation devices" as shown in Example 9. A gave much detail to throw the light on "pause fillers and hesitation devices". That is, he went into detail the reason behind his choice of these strategies. He said that he used it because he forgot what the next word was or what he had to do next.

2) **Student B**

Among the four students, Student B demonstrated moderate strategic awareness of reporting CSs. He referred to 11 different types of CSs. Table 16 shows Student B's report of the use of CSs.

Table 16: **Student B Reports of Type of CSs in the Interview**

Interview	
Topic Avoidance	Example 1: *"Pernah…pernah… ganti topik tho? Pernah"* ("Yes, I had. Changing the topic right? Yes.") (interview transcript 3, line 56)
Message abandonment	Example 2: *"Kalo itu, pernah. Misalnya latihan bicara, tapi nggak pada ndengerin gitu, kan jadi males."* (Yes, I had done that. For instance in speaking practice, no one listened, so I became less motivated to speak.") (interview transcript 3, line 62-63)
Circumlocution	Example 3: - *"Misalnya pohon… nganu…berbuah…berbuah gitu.. mmm… diputer- puterin dulu."* ("Tree, for example, eee, I said something that produces fruit…producing fruit …I said something like that.") (Interview transcript 3, line 72-73)
Word coinage	Example 4: - *"Misalnya… rumah hantu, itu kan ada katanya sendiri, tapi nyebutnya rumah, hantu."* ("For example… haunted house, that should be the appropriate words, but I said ghost home.") (Interview transcript 3, line 90-91)
Codes-witching	Example 5: - *"Saya baru saja membuat sebuah artikel. Artikel"* ("I had just written an artikel. Artikel.") (Interview transcript 3, line 90-91)
Non-linguistics strategy	Example 6: - *"Dulu itu kan nganu, nggak tahu, katanya apa, haa…sepatu, pas SD, lagi-lagi pas SD, saya langsung*

	ambil sepatu terus tak gini-giniin." (mengangkat tangan kiri menirukan ketika mengangkat sepatu) *(* "At that time, at the elementary school, I did not what how to say the ward. ha… shoes. I put off my shoes and then I did this (moved his hand upward imitating how he held the shoes)) (Interview transcript 3, line 123-125)
Self-repair	Example 7: -*"Oh iya. Pernah. Pas sebut-sebut dokumen terus sebut document."* ("Yes, I had. When I said dokumen then I repaired into document (dókjumənt).) (Interview transcript 3, line 134)
Confirmation check	Example 8: - *"Pernah."* ("Yes.") (Interview transcript 3, line 144)
Comprehension check	Example 9" - *"Kalo…pas njelasin ke temen misalnya pake bahasa Inggris, tebak- tebakkan gitu lho tebak-tebakkan. Tapi ngucapinnya tuh agak ragu-ragu."* ("When I explained something in a guessing game to my friends using English. But I was doubt how to say the word.") (Interview transcript 3, line 146-147)
Clarification request	Example 10: - *"Ya pernah ya sering."* ("Yes. Often.") (Interview transcript 3, line 159)
Pause fillers and hesitation devices	Example 11: - *"Pernah…pernah…"* ("Yes…yes") (Interview transcript 3, line 164)

As shown in Table 16, Student B explicitly said that he had used "topic avoidance" when he changed the conversation topic with his friend into another. B employed "message abandonment" when he said something but no one listened to him, so he decided to stop talking. Student B tried to solve his communication problem by using "circumlocution". He gave more explanation and description about the word (tree). He described it as something that produces fruit. New words that did not existed in English were also produced by Student B. The words were "ghost home" to refer to "haunted house." This strategy is called "word coinage". In example 5, he tried to cope his lexical deficit by directly switching to L1 when he said "I just has written an *artikel. Artikel*.". This strategy called "code-switching". B also explicitly recognized his lexical deficit when he said "At that time, what is the word, ha… shoes, at the elementary school, I put off my shoes and then I did this (moved his hand upward imitating how he held the shoes) in Example 6. He then reported his strategic use of "non-linguistics strategies" by "moving his hand upward imitating how he held the shoes". He reported using "self repair" when explained "Yes, I had. When I said *dokumen* then I said document (dókjumənt) as shown in example 7. B shortly answered "yes" when the researcher asked whether he had used "confirmation check". When B was doubt about the word pronunciation he would ask how far the interlocutor comprehended his message. It was possible that misunderstanding could happen because of the word that mispronounced. It was clearly that B employed "comprehension check". B again shortly answered "Yes, often." to emphasize that he often employed "clarification request". Finally, B reported

using "pause fillers and hesitation request" when he forgot what he was going to say.

3) Student C

Student C demonstrated rather low ability to identify CSs. Sometimes, she mentioned that she used certain CSs when she thought about something in her mind, when she talked to herself. Because this was not in context of communication, but cognitive process, the researcher did not include this kind of data. Or, when she admitted that she used certain CSs, she forgot when and how she implemented it, the researcher also did not include this kind of data. The researcher reduced the data by picking which one that was suitable for her research (the implementation of CSs in speaking skill). This reason caused only three strategies that were used by Student C. Table 17 shows the student CSs' report of the use of CSs.

Table 17: **Student C's Reports of Type of CSs**

Interview	
Message abandonment	Example 1: - *"Pernah, waktu itu, saat emmm, tanya jawab juga kaya gitu. Mungkin karena saya memang bingung menjawabnya bagaimana dan perbendaharaan katanya juga kurang kan? Vocabnya juga kurang. Sebenarnya banyak yang mau di omongin tapi bingung kata-katanya bagaimana."* ("Yes, at that time, mmm, In the asking and answering game, for example, I was confused of how to answer because my vocabulary was limited. Actually, I wanted to say many things but I was confused what the vocabulary was.") (Interview transcript 4, line 108-112)
Clarification request	Example 2: - *"Ya, pernah. Eee.. tapi biasanya langsung ngomong*

	"repeat" *tanpa ngomong* "could you" *…"* ("Yes, I had. Eee. But, usually, I directly say "repeat" without saying "could you…") (Interview transcript 4, line 203-204) - "Repeat, please!" *biasanya"* (I usually say "repeat, please!") (Interview transcript 4, line 206)
Pause fillers and hesitation devices	Example 3: - *"Itu sering. Dulu di kelas itu pernah ada pidato dalam bahasa Inggris kan, itu kelas 7, saya lupa, kan udah ada teksnya cuman, kita nggak boleh baca soalnya, jadi langsung gitu kan, nah, terus saya bener-bener lupa katanya, terus bagian itu diulang-ulang terus, jadi cuma muter terus."* ("Often. When I was in the 7th grade, we had a speech in English. I already had the text, but I did not allow to read it, so I forgot the words. So it was spontaneously. Nah, When I truly forgot the words, I repeated that part again and again, so I just saying around those part.") (Interview transcript 4, line 216-219)

From the above examples, Student C was oriented towards "message abandonment", "clarification request" and "pause fillers and hesitation devices" in solving her communication problems. Regarding to Example 1, C revealed that she used "message abandonment" as her solutions when she did not know how to express her idea in English. In Example 2, B showed her awareness of using "clarification request". She revealed that she asked her interlocutor to explain or clarify when she did not entirely understand what the interlocutor meant. Last but not least, she reported the implementation "pause fillers and hesitation devices" when she could not express her own idea in English.

4) Student D

Student D demonstrated moderated strategic awareness of reporting CSs. Her comments were generally clear and rich. Table 18 shows Student D's report of the use of CSs.

Table 18. **Student D's Reports of Type of CSs**

Interview	
Message abandonment	Example 1: - *"Ya kalo mengalami itu. Ya, pernah. Masak ya belum pernah, tapi paling mikir-mikir, "wah apa ya?" Diganti kalimatnya tuh nggak usah yang terlalu tinggi maksudnya apa ya nggak harus gitu, wah piye yo? Eh, itu lho pake kalimat yang sederhana gitu lho. Maksudnya seimbang lah, ya dibikin yang nyrempet-nyrempet aja."* ("Ya, I had experienced that. Yes, I had. It is impossible if someone has not experienced that. But maybe I just thought "what is it?". I changed the sentence. We did not need to use a complex sentence. What I meant is that we do not need to use complex sentences. What is it? Eh, Just use the simple sentences! What I meant is keep balance. Ya, just talked about the similar things!") (Interview transcript 5, line 94-98)
Approximation	Example 2" - *"Contohnya apa ya? Ya? Biasanya tuh bukan pelajaran bahasa Inggrisnya, tapi misalnya kan lupa, apa, kita kan ngerjain pake bahasa Inggris. Nah ya, padahal kan kalo Biologi kan punya istilah sendiri. Ya udah, ngambil yang dari pelajaran Iggris, terus, di bawa ke Biologi gitu lho, tapi, yang seharusnya itu tuh punya apa ya? Punya nama sendiri gitu di Biologi"* ("What is the example?. Mmm, I did not experience it in English subject. But in Mathematics and science subjects we must answer the questions in English. Nah, Biology has it own term. So, I took from what I learned in English subject, then applied in Biology. But it may have… what is it? has it own word in Biology.")

	(Interview transcript 5, line 145-149)
Circumlocution	Example 3: - *"Ya…ya gimana ya? Yang sedikit aja. Misalnya contohnya tadi ya… yang ambulance…ambulance tadi ya? Opo-opo?* Bring the sick people *atau gimana nanti kan udah tahu, ohh mobil yang bawa orang sakit itu ambulance gitu. Jadi ada unsure-unsur dari yang dideskripsikan tadi itu."* ("yes..yes. little bit. For example, like what it was before, ambulance, the ambulance. I said "Bring the sick people". Lately they will know, oooh, the car which brings the injured people is ambulance. So, I mentioned the components from the things.") (Interview transcript 5, line 125-129).
Appeal for help	Example 4: - *Biasanya temen.* ("I usually do that with my friends.") (Interview transcript 5, line 158)
Code-switching	Example 5: - *"Ngomong sama temen, jarang sih tapi ya pernah. Ngomong apa misalnya nggak tahu, yo uwis disebut aja bahasa Jawanya atau bahasa Indonesianya"* ("When I spoke to my friends, rarely, but it had happened. For example, I said something that I did not know, so I directly said it in Javanese language or *bahasa Indonesia.*") (Interview transcript 5, line 181-182)
Self-repair	Example 6: - *"Pernah."* ("Yes, I had.") (Interview transcript 5, line 192)
Confirmation check	Example 7 : - *"Sama bu guru seringnya. Kalo sama temen biasanya sama-sama nggak tahu."* ("I often do it with my teacher. If I asked my friends, none of us know the answer.") (Interview transcript 5, line 201-202)
Clarification request	Example 8: - *"Sering, itu sering. Biasanya kalo presentasi gitu to, ada pertanyaan? Ada. nggak jelas misalnya,* repeat.*"* ("Often, that often happens. It usually happened in the

	presentation. I said "Any questions? They answered "Yes. Not so clear, repeat.") (Interview transcript 5, line 208-209)
Pause fillers and hesitation devices	Example 9: - *"Kalo aku diem dulu, diem dulu aja, tapi ya tapi kalo di dialog gitu biasanya kan ada eee… mmm… tapi kalo aku diem."* *(*"I choose to keep silent, silent first. But if several dialogues there were "eee"… but I prefer to keep silent.") (Interview transcript 5, line 226-227)

Student D started her communication problems and explained how she solved the problems by using "message abandonment" as shown in Example 1. She commented in her use of "approximation" as seen in Example 2. She reported her lexical deficit especially in Biology context. So, to cope those problems, D borrowed the certain term in the English subject into Biology that maybe did not exist in Biology. These comments of D reflected her own intention to use "approximation". D also commented her own use of "circumlocution" as shown in Example 2. She tried to provide more explanation and description to express her idea when she said "…oooh, the car which brings the injured people…" refer to ambulance. These comments of D showed that she tried to employ "circumlocution" to overcome her lexical deficit in English. In Example 4, D reported using "appeal for help". She reported that she usually did that with her friends or her English instructor. In Example 5, she commented her on own use of "codeswitching" when she said "I said something that I did not know, that's it, I directly said it in Javanese language or *bahasa Indonesia*." These comment of D showed that she turned to "codeswitching" as her resource when she did not know how to express her idea in English. She reported using "self-repair" by briefly

saying "Yes, I had". She briefly reported her intention of using "confirmation check" ("I do it often with my teacher. Because either I or my friends did not know, if I asked them") and "clarification request" ("Often, I do that often. It usually happens in the presentation. I asks "Any questions?" They answered "Yes." "Not so clear, repeat."). Finally, she intended to be more aware of the importance of using "pause fillers and hesitation devices" in maintaining her talks and keeping the interlocutor waiting for her.

In this section, the findings from in-depth interview have been presented and discussed to reveal students' intention of their use of CSs.

c. Results in Oral Interview Tasks

In order to better understand students' actual use of CSs, it is necessary to look more closely at some specific examples of the discourse data from the oral interview tasks. The discourse data from oral interview tasks are presented and discussed in order to show the types of CSs used by the students. An oral interview was conducted with 4 students among 28 students. Then, the recorded data drew out from students' performance were transcribed, segmented and coded according to the 14 CSs adopted in the present study. Then, the researcher counted the students' use of CSs. In order to achieve the reliability and consistency of the coding, one of the EFL lecturers with a master degree in Applied Linguistics acted as an inter-coder. The inter-coder and the researcher independently coded the 20% of the transcribed data from oral interview tasks. After coding the CSs used in oral interview tasks, the level of coding agreement

was then calculated to check the reliability. The inter-coder reliability coefficients

were 0.76 which indicated accepted coding agreement.
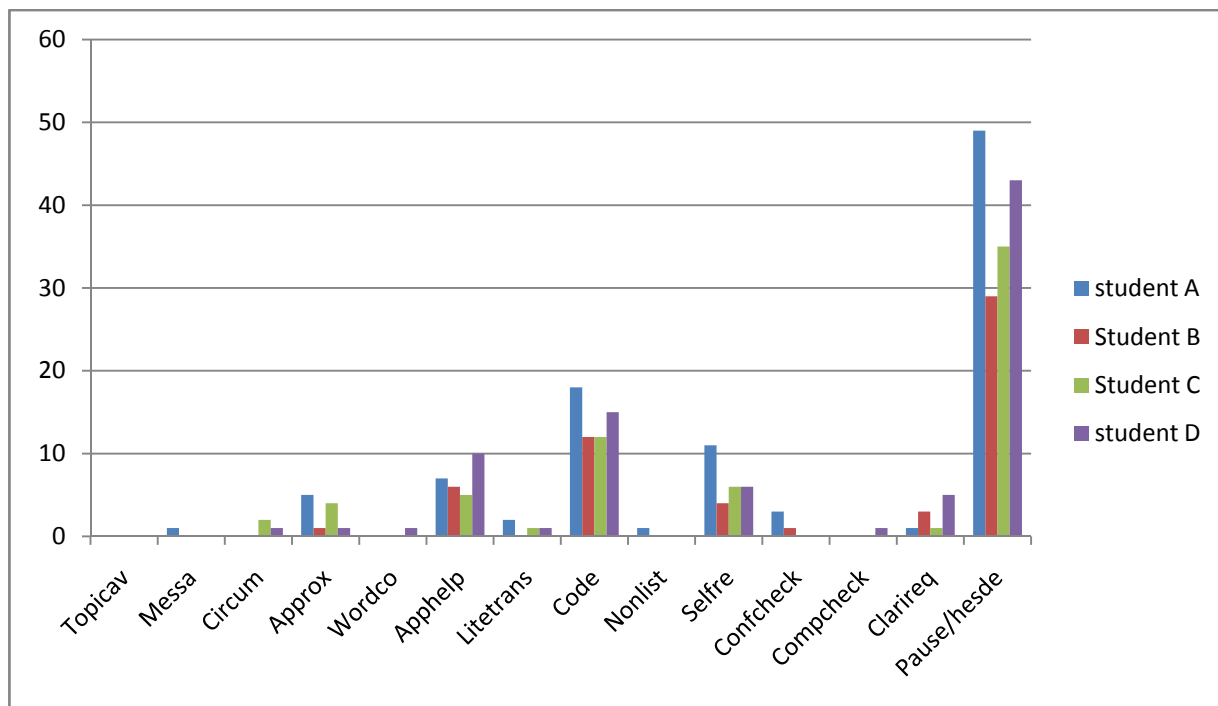
Figure 3. **Comparison of the Use of CSs from the Four Students of the Oral Interview Task**

Figure 3 shows the comparison use of the CSs from the four students. The most popular strategy used by all the four students is "pause filters and hesitation devices". The most unpopular strategy is "topic avoidance" that is used by none of the students.

The following section deals with each of these CSs in turn. At times, this analysis may seem repetitive. However, it is important to examine each of CSs in details.

1) Pause Fillers and Hesitation Devices

The data showed that the students most frequently used pause fillers and hesitation devices to fill pauses and gain time to think. Although there were 140 instances of "pause fillers and hesitation devices" used by the students, it should

be noted that they used only short pause filters such as "eee" and "mmm", frequently paused at times, or repeated the same words for times. The examples of the students' use of "pause fillers and hesitation devices" are shown below.

Example 1 (used by Student A)

25 R : What do you like about the school?
26 S : Oohh. <u>In … in</u> school I like what *gitu*?
27 R : Yaahh .ha..ha..
28 S : In my school…in this school, I like <u>eee…</u>I like <u>the…the…the</u> under
29   *kelengkeng* tree because its <u>an…an…</u> I sit under the tree. I …
        <u>the…the…</u>
30   *Udara*?

<div align="right">(oral interview task 1, line 25-30)</div>

Example 2 (used by Student B)

3   R : What your school or SMP 1 Sleman looks like? In your opinion!
4   S : <u>Eee…</u> like <u>eee…</u> a fish..
5   R : A fish? Why?
6   S : He always <u>eee…</u> be a big <u>than…than…than</u> yes. He always swim at
7   the village

<div align="right">(oral interview task, line 3-7)</div>

Example 3 (used by Student C)

1. R : In your opinion, what your school looks like?
2   S : Ya… I think <u>mmm</u> (paused 3 second). This school so good ya? But in
3   <u>aaa…</u> in the appearance <u>eee…eee…</u>
4   R : In the physical appearance?
5   S : <u>Not…not</u> good.

<div align="right">(oral interview task, line 1-5)</div>

Example 4 (used by Student D)

1   R : Could you explain it to me, what does your school looks like?
2   S : <u>Eee…</u> (paused 3 seconds) <u>very…very… very…very</u> apa ya? <u>Eee…</u> my
3   school is <u>good…good</u>. <u>Eee…</u>(paused 3 seconds) the good…the quality
4   <u>mmm…</u> (paused 3 seconds) but the students were very sad

<div align="right">(oral interview task 4, line 1-4)</div>

From the above examples, the students were able to use "pause fillers and hesitation devices" to fill their pause and gain time to think when they completed the tasks. One word fillers such as "eee" and "mmm", and the words repetition such as "than … than" and "very…very" were used by the students many times in the above examples. The possible answer for those phenomena was that they are not fluent enough to speak English continuously and successfully so they paused for a long time before finding the appropriate word or finally stop talking. To summarize, "pause fillers and hesitation devices" tended to be the most popular strategies used by the students in this study.

2) Code Switching

The following are the examples of the students' use of code switching in oral interview tasks.

Example 1 (used by Student A)

8   R :   Can you give me description of the physical?
9   Okay. My school has green color… green color. Ehh…this is… what it is
10   *bekas*? *Bekas*? A second mmm…mmm… in the past, this skill ehh…, this
11   school aaa… is *Bela… Belanda gedung*. And …

(oral interview task 1, line 8-11)

Student A used L1 word *"bekas"* to refer to "ex" or "previous". When he also used the same strategies to deliver the noun phrase "Dutch building", he used the noun phrase in L1 *"Belanda gedung"*. When using the *"Belanda gedung",* WAN still used the rule of English noun phrase. The previous word *"Belanda"* described the word *"gedung"*. The proper noun phrase in bahasa Indonesia should be *"gedung Belanda"*.

Example 2 (used by Student B)

87 R : mmm… do you have any other activities in your free time or spare
88 time?
89 S : Eee… *kumpul bareng bersama keluarga.*

<div align="right">(oral interview task 2, line 87-89)</div>

B used code switching to overcome his problems in saying "spend time with family", he directly switched to L1 by saying *"kumpul bareng bersama keluarga".*

Example 3 (used by Student C)

28 R : So, what do you not like about the school? Beside the smelly restroom
         and
29 the wall?
30 S : Maybe teacher (whispering) I think, teacher
31 R : Most of them or?
32 S : No. *Maksudnya* two people and eee… curriculum teacher
33 R : The vice principal of curriculum?
34 S : Yes. Because eee…eee… *kebijakan*?
35 R : Regulation?
36 S : Regulation eee… make me too… *tertekan*

<div align="right">(oral interview task 3, line 28-36)</div>

Student C used the L1 *"maksudnya"* to replace "what I mean is …". Beside that she also employed codeswitching by saying *"kebijakan"* to mention "regulation". *"Tertekan"* was used to talk about "depressed".

Example 4 (used by Student D)

41 R : What you do not like about the school? Beside the long period?
42 S : mmm… ya… the… *maksudnya? Semua baik*

<div align="right">(Oral interview task 4, line 41-42)</div>

In summary, the data from oral interview tasks revealed that the students showed to use more attempt "codeswitching" when they realized that they can not find the appropriate word in L2. They felt more comfortable to use L1 than L2 that they were not sure whether the L2 was appropriate or not.

3) Self Repair

This section presents the results of students' use of "self-repair" in oral interview tasks. The students frequently used a self-repair strategy when they realized their problem while communicating with others. The following are the examples of the use of "self-repair".

Example 1 (used by Student A)

8   R :   Can you give me the description?
9   S :   Okay. My school has green color… green color. Ehh…this is… what it is
10   *bekas*? *Bekas*? A second mmm…mmm… in the past, <u>this skill ehh…, this</u>
11   <u>school</u> aaa… is *Bela… Belanda gedung*. And …
                              (oral interview task 1, line 8-11)

Student A tried to correct his words by using "self repair". In this task, Student A wanted to describe about his school. He realized that he made a mistake in his speech when he used inappropriate word. He, therefore, corrected his own words by changing the word "skill" with "school" (line 10-11).

Another example of students' use of inappropriate phrases in "self repair" is shown in Example 2.

Example 2 (used by Student B)

51   S: Why?
52   S1 :   Because … because (paused 3 seconds) because…because in..in my
53   <u>computer room *apa*… computer lab</u> do not have air conditioner
                              (oral interview task 2, line 51-53)

In Example 2, Student B used "self-repair" to correct his own word when he said "in my computer room *apa*…computer lab" in line 53.

Example 3 (used by Student C)

6   R :   Can you explain it?
7   S :   Eee… because eee... <u>all of wall… opo… all of the wall</u> with the green
           Colours

<div align="right">(oral interview task 3, line 6-7)</div>

The example above showed the use of "self-repair" by Student C. She said "all of wall…*opo* all of the wall" in line 7. She realized her mistake and she inserted the word "the" before "wall" to refer to wall in her school.

Example 4 (used by Student D)

91   R :   So, there are five people in your family?
92   S :   Oohhh. My brother eee… <u>not repeat me…stay with me</u>.

<div align="right">(oral interview task, line 91-92)</div>

Student D revised her own speech "my brother eee…not repeat me…stay with me" in line 92. She realized that the word "repeat" was not appropriate to refer to "to continue to be in her house for a period of time", so, she changed her word choice into "stay".

Briefly, the results of oral interview tasks showed that all four students used "self repair". Eventhough, they were aware with their mistake and attempt to make a slf-initiated correction by themselves, they still produced more error repairs in their class performance.

4)   Appeal for Help

The following are the examples of "appeal for help" employed by the students in oral interview tasks.

Example 1 (used by Student A)

89 R : Actually is he an entrepreneur?
90 S: <u>What is entrepreneur?</u>

<div align="right">(oral interview task 1, line 89-90)</div>

As seen in Example 1, Student A did not know what entrepreneur is, so he asked the interlocutor to explain about it by saying "What is entrepreneur?" (line 90). This expression clearly shows an evidence that he employed "appeal for help"

Apart from A's utterances, there was also some evidence of "appeal for help used by other student, as seen in Example 2.

Example 2 (used by Student B)

35 R : You don't like ?
36 S : Yes, I don't like the music…music room. Yer, the same… the same
37   opinion with Wakhid opinion because the (paused) *alat ki opo alat?*
38   (asking to his friend, Wakhid).

<div align="right">(oral interview task 2, line 35-38)</div>

In Example 2, Student B tried to explain about what he does not like about the school. And he mentioned the music room and tried to explain the reason. Because of his lexical deficit, he asked his friend in Javanese language by saying "*alat ki opo alat?*" in line 37 which has the similar meaning to "how do you call *alat?*". "Alat" is the *Bahasa Indonesia* for "instrument" in English. From the interview transcript, it was clear that when the Student C was asking for help from his friend, he would use his L1, Javanese language.

Similar to Student B, Student C tended to use "appeal for help" to be accompanied by code-switching sometimes. The students tended to switch into *bahasa Indonesia* or Javanese language as seen in Example 3 below.

Example 3 (used by Student C)

33 R :   The vice principal of curriculum?
34 S :   Yes. Because eee…eee… *kebijakan*?

<div align="right">(oral interview task 3, line 33-34)</div>

From the above example, it is clear that Student C tried so hard to find the appropriate words to explain her reason by using "pause fillers and hesitation devices". As mentioned before, "pause fillers and hesitation devices" are used for gaining time so that the speaker can have more time to think about the appropriate word. But, finally he gave up thinking itself and asking for help from the interlocutor by raising her intonation when saying *"kebijakan?"* in line 34.

Apart from Student A, B, and C utterances, there was also the evidence of "appeal for help" used by other student.

Example 4 (used by Student D)

112 S :   Yes. And then eee… eee… *apa sih?…* I opo? *Nambang? Nambang?*
113   *Pasir itu lho*

<div align="right">(oral interview task 4, line 112-113)</div>

In Example 4, Student D tried to describe about her father's job. However, she did not know the word *"menambang"* and *"pasir"* in English therefore, he asked the interlocutor for help when she asked *"nambang?" nambang? Pasir itu lho"* in line 112-113. Finally, she was successful in getting the message across since the interlocutor understood what she meant and offered her an assistance.

5)   Approximation

As mentioned earlier, "approximation" is the strategy that allows the students to use an alternative lexical term, such as poetic word, a superordinate, or a related term that expresses the closest meaning with the target word, e.g., a

salesman for businessman who is working in a distributor area. In the following example, Student A used related term as one of the main feature of "approximation".

Example 1 (used by Student A)

95 R :   So, what does your mother do?
96 S :   The same <u>of</u> my father.

(oral interview task 1, line 95-96)

In Example 1, Student A tried to use an alternative preposition to express his idea in English. However, he seemed to use an inappropriate word to express the preposition of the target word, e.g. the use of "of" (line 96) instead of using "with". Although the preposition was incorrect, the listener still understood what he said, because it did not influence the meaning.

Another example of students' use of inappropriate word is shown below

Example 2 (used by Student B)

3 R :   What your school or SMP 1 Sleman looks like? In your opinion!
4 S :   Eee… like eee… a fish..
5 R :   A fish? Why?
6 S :   He always eee… be a big than…than…than yes. He always swim at
7   <u>the village.</u>

(oral interview task 2, line 3-7)

In Example 2, the researcher asked the students to describe how his school looked like based on his own opinion and she asked the reasons why he said that his school is a fish. Student B then answered "He always eee… be a big than…than…than yes. He always swim at the village." (line 6-7). From these utterances, Student B used a related term "the village" (line 7) instead of "the river". However, the use of "the village" was inappropriate and led to misunderstanding.

Example 3 (used by Student C)

89 R : Can you describe what your mother looks like?
90 S : Ehm… my mother is (paused 3 seconds)
91 R : Apa maybe straight hair…long hair… She is very patient. She is very kind.
92   She is very helpful
93 S : She is very eee… I think she is a very good mother because <u>it</u> makes me
94   can learn in this school eee… he…eh… she (paused 3 seconds) mmm…
95   make me can <u>catch</u> eee… always make…always give me a *dukungan*?

(oral interview task 3, line 89-95)

From the above utterances, the researcher asked Student C to describe about her mother. She said "She is very eee… I think she is a very good mother because <u>it</u> makes me can learn in this school eee… he…eh… she (paused 3 seconds) mmm… make me can <u>catch</u> eee… always make…always give me a *dukungan*?". From this utterance, Student C used a pronoun "it" (line 93) instead of "she" to refer to her mother. A possible explanation is that she forgot that "her mother" considered as a feminime noun should be replaced by "she". The other "approximation" was also appeared in the same utterance. She used the related term "catch" (line 95) instead of "comprehend" or "master". The probable answer for this phenomenon was that the English of Student C was still influenced by her own L1, *bahasa Indonesia.*

Example 4 (used by Student D)

5   R : Why?
6   S : Because the (paused 3 seconds) eee… the (paused more than 3 seconds)
7   the a*pa*? <u>Over-period</u> in this school.

(oral interview 4, line 5-7)

The researcher asked the Student D's reason why she mentioned that the students of SMP 1 Sleman were sad. She answered "Because the (paused 3 seconds) eee… the (paused more than 3 seconds) the a*pa*? <u>Over-period</u> in this school." She used the related term "over-period" to mention that "the school has a longer duration than other schools". A possible explanation is that Student C did not know the more appropriate word in English to deliver the same message.

To sum up, the results from oral interview tasks revealed that the all four students were able to employ "approximation" to refer to unknown word in English. However, they tended to use inappropriate words to express the closest meaning of the target word.

6) Clarification Request

The following is the example of the use of clarification request.

Example 1 (used by Student A)

21 R :   What do you like about this school?
22 S :   Eee… I like this school…
23 R :   Can you speak louder, please!
24 S :   Ok. Eehh…<u>Repeat, please</u>!

(oral interview task 1, line 21-24)

As seen in Example 1, Student A used "repeat, please!" (line 24) to ask the interlocutor to clarify or repeat her words since the researcher interrupted his answer by asking him to speak louder, so he forgot what he wanted to say.

Example 2 (used by Student B)

1 R : M y first question is, What is your school like?
2 S : <u>What?</u>
3 R : What your school or SMP 1 Sleman looks like? In your opinion!

(oral interview task 2, line 1-3)

In Example 2, Student B used "clarification request" to ask the researcher to repeat her question. It should be noted that he used "What?" instead of more appropriate expressions "pardon!" when he tried to request repetition.

Besides, some students used long phrases or sentences to ask for explanation from the interlocutor as seen in example 3 below.

Example 3 (used by the Student C)

43 R : Hoo…hooo why?
44 S : I don't know why. <u>But it maybe because it maybe oxygen ya?</u> So, I will,
45   eee… I can (paused 3 seconds) make… I can feel fresh there

(oral interview task 3, line 43-45)

In Example 3, the Student C used "clarification request" to ask for correction of a certain word "oxygen" when she asked "But it maybe because it maybe oxygen ya?" since she knew that her interlocutor was more proficient in English than her, she asked her to clarify the word for her.

Example 4 (used by Student D)

20 R : What do you like about the school?
21 S : <u>Ha?</u>
22 R : What do you like about the school?

(oral interview task 4, line 20-22)

As seen in the example above, Student D used "clarification request" to ask the interlocutor to repeat her questions. Instead of using the proper expressions such as "Repeat, please!", she used "Ha?". In another example, Student D also used the same expression to ask for repetition.

Example 5 (used by the Student D)

54   R :   He…he… okay. Where is your favorite place in this school?
55   S :   <u>Ha?</u>
56   R :   Your favorite place in this school? Classroom, rest room

<div align="right">(oral interview task 4, 54-56)</div>

To summarize, the data from oral interview tasks revealed that the students used "clarification request" to ask what he/she did not understand or hear what the interlocutor said instead of directly answering what they heard at the first time. It indicated that the student wanted to make sure that they accepted the right message so they could respond to the message properly.

7)   Literal translation

The following are the examples of "literal translation" employed by the students.

Example 1 (used by Student A)

25   R :   What do you like about the school?
26   S :   Oohh. In … in school I like what *gitu*?]

<div align="right">(oral interview 1, line 25-26)</div>

In Example 1, A employed "literal translation" in his talk when he wanted to make sure that what he heard was correct or not. Instead of repeating the questions from the interlocutor, he literally translated bahasa Indonesia into English by saying "Oohh. In …in school I like what *gitu*?".

There was also some evidence of students' use of "literal translation" in example 3 when the student was asked about what she does not like about the school.

Example 2 (used by Student D)

43　R :　For example: Erinda said that the bathrooms are smelly. It has a bad smell

44　　　And the wall is painted in green.

45　S :　Erinda opinions' no problem for me.

<div align="right">(oral interview task 4, line 43-45)</div>

In this part, the student tried to answer the reseacher's question. Because it seemed difficult for the student to answer it, the researcher gave one of her friend opinions. She employed literal translation by saying "Erinda opinions' no problem for me" instead of using more appropriate expressions such as "personally, I disagree with Erinda's opinion.".

8)　Confirmation Check

As mentioned earlier, "confirmation check" is the strategy that allows the students to check whether what they heard is correct or not. The following are the example of the students' use of "confirmation check".

Example 1 (used by Student A)

54　R:　Okay. Ya.. can you describe me about what your school ehh. What your

55　　　class is like?

56　S :　Eee.. hee… my class is like <u>my class ya</u>? My class like (paused) hem…

57　　　like … like a… park

<div align="right">(oral interview task 1, line 54-57)</div>

Form the above conversation, Student A used "confirmation check". Since he was not sure about the question, she attempted to rephrase the question according to his understanding when he asked "Eee.. hee… my class is like <u>my class ya</u>?" in line 56. This repetition would make the interlocutor understand and restate her question.

The similar evidence also appeared in example 2 below

Example 2 (used by Student B)

58 R :   Where is your favorite place in this school?
59 S :   Favorite?

<div align="right">(oral interview task 2, line 58-59)</div>

From the above example, the researcher asked about the favorite place in Student B's school. Because Student B was not sure about what he heard, he repeated the word "favorite" in line 58 to make sure whether it was correct or not. Finally, he was confirmed that what he heard was correct and it made him more confident in continuing his conversation.

9)   Circumlocution

"Circumlocution" is often viewed as the most important achievement strategy (Dornyei, in Kingsom:1999) that can assist students to express their ideas when facing lexical deficit. Based on the oral interview tasks transcript, there were 3 instances of use of "circumlocution". The following are the examples of the use of "circumlocution"

Example 1 (used by Student C)

81 R :   Oh ok. Is he a private worker or he works for the government?
82 S :   Eee…for people. So, <u>my father eee… work in depo 3 PUSKESMAS, so</u>
83   <u>he…he works in what?</u>

<div align="right">(oral interview task 3, line 81-83)</div>

From the above conversation, C was asked about her father's career whether he is a private worker or he works for the government (in line 82). However, she did not choose one of the alternatives. She used "circumlocution" to describe his father's job. He described the activity and the location of the target word when she said "So, my father eee… work in depo 3 PUSKESMAS, so

he…he works in what?" (line 82-83). Finally, her explanation was clear enough to make the interlocutor understand what she tried to say.

Another example of circumlocution used by the student was found in the following example.

Example 2 (used by Student D)

95   R :   What does your father do? What is your father job? The question is just
96   the same, what does your father do and what is your father job.
97   S :   My father just eee… *mengawasi… mengawasi apa ya*? Pegawai-
98   pegawainya?

<div align="right">(oral interview task 4, line 95-98)</div>

As seen in Example 2, Student D used "circumlocution" to describe "supervisor manager" (line 97-98). Again, the students, often describe something in *bahasa Indonesia.*

10) Message Abandonment

The following is the example of "message abandonment" used by the students in oral interview task

In Example 1, A employed "message abandonment" in his talk when he could not explain what he wanted.

Example 1 (used by Student A)

45   S :   The hall. Ho… ooo… because the hall is not have eee… fan (f^n)… fan (fæn)
           and not has *tertutup itu apa*? *Jadi nggak tertutup gitu lah.*

<div align="right">(oral interview task 1 line 45-46)</div>

From the above example, Student A tried to explain the reason why he did not like the school hall. First, he said that there is no fan there. He tried to express

his idea more in detail, he wanted to say that the school hall was not well-covered. But, he faced problems to find the appropriate word. So, he stopped there.

11) Non-Linguistics Strategy

As mentioned earlier, "non-linguistics strategy" is a strategy when the students use mime, gesture, facial expression or sound imitation, etc to deliver their messages. The example of "non-linguistics strategy" is presented below.

Example 1 (used by Student A)

49 R : So, it's very noisy when they play the music?
50 S : Yes. Maybe after play music, my ear will <u>nging…nging…</u> gitu.
(oral interview task 1, line 49-50)

In this task, Student A tried to explain the reason why he did not like the music. He did not like the music room because it does not have device to reduce the noise. So, when he finished playing music his ear felt buzzing. He employed "non-linguistics strategy" to describe "buzzing" by doing sound imitation "nging…nging" in line 50.

12) Comprehension Check

"Comprehension check" is strategy where the students ask a question to check whether the interlocutor understands what they have said or not. The example of "comprehension check" is presented below

Example 1 (used by Student D)

62	R :	So, where is your favorite place?
63	S :	Canteen. Yu Par canteen.
64	R :	Yu Par's canteen? Why Yu Par's canteen?
65	S :	Yes. <u>You know Yu Par canteen?</u>

(oral interview task, line 62-65)

From the above conversation, Student D was asked about the favorite place in the school (line 62-63). She directly answered "Canteen. Yu Par's canteen." in line 63. Then, the interlocutor clarified D's answer by saying "Yu Par's canteen? Why Yu Par's canteen?" in line 64. Student D answered "Yes" (line 65) but before she continued explaining about her answer, she employed "comprehension check" by asking "You know Yu Par's canteen?" in line 65. It should be noted that the question was not grammatically correct, but the interlocutor understood what he meant. Student D asked the interlocutor to make sure that she knew Yu Par's canteen before she continued talking.

13) Word Coinage

"Word coinage" is a strategy where the students make up a new word that does not exist in English in order to communicate a desired concept. The example of the use of "word coinage" is presented below.

Example 1 (used by Student D)

5   R :   Why?
6   S :   Because the (paused 3 seconds) eee… the (paused more than 3 seconds)
7   the a*pa*? <u>Overperiod</u> in this school.

<div align="right">(oral interview task 4, line 5-7)</div>

From the above conversation the interlocutor asked D's reason why she said that the students were sad. Instead of using more appropriate expressions such as "Because the school has a longer period than other schools", she employed "word coinage" by mentioning "over-period" in line 7. The possible explanation for this phenomenon is that D took a supposed rule in other similar word such as oversensitive, oversized, oversleep, etc. The syllables "over" in those words showed something that is more than it is expected.

d. Summary of the Use of CSs

In this section, the analysis of students' performance and reports in classroom observation, in-depth interview, and oral interview tasks have been presented and discussed to reveal the types of CSs employed by the students. That is, students' performance and reports showed that students used fourteen types of CSs, which were pause fillers and hesitation devices, code switching, self-repair, appeal for help, approximation, clarification request, message abandonment, circumlocution, literal translation, confirmation check, non-linguistics strategy, topic avoidance, word coinage and comprehension check.

Regarding "pause fillers and hesitation devices", the students most frequently employed these strategies in both classroom and oral interview tasks.

Student A, B, C, D also reported the use of this strategy. They seemed to successfully use these strategies to gain more time to think about an unknown word or phrase in English.

With respect to "code switching", the data shown that the students also used this strategy. The data also discovered that students tended to switch into *Bahasa Indonesia* than Javanese language. The potential answer is that most of the time of this study happened in formal context. So, students were aware that they were in formal situation which required formal language. Students switched into Javanese Language, their mother tongue, when they had a conversation with their friends.

As for "self repair", the data have shown that the students used this strategy to correct their mistakes they made. Although Student A and C did not report the use of codeswitching, but the data in oral interview tasks shown that all Student A, B, C and D used this strategy. The possible answer for this phenomenon is that they did not realize that they used it.

In terms of "appeal for help", students employed this strategy both in classroom and oral interview task. From the interview, the students usually ask their friends or their teacher when they lacked an English word or phrase to express their ideas. The data showed that students were also directly asking for assistance from their interlocutor in *Bahasa Indonesia* or Javanese language instead of English. Student A repeated the same word with raising intonation to show that he needed help.

Considering "approximation", the findings showed that students were able to employ this strategy appropriately. This can be seen in their ability to select a related term because of their vocabulary deficit.

With regard to the success of using "clarification request", the students were confident using this strategy to continue their conversation, make themselves clearly understand and try to negotiate meaning with the interlocutor. But, it should be noted that the students should use appropriate request in English.

As shown in the data, "message abandonment" used by the students when they left their message unfinished. Student B, C, and D reported the use of this strategy in in-depth interview, but according to field note and oral interview task, only Student D who used this strategy.

As for "circumlocution", the data have shown that the students' use of "circumlocution" could be seen from their selection of certain characteristics and properties that can be used to describe target words in English appropriately and efficiently. Rather than giving up talking, they attempted to use "circumlocution" to get the meaning across when they faced vocabulary deficit.

To maintain the communication, the students used "literal translation". The students still employed this strategy although they had realized that using this strategy may cause an error. This strategy did not appear in classroom observation but the utilization of "literal translation" increased dramatically in oral interview tasks.

Taking into account of "confirmation check", the students were able to employ this strategy. They used this strategy to make sure whether what they heard was correct or not.

Considering "non-linguistics strategy", the findings show that the students also employed this strategy. They used this strategy when they could find appropriate words in English.

As shown in the data, the employment of "topic avoidance" was used by the students to gain more time to think, solve their communication breakdown and remain in the conversation.

The data also showed that a student successfully used "word coinage". She created a new word based on a supposed rule in English. Although it was inappropriate, it was acceptable because the researcher could understand what she intended to say.

With regard to the success of using "comprehension check", a student confidently used this strategy. She used it to check whether the interlocutor had knowledge about what they were talking about before she continued talking.

2. The Ways of How Communication Strategies are Implemented

In order to better understand how the actual implementation of CSs, it is necessary to look more closely at some specific examples of the discourse data from classroom observation and oral interview tasks. In response to the research question number 2, this section presents the analysis of how communication strategies were implemented.

a. **Pause fillers and hesitation devices**

There are several ways used by the students in implementing "pause fillers and hesitation devices". The details are presented below.

1) **Repeating the Same Words**

Example 1 (used by Student A)

4	R:	What?
5	S :	A palace.
6	R :	A palace? Okay.
7	S :	He..ee. because <u>palace … palace…</u> A science palace.

(oral interview task 1, line 7)

From the above example, Student A, instead of, kept silent, he filled the pause by repeating the same word "palace". As mentioned earlier, pause fillers is used for gaining time to think, so if the students need more time to think, they will repeat the same word more than one. In example below, Student B repeated the word "because" for four times before he continued his speaking.

Example 2 (used by Student B)

51	S:	Why?
52	S1 :	in my
53		computer room *apa?…* computer lab do not have air conditioner

(oral interview task 2, line 51-53)

2) **Repeating the Same Phrase**

Beside repeating the same words, the students also employed "pause fillers and hesitation devices" by repeating the same phrase as shown in Examples 1 and 2.

Example 1 (used by Student A)

8   R :   Can you give me description of the physical?

9   Okay. My school has <u>green color… green color</u> Ehh…this is… what it is

10   *bekas*? *Bekas*?. A second mmm…mmm… in the past, this skill ehh…, this

11   school aaa… is *Bela… Belanda gedung*. And …

<div align="right">(oral interview task 1, line 8-11)</div>

As seen in example above, Student A repeated the phrase "green color" because he needed more time to think about what he did not like about his school. Another example of phrase repetition is shown in the example below.

Example 2 (used by DS)

"In this opportunity, I would like to describe someone…someone. He is a teacher. White…white…<u>white skin…white</u> skin and tall. He is a history teacher with most …"

GBI meminta DS untuk mengeraskan suaranya.

70   "most white…white…white skin…white skin and tall. If he teaching…if he teaching, come on time. If we have tasks … homework always hard. Who is the teacher?" *Tanya DS.*

("In this opportunity, I would like to describe someone…someone. He is a teacher. White…white…<u>white skin…white</u> skin and tall. He is a history teacher with most …" The English teacher asked DS to speak louder "most white…white…white skin…white skin and tall. If he teaching…if he teaching, come on time. If we have tasks … homework always hard. Who is the teacher?" Asked DS.)

<div align="right">(field note 6, line 66-72)</div>

3) Repeating the Same Clause

As seen in example below, Student A repeated the clause "I am not like" although it was incorrect clause because he needed more time to think about what he did not like about his school.

Example 1 (used by Student A)

35   R : Yeah… so, so, what do you not like about the school? What do you not
36   like about the school?
37   S :   Ohh. In this school, I … (paused) <u>I am not like … I am not like…</u>
             eee…]

<div align="right">(oral interview task 1, line 35-37)</div>

Similar to Student A, when Student B was asked to describe her mother, he repeated the clause "my mother likes" instead of "my mother looks like" as seen in Example 2.

Example 2 (used by Student B)

110 S :   Ya. So, please describe what … how does your mother look like?
111 R :   <u>My mother likes (paused more than 3 seconds) my mother</u>
            <u>likes</u>…my
112   (paused 3 seconds) *pacar ki opo?*

(oral interview tasks 2, line 110-112)

Being different to the Student A and B, Student HPP employed clause repetition appropriately.

Example 3 (used by HPP)

        "Here, I want like to tell you about … about the teacher. He is a teacher.
130   He…he is not too fat and not thin. He always takes boy …boys bracelet.
        He has a white skin and <u>he has…he has</u> big voice. He is taller than all the
        teacher." *Jelas HPP.*

        ("Here, I want like to tell you about … about the teacher. He is a teacher.
        He…he is not too fat and not thin. He always takes boy …boys bracelet.
        He has a white skin and <u>he has…he has</u> big voice. He is taller than all the
        teacher." Explained HPP.)

(field note 6, line 129-132)

4) Using "eee"

The data from both classroom observation and oral interview task showed that "eee" is the most frequently type of "pause fillers and hesitation devices" used by the students.

Example 1 (used by Student C)

33 R : The vice principal of curriculum?
34 S : Yes. Because <u>eee…eee…</u> *kebijakan*?

(oral interview tasks 4, line 33-34)

As shown in the example above, Student C used "eee" to fill in the pauses to gain time for thinking, but she still could not find the appropriate English word for "kebijakan". So, "pause fillers" also appeared before "code switching".

The more frequently utilization of "pause fillers and hesitation devices" showed by Student D, as seen in example below.

Example 2 (used by Student D)

46 R : So you do not have, so, you like all of the things in this school except the
47   long period?
48 S : <u>Eee…eee…</u> One rule. <u>Eee…eee…</u> the students may not <u>eee…</u> wear jaket
49   when enter the…this school

(oral interview tasks 4, line 46-49)

5) **Using "mmm"**

Beside "eee" the data also showed that the students employed the using of "mmm" to fill pause, as seen in the examples below.

Example 1 (used by Student D)

76 R : Okay. I'm going to ask about your free time? What are your hobbies?
77   What are your hobbies?
78 S : mmm… singing and playing …and playing music

(oral interview tasks 4, line 76-78)

When the researcher asked Student D about her hobbies, Student D needed more time to think about it, she employed "pause fillers" by using "mmm" before she finally answered that her hobbies were singing and playing music.

Example 2 (used by Student B)

85 R : Jogging? How often do you that sport?
86 S : mmm…mmm… Once a week.

<div align="right">(oral interview task 2, line 85-86)</div>

Student B employed "mmm" for two times before he answered "once week". It indicates that he needed more times than Student D to think about the answer.

b. Code Switching

The following are the examples of the students' way to implement "code switching"

1) Switch into *Bahasa Indonesia*

Example 1

"So, you don't like both?" *GBI mengklarifikasi.* The teacher clarified.
210 *"biasa-biasa aja.* Not too dry and not too wet. *Sedang-sedang aja."* Jawab RDSF. Answered RDSF.

("So, you don't like both?" The teacher clarified.
"biasa-biasa aja. Not too dry and not too wet. *Sedang-sedang aja."*
Answered RDSF.)

<div align="right">(field note 4, line 209-211)</div>

In Example 1, the student tried to explain that she did not like wet and dry season. She tried to explain that she liked the weather lays between those two seasons. But, she had a difficulty to express her idea in English so she switched into *Bahasa Indonesia.*

Another example of students' use of codeswitching in *Bahasa Indonesia* is shown in Example 2 below.

Example 2 (used by Student B)

87 R : mmm… do you have any another activities in your free time or spare
88   time?
89 S : Eee… *kumpul bareng bersama keluarga.*

<div align="right">(oral interview task 4, line 87-89)</div>

From the above conversation, Student B tried to answer the researcher question "mmm… do you have any another activities in your free time or spare time?". It seemed that Student B found difficulties in answering in English, he directly switched to *Bahasa Indonesia* by saying *"kumpul bareng bersama keluarga."*

2) Switch into Javanese Language

Example 1

> *"food to?" Tanya SAP kepada teman yang duduk di depannya.*
> *"Oh* fruit*,* krunguk*u* food*". SAP tertawa mengetahui kesalahannya.*
> "mmm… avocado because the fruit is soft." *SAP tertawa.*

> ("food right?" asked SAP to his friend sitting in front of him.
> "Oh fruit, I heard food." SAP was laughing for knowing his mistake.
> "mmm…avocado because the fruit is soft." SAP laughed.)

<div align="right">(field note 4, line 62-64)</div>

SAP used Javanese word *"krunguku"* to refer to *"heard"*. SAP used this word to clarify that he answered wrong because he heard the wrong question.

Example 2 (used by Student B)

70 S1: *Podo wae*
71 S : *Ora..mosok podo terus.* My class like…

<div align="right">(oral interview task 2, line 70-71)</div>

In Example 2, Student B was asked to describe about his class. Student A suggested Student B to answer the same question with him by saying " *podo wae*" to mention "just say the same with my answer". Student B refused to use Student A answer by saying *"Ora.. mosok podo terus"* to talk about "No. I don't want to have the same answers all the times".

c. Self-repair

The examples of how "self-repair" were implemented are presented below.

Example 1

The English teacher asked "Why?".
*"*Because they all…they are all my classmate,", answered ACAA.
(field note 4, line 41-42)

In Example 1, ACAA tried employed "self-repair" to correct her own word when she said "they all…they are all my classmate" in line 42. She realized that she made a mistake in her own speech, therefore, she inserted to-be "are".

Example 2 (used by Student A)

43 S : The *aula*.
44 R : Ohhh…
45 S : The hall. Ho… ooo… because the hall is not have eee… fan (f^n)… fan (fæn)
45   and not has *tertutup itu apa? Jadi nggak tertutup gitu lah.*
(oral interview tasks 1, line 43-45)

In Example 2, Student A corrected his own word when he said "the hall" because he realized that "aula" is a *Bahasa Indonesia* word, not an English one.

d. Appeal for Help

The example of how "appeal for help" was implemented is presented below.

1)   Directly asking "What is it?"

Example 1

105   "MDAM, If you were a president, what would you do to make your people happy?"
Seisi kelas tertawa mendengar pertanyaan yang terkesan rumit bagi mereka.
" *(terdiam lebih dari 3 detik)* I will… <u>what is it?</u> Ehm… (paused) give me the examples!"

("MDAM, If you were a president, what would you do to make your people happy?"
The whole students were laughing when they heard the question which was difficult to answer.
" (paused more than 3 seconds) I will… what is it? Ehm… (paused) give me the examples!")

(field note 4, line 105-109)

In example 1, MDAM tried to answer about what she would do to make her people happy if she were a president. Because she found difficulties in answering that question she asked for help by saying "What is it?" in line 107.

2)   Directly Asking "Give me the examples!"

Example 1

105   "MDAM, If you were a president, what would you do to make your people happy?"
Seisi kelas tertawa mendengar pertanyaan yang terkesan rumit bagi mereka.
" *(terdiam lebih dari 3 detik)* I will… what is it? Ehm… (paused) <u>give me the examples!</u>"
"MDAM, If you were a president, what would you do to make your people happy?"
The whole students laughed when they heard the question which was difficult to answer.
" (paused more than 3 seconds) I will… what is it? Ehm… (paused) give me the examples!"

(field note 4, line 105-109)

From the above utterances, MDAM still confused about how to answer the question by herself. So, she asked her friends to provide the examples of what a president did to make his/her people happy by simply asking "Give me the examples!" (line 108-109).

3) Using the Similar Language Function in Javanese Language

Example 1

"Yeah." *Jawab TM singkat.*"HPP, what is your favorite movie?"
275 *Tanya TM*
"My favorite movie is an adventure movie." *Jawab HPP.*
"Why?"
"because…because there is an experience eee… opo kuwi jenenge?"
bertanya ke teman di sebelahnya. "maybe eee… an interesting place."
Jelas HPP.

("Yeah." TM answered shortly."HPP, what is your favourite movie?"
asked TM
"My favorite movie is an adventure movie." Answered HPP
"Why?"
"because…because there is an experience eee… opo kuwi jenenge?"
asking to a friend next to her. *"maybe eee… an interesting place."*
Explained HPP.)

(field note 4, line 274-279)

In Example 1, TM tried to explain the reason why she chose an adventure movie as her favorite movie. It was clear that she tried to give additional information about her reason, but she could not explain further. So, she asked her friends next to her by saying *"opo kuwi jenenge?"* in line 278. *"opo kuwi jenenge?"* is a language function in Javanese language to ask about the name of something. It is similar to "What do you call it?" in English. Another example is presented below.

Example 2

"He is your teacher. If he speaks very quickly … very quickly. And he has a moustache."
"Moustache *ki opo to*?" *bisik beberapa M*.

"He is your teacher. If he speaks very quickly … very quickly. And he has a moustache."
"Moustache *ki opo to*?" Some students whispered.

(field note 4, 156-158)

From the above utterances, some students discussed the word "moustache" that was used by the English teacher to describe a teacher in SMP 1 Sleman. So, they were each other, hoped for an answer by saying "moustache *ki opo tho?*" in line 158. This is Javanese utterance which is used for asking for help, it similar to "What is moustache?" in English.

4)   Using the Similar Language Function in *Bahasa Indonesia*

Example 1 (used by Student A)

45   S :   The hall. Ho… ooo… because the hall is not have eee… fan (f^n)… fan (fæn) and not has *tertutup itu apa*? *Jadi nggak tertutup gitu lah*.
(oral interview task 1, line 45-46)

In Example 1 above, Student A tried to explain the reason why he hated the school hall but it seemed that he had a difficulty. He could not find the English word of "uncovered". Therefore, he asked the researcher to help him by saying "tertutup itu apa? in line 46. It is similar to an English expression "What is *tertutup* in English?"

Example 2 (used by Student A)

52   S1 :   Because … because (paused 3 seconds) because…because in..in my
53   computer room *apa?*… computer lab do not have air conditioner
(oral interview task 1, line 52-53)

In Example 2, Student A found difficulty in continuing his speech about the computer laboratory, so he simply said *"apa?"*, an interrogative sentence in *Bahasa Indonesia* which means "What?" in English.

5) Raising Intonation

Example 1 (used by Student A)

28   S :   In my school…in this school, I like eee…I like the…the… the under
29   *kelengkeng* tree because its an…an… I sit under the tree. I … the…the…]
30   *Udara*? <u>Student A asked the researcher with raising intonation.</u>

                                                       (oral interview task 1, line 28-29)

From the above utterances, Student A asked the researcher' assistance since he did not know how to call *"udara"* in English by raising his intonation indicated that it was a question.

Example 2 (used by Student D)

111   R :   So your father works in a nursery area?
112   S :   Yes. And then eee… eee… *apa sih?…* I opo? *Nambang? (with raising intonation)*
113   *nambang pasir itu lho?*

                                             (oral interview tasks 4, line 111-113)

Similar to Example 1, in Example 2, Student D tried to describe about her father's job. But because of her lack of vocabulary, she did not know the word *"nambang"* in English. Therefore, she raised her intonation when saying *"nambang"*, indicating that it was a question. And behind that question, she intended to ask the researcher for help.

e. Approximation

The data below illustrate how "approximation" was implemented.

Example 1

"DS, what subject in this school that you like most?" Asked AS.
"No one… No body."

(field note 4, line 163-164)

In Example 1, AS explained that she did not have a favorite subject in this school. From the utterance, AS used the term "no one…no body" in line 164 because it has the similar lexical meaning with "nothing".

In addition, some students displayed their ability to use "approximation" while performing "describing her mother" as seen in the following example.

Example 2 (used by Student C)

```
93  S :  She is very eee… I think she is a very good mother because it makes me
94        can learn in this school eee… he…eh… she (paused 3 seconds) mmm…
95        make me can catch eee…  always make…always give me a dukungan?
```
(oral interview task 3, line 93-95)

From the above utterances, Student C wanted to describe her mother. Student C used the related term "catch" instead of "comprehend" to express her idea.

f. Clarification Request

The following are the examples of the way of communication strategies are implemented

1) Directly saying "What?"

Example 1

"ERN, which one do you choose? You are too hungry or too full?" asked TTAR.
"What?" asked ERN.

(field note 4, line 146-148)

As seen in Example 1, student ERN used "what?" to ask interlocutor to clarify her words since she could not hear the question clearly.

Example 2

"FAP, What pet do you like most?" Asked OWN continued her question.
<u>"What…what?"</u> Asked FAP.

(field note 4, line 87-88)

In Example 2, students used "clarification request" by saying "what?...what?"

Example 3

*"because batik is Interesting…are interesting. Terus opo mau?"*kata AS
"Do not say opo…opo?" perintah GBI.
<u>*"What…what…what?"*</u> ucap AS

(field note 4, line 170-172)

In Example 3, AS used "what…what…what?" after the English teacher asked him not to say "opo…opo?". It should be noted that although the teacher already reminded him not to say inappropriate "clarification request", but he still used "what…what…what?" instead of more appropriate expressions "repeat, please!" when he tried to request for repetition.

2) **Saying "repeat, please!"**

Example 1

"What…what?" Tanya FAP.
Guru mengingatkan untuk jangan menggunakan "what, what" *ataupun*
90 *"apa, apa" melainkan* "Pardon", atau "please, repeat it once again".
<u>"Repeat, please!"</u> *pinta* FAP

("What…what?" Asked FAP
 The teacher reminded him not to use "what, what" or *"apa, apa"* use
"Pardon", or "please, repeat it once again".
<u>"Repeat, please!"</u> asked FAP.)

(field note 4, line 91)

As seen in Example 1, FAP used "repeat, please!" (line 91) after his teacher reminded him to use more appropriate expressions instead of saying "what…what?" (line 88).

3) **Using the Similar Language Function in Javanese Language**

   Example 1

   "DSY, do you like beach or mountain for your holiday?" Asked DK. *"opo?...opo?..."* Asked DSY.

   (field note 4, line 186-187)

As seen in Example 1, student DSY used *"opo?...opo?"* to ask the interlocutor to clarify her words since she did not understand that the question. *"opo?...opo?"* in line 187 is an expression in Javanese language for asking for clarification similar to "what…what?" in English.

   Example 2

   "In here, I'd like to tell you a teacher in this school. She is big."
165   *M tertawa dan bertanya "Apane sing big?"*

   ("In here, I'd like to tell you a teacher in this school. She is big."
   Students laughed and asked *"Apane sing big?")*

   (field note 6, line 164-165)

In Example 2, students used *"Apane sing big?"* to clarify an explanation about which one was the big one. *"Apane sing big?"* is an expression in Javanese language that has similar meaning with "Which one is the big one?" in English.

4) **Saying "hah?" with Raising Intonation**

   Example 1

   "DK, if you are a superstar, who will you be?"
180   "hah?" *Tanya DK.*

("DK, if you are a superstar, who will you be?"
"hah?" Asked DK.)

<div align="right">(field note 4, line 179-180)</div>

As seen in the example above, DK used "hah?" with raising intonation indicated that she did not clearly hear what the interlocutor had said. "Hah?" with raising intonation was used for asking clarification for the interlocutor.

5) Saying "repeat…repeat!"

Example 1

"RDSF, which one do you like most? Wet season or dry season?" *Tanya*
205 IPW.
"repeat…repeat!" *pinta* RDSF.

("RDSF, which one do you like most? Wet season or dry season?"
Asked IPW.
"repeat…repeat!", asked DSF.*)*

<div align="right">(field note 4, line 204-206)</div>

In Example 1, RDSF used "repeat…repeat!" (line 206) to ask the interlocutor to repeat her question to get a better understanding of the message.

g. Message Abandonment

The examples of how message abandonment is are presented as follows.

Example 1

"Here, I would like to tell you about my friends…one of my friends. I have a friend. He is tall and he wears a glasses. He always brings watch. He have…he has a curly hair. He has a curly hair and he is handsome, smart and …" (AS stopped)

<div align="right">(field note 6, line 41-44)</div>

In Example 1, AS tried to describe about one of his friends by saying "He has a curly hair and he is handsome, smart and …" (AS stopped)" in line 43-44. It was clear that AS began to talk about the characteristics of his friend but he was unable to continue and stop in mid utterance.

Another example of the implementation of message abandonment is displayed in the following example.

Example 2 (used by Student C)

93　S :　She is very eee… I think she is a very good mother because it makes me
94　　　　can learn in this school eee… he…eh… <u>she (paused 3 seconds) mmm…</u>
95　　　　<u>make me can catch eee…</u>　always make…always give me a *dukungan*?
<div align="right">(oral interview task 3, line93-95)</div>

From the above example, Student C tried to describe about her mother. First she said that her mother supported her to learn in her school. And second, she said "she (paused 3 seconds) mmm…　make me can catch eee… ". In this sentence, Student C wanted to continue describing her mother, but she stopped in mid utterances because of her lexical deficit.

h.　Circumlocution

The following are the examples of how "circumlocution" are implemented.

1)　Describing Characteristics

Example 1

"So, you don't like both?" asked the teacher
210　　"biasa-biasa aja. <u>Not too dry and not too wet</u>. *Sedang-sedang aja."*
　　　Answered RDSF.
<div align="right">(field note 4, line 209-211)</div>

In line 209, the teacher clarified whether RDSF does not like both dry and wet season. Instead of answering that she liked "humid season", she described the characteristics of humid season as the middle of dry and wet seasons by saying "not too dry and not too wet" in line 210.

In Example 2, a student tried to describe about one of the teachers in the school. She tried to explain that her teacher is medium height. She used "circumlocution" by describing the characteristics by saying "She is not too tall not too short" in line 107. This explanation might help the listeners understand what she meant eventually.

Example 2

"In this opportunity I… I would tell … describe someone eee… she is my classmate. She is not too tall and not too short. She is smart and kind. But if …when she…when she was angry eee… the anything in front of her can be broke. Eee… her name like Bali …Bali people but she was born in Sleman
(field note 6, line 106-108)

2) Describing Activities

Example 1

81   R :   Oh ok. Is he a private worker or he works for the government?
82   S :   Eee…for people. So, my father eee… work in depo 3 PUSKESMAS, so
83   he…he works in what?
(oral interview task 3, line 81-83)

From the above conversation, Student C was asked about her father's job whether he is a private worker or a civil worker in line 82. However, she did not choose one of the alternatives. She used "circumlocution" by describing her father' activities and the place when she said "my father eee… work in depo 3

PUSKESMAS, so he…he works in what?" (line 82-83). Finally, her explanation was clear enough to make the interlocutor understand what she tried to say.

Another example of the implementation of "circumlocution" by describing activities by the student is found in the following example.

Example 2

95	R :	What does your father do? What is your father job? The question is just
96		the same, what does your father do and what is your father job.
97	S :	My father just eee… *mengawasi… mengawasi apa ya*? Pegawai-
98		pegawainya?

<div align="right">(oral interview task 4, line 95-98)</div>

As seen in Example 2, Student D used "circumlocution" to describe "supervisor manager" (line 97-98). Again, the student described the activity of the object. The students often describe someone in *bahasa Indonesia.* The possible explanation for this phenomenon is that the students also have a lexical deficit to describe someone/or something in English.

i. Confirmation Check

The following are the examples of how "confirmation check" is implemented.

Example 1

205 "I would like to …to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."
M sontak bertanya "cooker?"

("I would like to …to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."
M asked spontaneously "cooker?")

<div align="right">(field note 6, line 205-207)</div>

From the above example, the students used "confirmation check". A student described about a person in his school. He said that she is a professional cooker in his school. Since the student was not sure whether what they heard was correct or not they repeated the word "cooker" to confirm it.

The similar evidence also appeared in Example 2 below

Example 2

58　R :　　Where is your favorite place in this school?
59　S :　　<u>Favorite?</u>

<div align="right">(oral interview task 2, line 58-59)</div>

From the above example, the researcher asked about the favorite place in the school according to Student B. Student B repeated the word "favorite" in line 59 that the researcher has said to confirm what he heard was correct or not.

j.　Literal Translation

The following are the examples of how "literal translation" was employed by the students.

Example 1 (used by Student A)

47　S:　　And this school are I do not like the music room because (paused) usually
48　　　　the music room has *peredam* ha.. *terus* <u>in this school not…not has about it</u>

<div align="right">(oral interview task 1, line 47-48)</div>

In Example 1, A employed "literal translation" in his speech when he wanted to explain the reason why he did not like the music studio in his school. He literally translated word by word from *bahasa Indonesia* (*di sekolah ini tidak punya tentang ini)* into English (in this school not has about it).

There is also the evidence of the implementation of "literal translation" in Example 2.

Example 2

28   R :   So, what do you not like about the school? Beside the smelly restroom and

29   the wall?

30   S :   Maybe teacher (whispering). <u>I think teacher</u> .

<div align="right">(oral interview task 3, line 28-30)</div>

In this part, Student C tried to answer the researcher's question about what she does not like about the school. She employed literal translation by saying "I think teacher" instead of using more appropriate expressions such as "I think I do not like the teacher."

k. Non-Linguistics Strategy

The examples of non-linguistics strategy implementation are presented below.

1) Employing Ostensive Definition

Example 1

"In here, I'd like to tell you a teacher in this school. She is big.*"*

165   *M tertawa dan bertanya "Apane sing big?"*
      <u>*Kemudian PES menunjuk hidungnya*</u>

("In here, I'd like to tell you a teacher in this school. She is big."
Students laughed and asked <u>*"Apane sing big?"*</u>
Then PED pointed his nose.)

<div align="right">(field note 5, line 164-166)</div>

In this task, PES tried to describe about one of his teachers. He said "She is big" (line 164). Because the information was considered not clear enough, so his friends asked which one is the big one. Instead of saying "nose" he pointed his nose to give a definition to his friends.

2) Using Gestures

Example 1

225 "I'd like to describe someone in our school. He is fun … funny, maybe very funny in our class. Eee… he good at music and he creative at make sound. He is … he has a *njepepeng (WAN menangkupkan kedua tanganya ke telinganya).*

("I'd like to describe someone in our school. He is fun … funny, maybe very funny in our class. Eee… he good at music and he creative at make sound. He is … he has a *njepepeng* (WAN put his hand back and forth in his ears)

(field note 6, line 225-228)

In the above example, it is clear that WAN tried to explain that his friend has "a big ear" but he forgot the word "big". He then used gestures by placing his hand next to his ears and moving it to express the meaning of "big".

3) Sound Imitation

Example 1

49 R : So, it's very noisy when they play the music?
50 S : Yes. Maybe after play music, my ear will <u>nging…nging…</u> gitu.

(oral interview task 1, line 49-50)

In the above conversation, Student A tried to explain the reason why he did not like the music studio in his school. He did not like it because it does not have a device to reduce the noise. So, when he finished playing music, his ear felt buzzling. He employed "non-linguistics strategy" by doing sound imitation "nging…nging" in line 50 to describe buzzing.

l. Topic Avoidance

The following is the example of the implementation of "topic avoidance".

Example 1

> *GBI bertanya tentang isi pertanyaan, SAP mengulang menyebutkan kata* "scareful". *Melihat PA terdiam lama, GBI bertanya,* "What Is it PA?"
> *PA menjawab,* <u>"I think it is enough."</u> *Seisi kelas tertawa mendengar*
70 *jawaban PA.*
> (The English teacher asked about the content of the question. SAP repeated the word "scareful". Seeing that PA kept in silent, the English teacher asked "What is it PA?"
> PA answered, "I think it is enough." The whole students laughed when they heard PA's question.)

<div align="right">(field note 4, line 66-70)</div>

As seen in Example 1, PA tried to talk more specific about his most scary experience but he did not know any vocabulary or structure used to express his idea. Therefore, he decided to stop talking about it by saying "I think it is enough." (line 69).

m. Word Coinage

The example of the implementation of "word coinage" is presented below

Example 1

5 R : Why?
6 S : Because the (paused 3 seconds) eee… the (paused more than 3 seconds)
7 the a*pa*? <u>over period</u> in this school.

<div align="right">(oral interview task 4, line 5-7)</div>

From the above conversation, Student D tried to explain the reason why the students were sad. Instead of using more appropriate expressions such as "because the school implements a longer period that other schools", Student D took a supposed rule in other similar words such as oversensitive, oversized, oversleep, etc.

n. Comprehension Check

The following is the example of how "comprehension check" is implemented

Example 1

```
62   R :   So, where is your favorite place?
63   S :   Canteen. Yu Par canteen.
64   R :   Yu Par's canteen? Why Yu Par's canteen?
65   S :   Yes. You know Yu Par's canteen?
```

(oral interview task 4, line 62-65)

From the above conversation, the researcher asked Student D about her favorite place in school. She spontaneously answered "Canteen. Yu Par's canteen." Then, the researcher asked further why she liked Yu Par canteen. Before saying her reason, student S asked a question by saying "Yes. You know Yu Par's canteen?" to check whether the researcher understood what she said or not.

3. The Reasons of Why Communication Strategies are Implemented

As stated by Brown (2000: 122) strategies are those specific "attacks" that the learner makes on a given problem. So, we will employ strategies if we face problems. A similar statement also declared by Bialystok (Kingsom: 2009) said that the idea that strategies are used only when speakers perceive that there is a problem which may interrupt communication". So, problems in communicating,

especially in speaking is the basic reason why the students use the communication strategies.

As mentioned in Chapter II, many researchers suggest to extend the term to cover the other three types of communication problems. The first type, namely, "own performance problems", copes with the speaker's realization that what he/she said is not correct or partly correct. The second type of problem is "other performance problem" which deals with the speaker's perception of problems in his/her interlocutor's speech. The last type of problems, "time pressure-related problem", refers to the speakers' need for more time to get message across. Dornyei and Scott (1997) not only copied the three problems in their research, but they were also provided a new type of communication named "resource deficit-related problem". The following section presents the problems in speaking that become the reasons of communication strategies implementation.

a. Own Performance Problem

As mentioned earlier, "own performance problem" is the problem that appears from the speaker's performance, and the speaker realizes that he/she makes a mistake or whether he/she delivered a clear message or not. The followings are the examples of the implementation of communication strategies caused by "own performance problem"

Example 1

"Here, I would like to tell you about <u>my friends…one of my friends</u>. I have a friend. He is tall and he wears a glasses. He always brings watch. He have…he has a curly hair. He has a curly hair and he is handsome, smart and …" (AS stopped)

(field note 6, line 41-44)

In Example 1, AS wanted to describe his friend. In the beginning he said

"Here, I would like to tell you about my friends…" in line 41. But, then he

realized that he only wanted to describe one person so he repaired his statement

from "about my friend" into "about one of my friends".

Example 2 (Student B' report)

S :   *"Eee… biasanya sama Bu Sum bukan sama temen-temen, biasanya tanya sesuatu terus bu… bu Sum itu mukanya agak (mengernyitkan dahinya) Nah terus aku bilang "eee… paham nggak sih bu yang aku maksud?"*

R :   *"Biasanya itu Wakhid lakukan untuk apa?"*

S :   *"Maksudnya?"*
        "Ya, karena aku sudah ngerasa bahwa apa yang aku katakan itu rumit. Terus raut muka kaya gitu, terus gimana gitu."

S :   ("eee… usually with Mrs. Sum not with my friends, usually I ask something then her face looks like (moving her eyebrow). So, I say "eee… do you understand what I said, Madam?"

R :   Usually, why you do that?"

S :   "What do you mean?"
        "mmm, because I realized that what I said was complicated. Then, I saw her unusual facial expression."

(interview transcript 2, line 245-251)

In Example 2, Student A said that when he had a conversation with his

English teacher, his teacher moved her eyebrow. Because of that, Student A

realized that he delivered a complicated message. So he asked his teacher by

saying *"eee… paham nggak sih bu yang aku maksud?"*   "eee… do you

understand what I said, Madam?".

b. Other Performance Problem

Other performance problem deals with the speaker's perception of problem in his/her interlocutor's speech. The examples of the implementation of communication strategies caused by other performance problem are presented below.

Example 1

"CRAJ, which the superstar that you dislike and why?"
"repeat, please!" asked CRAJ.

(field note 4, line 128-129)

As seen in Example 1, CRAJ asked his friend to repeat the question by saying "repeat, please!" in line 129. It indicated that there was a problem with his friend's utterance so he asked a repetition.

Example 2 (Student Bs' report)

R : *Gimana dengan bertanya kembali "pardon?"*
S : *Oh, ya.*
R : *Sering, pernah?*
S : *Ya pernah ya sering.*
R : *Kenapa itu dilakukan?*
S : *Terlalu cepat, jadi nggak tahu.*

R : "How about asking using ""pardon?", "Could you repeat it once again?"
S : "Oh, yes"
R : "Have you? Is it Often?"
S : "I Have, often"
R : "Why you done it?"
S : "Too fast, I don't what they were saying."

(interview transcript 3, line 155-161)

In Example 2, the student asked for repetition when he thought that the interlocutor spoke too fast, so he could not understand what he/she said.

Example 3

"ERN, which one do you choose? You are too hungry or too full?", t*anya*
TTAR.
"What?" *pinta* ERN.

("ERN, which one do you choose? You are too hungry or too full?", asked
TTAR.
"What?", asked ERN.)

<div align="right">(field note 4, line 146-148)</div>

In Example 3, ERN said "what?" in line 148 to ask a clarification to

TTAR. It showed that she had a difficulty in understanding the TTARs' question,

so she asked for clarification.

Example 4

"He is one of your teachers. She has the smoothest voice. He is very patient.
Maybe one of the most patient in our school."
Students asked in the same time "*He* or *she*, Bu?"
"He. I said." Said GBI

<div align="right">(field note 6, line 146-149)</div>

In Example 4, the English teacher wanted to describe about one of the

teachers in SMP 1 Sleman. In the first sentence, she used pronoun "he". While, in

the second sentence she used "she" to refer to the teacher. But in the next

sentence, she returned to use "he". Knowing that there was a mistake in their

teacher speech, the students confirmed by asking "he or she, Bu?"

c. Time-Pressure Related Problem

As, we know, speaking often happens in situations where spontaneous

contributions are required. Because it is spontaneous, the speaker needs to answer

it directly. So, time-pressure related problem related to the speakers' need to gain

time to get message across. The examples of the implementation of communication strategies caused by time-pressure related problem are presented below.

Example 1

"First of … in this opportunity, I would like to <u>eee…</u>describe <u>eee…</u> the one teacher in this school. He always… he always goes to school for … for driving his car. He is a friendly teacher. And his voice is very-very low but he doesn't teach in our class. And the main karak…characters … his 35 characteristics maybe he…he can't do something without smokes his cigarets. Who is he?" Asked ACAA.

(field note 6, 31-36)

From the above example, ACAA used filler "eee" to gain the time before she finally continued her speech.

Example 2 (Student B's report)

S : *Lupa kata…lupa kata terus yang kata yang sebelumnya diulang atau mmmm… apa ya? Intinya lupa kata setelahnya apa kalo gitu kata sebelumnya diulang. Atau pake eee…eee…*
R : *Tujuannya untuk apa? Supaya ada sedikit waktu? "*
S : *Untuk berpikir…untuk berpikir… ya.*

S : "Forgot the word…forgot the word, so I repeated the previous word or mmm…what is it? The point is that I forgot what the next word was, so I repeated the previous word. Or used eee…eee…
R : "What was the purpose? So you will have more time …"
S : "to think…to think…yes"

(interview transcript 4, line 166-170)

From Student B, we got the information that he needed more time to think before he continued speaking. To encounter that problem he used pause fillers "eee" or repeated the previous word.

Example 3

6   S :   He always eee… be a big <u>than…than…than</u> yes. He always swim at
7   the village

<div align="right">(oral interview task 2, line 6-7)</div>

Example 3 showed that Student B employed the word repetition in line 6, to gain time to think about the next word. But he gave up and did not deliver the same message.

c.   Resource Deficit-Related Problem

Resource deficit-related problem deals with the speaker's deficit of knowledge about English such as vocabulary, pronunciation and spelling, intonation, etc. The following are the examples of the implementation of communication strategies caused by resource deficit-related problem.

Example 1

"He is eee… very kind (pronounced /kən/) *… kind* (pronounced /kaind/). *He*
60   *has   amotorcycle.   He   is…His   name   have   four   alphabet…four alphabets...four alphabets. The second alphabeth is "O". He…he always sit in front of our class and <u>…</u>* (CRAJ stopped). *Who is he?"*

<div align="right">(field note 6, line 59-62)</div>

In example 1, CRAJ tried to describe someone in her school. He wanted to give additional information about him but because of his lexical deficit he could not describe it further.

Example 2 (used by Student A)

12   R :   *Belanda* what?
13   S :   *Belanda* <u>built</u>, *bangunan… bangunan Belanda.*

<div align="right">(oral interview task 1, line 12-13)</div>

In example 2, Student A tried to use an alternative word to express his idea in English. However, he seemed to use inappropriate word to express target word, e.g., the use of "built" (line 12) instead of using "building". The plausible answer is because of his structure-deficit in English.

B. Discussions

By dealing with two types of task during the classroom observation, students' report in in-depth interview, and oral interview task, all the four students were involved in the use of CSs, as found in the data analysis.

"Pause fillers and hesitation devices" (211 times) was found to be the most commonly occurring one. All subjects employed the strategy "pause fillers and hesitation devices" to solve their communicative problem. One possible explanation for this is that they already have the word in their mind but they need more time to recall it. "Pause fillers and hesitation devices" can help students gain time to think. Kongsom (2009) states that the learners tend to make more use of time-gaining strategies like "pause fillers and hesitation devices" and self solving strategies such as "code switching", "self-repair". They tended to rely less on using help-seeking strategies, i.e. "appeal for help" or "comprehension check". These results demonstrated that they tried to avoid communication breakdowns by relying more on themselves.

As indicated in the research findings, task, learner's L2 proficiency affect the use of CSs. Oral interview tasks are proven more effective than classroom observation in promoting students' use of CSs. Bialystok (1990) said that a task is one of the types of elicitation method which is important in determining the

strategies that will be observed. Bialystok and Swain (1978) argue that a research that is conducted in entirely natural setting is more difficult to conduct and the result is often problematic to be interpreted.

The research also reveals that L2 proficiency level also gives contribution to the employment of CSs. The students with high in the high level were recognized to employ various type of strategy. They employed ten types of strategies and more frequently employed CSs. It is in line with Rubin (in Griffiths: 2004) who said that successful learners with strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish.

The findings of the research show how CSs are implemented. The following section discusses the implementation of the fourteen strategies in details. Firstly, "pause fillers and hesitation devices" was implemented by using mumbling "eee", "mmm" and repetitions (words, phrase, and clause). This fact is supported by Dornyei (in Brown: 2000) who remarks that stalling or time-gaining strategies are implemented by using fillers and hesitation devices (e.g. well, now let's see, uh, as a matter of fact).

Secondly, "code switching" was employed by switching into Javanese language and *Bahasa Indonesia.* This finding supports Dornyei (in Brown: 2000) who states that "code switching" deals with the use of a L1 word with L1 pronunciation or a L3 word with L3 word while speaking in L3.

Thirdly, "self-repair" was the third most frequently use strategy in this study. It was implemented by students who realized their mistake and made correction by themselves. It was similar to Kongsom (2009) who stated that "self-repair" is the strategy when the learners make self-initiated correction on their speech.

Next, "appeal for help" enables the students to ask the interlocutor for help in order to express themselves more effectively in the target language. Compared with findings in the previous study, the findings of the present study were relevant with Dornyei (in Brown: 2000) theory. The present study showed that the students more frequently asked the interlocutor directly by using "What is it?", "Give me the examples!" or indirectly by rising intonation. Moreover, the findings showed that the students employed the similar language function both in Javanese language *("opo kuwi jenenge?", "...ki opo?")* and *Bahasa Indonesia ("...itu apa?", "apa?"*. One possible reason is that it may be easier to remember and use so the students more frequently turned to such words in their talk.

"Approximation" aimed to facilitate speech production by helping the students use the alternative lexical term that expresses the closest meaning to the target word (Kongsom: 2009). This statement is supported by the findings of this research. All four subjects showed the employment of this strategy.

The result of the present study shows that clarification requests were employed by asking for repetition (e.g., "repeat, please!", "repeat!"), using the wh-questions ("what?", "why?"), raising intonation ("hah?"), and using the

similar language function in Javanese language *("opo?")*. This finding added the Lee's (1996) research work, which found that the students tended to use "wh" questions when they asked for clarification from their interlocutor.

"Message abandonment" helps the students maintain the conversation by talking about a certain topic, but getting stuck in the mid utterances because of communication problems. It similar to Dornyei (in Brown: 2000) who said that message abandonment is employed by the learners by leaving a message unfinished because of language difficulties.

Next, "circumlocution", Tarone, Tarone & Yule, Dornyei & Turrell (in Kongsom: 2009) state that the strategy helps students to describe the property, function, characteristics, duty, purpose or example of the object or action when they lack the appropriate target language item or structure. The research findings go in line with this theory. Students used the "circumlocution" by describing characteristics and activities.

This research finds that the students translated word by word from L1 to L2 although they know that it potentially causes error. This strategy is called "literal translation". The possible explanation is that it is easier for them to recall L2 word by word than to recall the system of how to translate in their memory. It goes in line with Dornyei's (in Brown: 2000) who said that literal translation is employed by translating literally a lexical item, idiom, compound word or structure from L1 to L2.

The result of the study show that, in order to check for confirmation, the students tended to repeat all or part of the interlocutor's utterance. This findings is exactly the same with what Kongsom (2009) found in her research.

Next, "non-linguistics strategy", the results show that students employed this strategy by employing ostensive definition (e.g., pointing the subject described), using gestures and sound imitation. This adds the Kongsom findings (2009) that "non-linguistics strategy" consists of mime and sound imitation.

With avoidance strategies, the students tend to avoid talking about particular topics for which the vocabulary is not known. The findings of this research are in line with Dornyei (in Brown: 2000) who states that topic avoidance is employed by avoiding topic areas or concepts that pose language difficulty.

"Word coinage" is a type of CSs by making a new word to cover the gap. This present study shows that a student was making a new English word by adopting the supposed rule such as "overperiod" to refer to "too longer duration". It adopted the supposed-rule from oversensitive, overcooked, etc. It is in harmony with Dornyei theory (in Brown : 2000). She says that word coinage is a strategy that creates a non-existing L2 word based on a supposed rule.

"Comprehension check" was less frequently used in this research. In general, this strategy is aimed to help students check whether the interlocutor understands what they said or not and call for the mutual understanding between the speaker and the interlocutor (Kongsom: 2009). One student in this research

employed "comprehension check" by asking a question about what she said to the interlocutor to check whether the interlocutor has the same information about the topic or not.

The result also shows that "resource-deficit problem", especially the lack of vocabulary is the main reason why the students employed communication strategies. Thornbury (2005) says that native speakers employ over 2,500 words to cover 95% of their needs. Logically, the Indonesians students require more words to communicate in casual conversations than native speakers. Obviously, for more specialized purposes such as academic speaking, they will need to know both high and lower frequency words.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

With respect to research question 1, based on the research findings and the substantive theories in the previous chapter, the researcher concludes that there are 14 types of communication strategies used by students of class VIII A. They are pause fillers and hesitation devices, code switching, self-repair, appeal for help, approximation, clarification request, message abandonment, circumlocution, literal translation, confirmation check, non-linguistics strategy, topic avoidance, word coinage, and comprehension check.

Regarding research question 2, the analysis of students' actual use of CSs in classroom observation and oral interview task showed that those fourteen strategies are implemented as follows:

1. Pause fillers and hesitation devices are implemented by repeating the same words, phrase, and clause. Pauses are also filled by "eee" and "mmm".

2. *Code switching is implemented by changing the word, phrase, sentence into a mother tongue (Javanese language) or a second language (Bahasa Indonesia).*

3. Self-repair is implemented by making self-initiated corrections by the learners in their own speech.

4. Appeal for help is implemented by asking for aid from the interlocutor by using "What is it?", "Give me the example!", similar language function in a mother tongue, similar language function in a second language.

5. Approximation is implemented by using a single target language vocabulary item or structure, which is not correct but shares enough semantic features in common with the desired item, or using an alternative term which expresses the meaning of the target lexical item as closely as possible to satisfy the speaker.

6. Clarification request is implemented by using incorrect grammatical structure (e.g., "What…what?", "repeat…repeat.", "hah?", "repeat, please!"), correct grammatical structure (e.g., "Pardon?"), and similar language function in a mother tongue.

7. Message abandonment is implemented by the speakers by starting to talk but they are unable to continue and stop in a mid-utterance.

8. Circumlocution is implemented by describing the characteristics or activities of the objects or person.

9. Literal translation is implemented by translating word by word from the mother tongue or second language into a foreign language (English).

10. Confirmation check is implemented by repeating the whole or some parts of the utterances that the interlocutor has said.

11. Non-linguistic strategy is implemented by using ostensive definition, gestures and sound imitation.

12. Topic avoidance is implemented for avoiding talking about particular topic by saying "It is enough".

13. Word coinage is implemented by creating non-existing English word based on a supposed rule (e.g., overperiod for longer duration)

14. Comprehension check is implemented by asking the interlocutor a question to check whether he/she understands what the speaker said or not.

To answer research question 3, the findings show the reason why the communication strategies are implemented to overcome the problems in speaking. There are four types of communication problems raising the use of communication strategies. The first type, namely, "own performance problems", copes with the speaker's realization that what he/she said is not correct or partly correct. The second type of problem is "other performance problem" which deals with the speaker's perception of problems in his/her interlocutor's speech. The third type of problems, "processing time pressure", refers to the speakers' need for more time to get a message across. The last is "resource deficit-related problem" which covers the deficit of vocabulary, grammar, pronunciation, and intonation.

B. Implications

The conclusions have described the types of CSs employed by the students, how and why they are implemented. Based on the conclusions, the implications of the research findings can be described as follows:

1. Based on conlusion number 1, mumbling and repetitions are some of the ways used by the students to gain time to reach the communication goals. It implies that the teacher should tolerate the students to do this in the teaching-learning process.

2. These are the implications based on conlusion number 2:

   a. The teacher should provide the students with the appropriate ways of "pause fillers and hesitation devices" in English (e.g., uh, well, now let's see, as a matter of fact, um, err, I see, frankly, In fact ..., I wonder ...,).

   b. The use of a mother tongue and a second language in the classroom is one type of communication strategies. It is very popular among the students of class VIII A. Although the Indonesians students are in the EFL context, the teacher should make the classroom as if they were in the native English countries. So, the teacher should teach the circumlocution strategies to eliminate the use of a mother tongue and a second language in the classroom.

   c. The results also reveal that the students often realize their own mistakes in speaking. It is a teacher's duty to use remind them to keep monitoring their own speech.

   d. The research findings show that the students othen express "appeal for help" in their mother tongue and second language. The teacher should give series of gambit about how to employ this strategy in English. (e.g., What do you call ...?, How do you call ... in

English?, What is it?, What's the word for ...?, How do you say ...?, I can't remember the word for ..., What's the name of ...?)

e. The teacher can present some useful vocabulary and sentence structure, list input of "approximation" (it's a kind of ....), synonim so that the implementation of "approximation" can be considered as appropriate and does not lead to misunderstanding.

f. The research findings show that the students employed "clarification request" mostly in inappropriate way. To overcome those problems, the teacher should emphasize the students to properly express "clarification request" in English (e.g., Pardon?, Could you repeat it once again?, Sorry, what did you say?, What was the word again?, I didn't quite catch that, Just a minute, say that again, I'm sorry I couldn't hear what you said).

g. Altough the use of "message abandonment" is acceptable in solving the communication problems, the teacher can enrich the student's vocabulary so that the student can completely deliver their message.

h. Circumlocution is proven effective to eliminate the use of L1 in classroom English. To promote this strategy, the teacher should provide some useful vocabulary and sentence structures for "circumlocution" (e.g., something which you (can) .... (with), the things you can use for, It's what you ... (with), someone/the person

who ...., it's a bit like ..., it's when you ..., You say/do when ..., It's
something/the kind you do/say when ...)

i. "Literal translation" is one the source of errors. So, the teacher
should train the students how to translate text in L1 to L2
appropriately.

j. The findings reveal that the students employ "confirmation check"
by repeating the whole or some parts of what the interlocutor has
said. The teacher can provide alternative ways of how to express
"confirmation check" as follows:

Table 19 : **List of Vocabulary and Sentence Stuctures for**
Confirmation Check

Interpreting or reformulating what the other speaker has said
If I (have) understood you correctly ... You mean ... , right? Do you mean to say ...? So you mean ...? Do you mean ...? Does that mean ...? What do you mean is ...? What you're saying is ...? What you're trying to say is ...? Are you saying that ...? So you're saying ... In other words, ... If I've got it right, then ... If I follow you rightly, then ... So am I right in saying that ... So the basic idea is that ... So the general idea is that ...

Dornyei & Thurrell (Kongsom: 2009)

k. Sound Imitation is one of the ways of how the students employ "non-linguistics strategy". Therefore, the teacher should show the examples of sound imitation in English (e.g., coocle doodle doo for *kukuruyuk*)

l. The teacher can provide the following inputs to promote "topic avoidance.

Table 20: **List of Vocabulary and Sentence Structures for Topic Avoidance**

Interrupting a conversation and returnming to the topic	
To interrupt	**To return**
- I'm sorry to interupt ... - Sorry to break in, but ... - Sorry, can/may I interrupt you for a second ... - Excuse me .../ Pardon me ... - Excuse/Pardon me for interrupting, but ... - If I may interrupt for a second ... - Sorry, but did I hear you say ...? - I couldn't help overhearing ...	- As I was saying ... - (Now) what was I saying/ what were we talking about? - Where was I ...? - Going back to ... - To return to/ going back to what was I was saying before ... - to get back to what we were talking about ... - Let's back to ... - (Yes, well) anyway ... - In any case ...

Dornyei & Thurrell (Kongsom: 2009)

m. The use of "word-coinage" can rise errors in speaking English and can lead to misunderstanding. So, it better for the teacher to promote another strategies.

n. The followings are questions to check whether the other understands what the speaker are saying and possible responses that might be helpful for the teacher to promote "comprehension check".

Table 21: **List of Vocabulary and Sentence Structure for Comprehension Check**

Check Questions	Responses
OK?	Mmm...
Right?	Uh-huh
Is that clear?	(Yes,) sure.
Are you with me?	Oh, yes, go on.
Do/Can you follow me?	Of course.
All right?	Yes, get on with it!
Got/get it?	More or less, yes.
Do you see what I mean?	Sort of ...
Do you know what I'm getting at?	Well, not really ...
	Er ...
Am I making myself clear?	Well ...
Have I made myself clear?	
Does that make sense (to you)?	
Am I making myself clear?	
Do I make myself understood?	
Do you understand me?	

Dornyei & Thurrell (Kongsom: 2009)

3. The conclusion number 3 shows that problem related to resource-deficit is the main reasons why the students employed strategies. It implies that the teacher should provide the text with new vocabulary, pronunciation and spelling, and intonation to minimize this problem integratedly with the teaching of four skills.

C. Suggestions

1. For the English Teachers

Teachers have to realize that speaking is somehow difficult for students. Instead of correcting students' errors all the time it is better to teach them communication strategies. Communication strategies are proven effective to decrease anxiety that makes individuals appear less fluent than they really are. Communication strategies also help the students to compensate for their errors,

lack of vocabulary and hesitation. But before that the teacher also has to know about communication strategies and their benefits to the students.

2. For the School

The school, in this case the headmaster, has to issue a supporting policy to facilitate the development of communication skills. The curricullum and the activities of established English Speaking Club should be desingned to support the ETL in the formal English classroom. The National Examination which only test reading and writing skills impacts the activities in the formal classroom which also emphasize those two skills. So, English Speaking Club should focus on listening and speaking skills to support the lack of the teaching of those two skills in formal English classroom.

2. For Universities or Other Institutions

Universities, especially those that prepare students to be teachers, should teach it's students not to forget that communicative competence consists of four sub-competencies. So, in the future, they should take it into account to their teaching.

1. For other researchers

This research is not yet perfect, hence it needs other researchers to continue studying this topic. This research is important to be continued by considering the importance of communication strategies to overcome the problems in speaking, and to develop the students' confidence and fluency.

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APPENDIX A

1. Observation Sheet
2. The Organization of Oral Interview Tasks
3. Teacher's Interview Guidelines
4. Components of   Students' Interview Questions
5. Student's Interview Guide lines

Observation Sheet

Phenomena	Check list	Frequency	When/related activities
Topic Avoidance			
Message Abandonment			
Cricumlocution			
Approximation			
Word Coinage			
Appeal for help			
Literal translation			
Codeswitching			
Non-linguistics strategy			
Self-repair			
Confirmation check			
Comprehension check			
Clarification request			
Pause fillers and hesitation devices			

The Organization of Oral Interview Tasks

Question number	Topic	Questions
1	SMP 1 Sleman	How does your school look like?
2		What are your hobbies?
3		What do you not like about SMP 1 Sleman?
4		Where is your favorite place in this school?
5		How does your class look like?
6	Free time	What are your hobbies?
7		What are you favorite sports?
8		How often do you play sports?
9		What do you do in your free time?
10	Family	How many people are in your family?
11		Who are they?
12		What does your father do?
13		What does your mother do?
14		How does your mother look like?

APPENDIX B

1. Field notes
2. Interview transcripts
3. Oral Interview Tasks' transcript

FIELD NOTE 1

Hari/ Tanggal   : Sabtu, 7 Mei 2011

Tempat   : SMP 1 Sleman

Keterangan istilah:

P : Peneliti   TU : tata usaha   GBI 1 : Guru Bahasa Inggris 1   KP : kepala sekolah

P sampai di SMP 1 Sleman pukul 10.45 WIB. Tujuan datang ke sekolah adalah untuk bertemu GBI 1. P masuk ke ruang TU dimana di sana sudah ada beberapa staff TU SMP 1 Sleman. P mengemukakan maksudnya untuk mengambil setting penelitian skripsinya di SMP 1 Sleman dan menjelaskan maksudnya untuk bertemu GBI 1. Salah satu staff TU menyarankan supaya ketemu KP terlebih dahulu. P menjelaskan bahwa surat perijinan sedang diproses sehingga baru menghadap KP ketika surat tersebut sudah jadi. Staff TU tersebut sependapat dengan P. Dan mengatakan bahwa besok kalau bertemu KP bilang saja kalau pernah PPL di SMP 1 Sleman, karena beberapa mahasiswa dengan maksud yang sama pernah ditolak untuk mengambil data di sekolah SMP 1 Sleman. P menerima saran tersebut.

Staff TU termuda menemani P menunggu sampai GBI 1 selesai mengajar. P minta ijin untuk meng-copy jadwal pelajaran semester ini. Setelah meng-copy jadwal tersebut, P kemudian kembali ke ruang TU. KP masuk ruangan TU mengajak berbicara salah satu staff TU di ruangan tersebut. Melihat P, KP mengatakan bahwa wajah P familiar dan bertanya ada kepentingan apa. P berjabat tangan dengan KP dan mengatakan bahwa tahun kemari P sempat PPL di sekolah tersebut dan mengatakan maksud P untuk bertemu GBI 1.

Pukul 11.00 WIB bel istirahat kedua berbunyi. P segera menuju ke ruang guru. Namun, P tidak mendapati GBI 1 di sana. P kemudian menunggu di ruang tunggu tamu di sebelah ruang guru. Tidak lama kemudian GBI 1 melewati ruang tunggu tersebut dan menyapa P. GBI 1 bertanya bagaimana kabar P dan P menjawab bahwa kabarnya baik-baik saja. P kemudian mengemukakan maksud P unruk mengambil data penelitian di kelas VIII A. P menyetujuinya dan bertanya mau dimulai kapan. P menjawab menyesuaikan GBI 1 saja. GBI bertanya sudahkah P berbicara kepada KP. P menjelaskan bahwa P akan bertemu KP setelah surat perijinan selesai. Kemudian P dan GBI 1 sepakat bertemu kembali ketika perijinan dari sekolah sudah selesai.

FIELD NOTE 2

Hari/ Tanggal : Jum'at, 13 Mei 2011

Tempat : SMP 1 Sleman

Pukul 10.00 WIB P tiba di sekolah SMP 1 Sleman. P kemudian langsung menuju ke ruang TU dan menyampaikan maksud bertemu KP. Staff TU meminta P untuk menunggu di ruang tamu. Staff TU termuda masuk ke ruang KP dan menyampaikan bahwa ada tamu yang ingin bertemu. KP mengatakan ke staff TU bahwa KP menolak untuk bertemu saat itu dan meminta P untuk meninggalkan suratnya dan menunggu konfirmasi dari sekolah.

Staff TU mengatakan hasil tersebut kemudian meminta P untuk mengisi buku tamu dengan menyertakan nomor HP supaya pihak sekolah dapat memberitahu hasilnya. P melakukannya dan mengatakan akan menunggu sampai siang siapa tahu masih ada kesempatan bertemu KP saat itu.

Saat menunggu, P bertemu dengan GBI 2. GBI 2 menyapa dan menanyakan apakah P sudah jadi bertemu KP. P menjawab belum. GBI 2 menyarankan kalau ketemu dengan KP langsung diajak bicara saja. Karena KP selalu sibuk, jadi sampai waktu sholat Jum'at pun belum tentu P bisa bicara kalau tidak memberanikan diri menyela.

GBI 2 mengajak P ke ruangan KP, namun KP tidak ada di sana. Dan GBI 2 meminta P untuk menunggu di kursi di depan ruangan KP dan menyarankan agar P langsung menyela ketika melihat KP. Tidak lama kemudian KP muncul, KP menyapa terlebih dahulu dan bertanya maksud dan tujuan P. P mengutarakan maksudnya dan menyampaikan bahwa P minggu lalu sudah bertemu GBI 1 dan beliau sudah setuju tinggal menunggu ijin dari KP. KP membaca selintas surat dan proposal penelitian yang sudah dibawa P. KP kemudian bertanya kenapa mesti di SMP 1 Sleman. P menjawab bahwa fenomena yang P teliti ditemukan di kelas VIII A SMP 1 Sleman. KP kemudian mengabulkan permohonan P. P berterima kasih. Kemudian P dan KP berbicara santai tentang asal dan kesibukan mereka saat ini.

Usai bertemu dengan KP, P menuju ruang guru untuk bertemu GBI 1. P langsung menuju GBI 1 yang sedang berada di meja beliau. P mengemukan bahwa ijin penelitian dari KP sudah didapat. Kemudian P dan GBI 1 membahas tentang pelaksanaan penelitian. Didapatlah kesepakatan untuk memulai mengambil data minggu depan.

FIELD NOTE 3

Hari/ Tanggal : Kamis, 19 Mei 2011

Tempat : SMP 1 Sleman

___

Pukul 11.00 WIB P tiba di sekolah SMP 1 Sleman. P kemudian menuju ruang guru untuk bertemu dengan GBI 1. P tidak menemukan GBI 1 di ruang guru. Guru lain mengatakan bahwa GBI 1 masih berada dalam kelas mengajar. P kemudian menunggu GBI 1 di ruang tunggu di samping ruang guru. Tidak lama kemudian GBI 1 muncul dan mengajak P ke mejanya. Karena suasana di ruang guru cukup riuh, GBI 1 mengajak P untuk melakukan wawancara di perpustakaan. Kurang lebih selama 15 menit P mengadakan wawancara dan diskusi tentang kondisi kelas saat pembelajaraan speaking, hambatan yang dihadapi, media, karakteristik siswa, hambatan yang dihadapi siswa, peran dan cara siswa untuk menghadapi permasalahan tersebut. Peneliti juga bertanya kepada GBI 1 siapakah siswa yang sesuai dengan criteria penelitian yang akan dilakukan P. GBI 1 memberikan 4 nama siswa yang sesuai menurut beliau. Karena wawancara dirasa cukup dan GBI 1 ada briefing untuk persiapan tes siswa baru maka wawancara diakhiri.

Ketika P sedang mengemasi barang-barangnya sebelum meninggalkan perpustakaan. GBI 1 masuk kembali ke dalam perpustakaan bersama WAN dan DSH (2 dari 4 siswa yang disarankan GBI 1). GBI 1 menyatakan bahwa WAN dan DSH bisa diwawancara hari ini karena kelas mereka sedang kosong. P berterimakasih kepada GBI 1 dan mulai melakukan wawancara dengan WAN dan DSH. Wawancara berlangsung selama 49 menit. Secara umum wawancara berjalan lancar WAN dan DSH memberikan cukup informasi tentang kelas speaking, kesulitan yang mereka temui, bagaimana cara yang mereka lakukan untuk mengatasi masalah tersebut dan jenis-jenis *communication strategies* yang mereka gunakan.

FIELD NOTE 4

Hari/ Tanggal : Jum'at, 20 Mei 2011

Tempat : Ruang kelas VIII A

P tiba di sekolah pukul 7.20 WIB, setelah sebelumnya P menerangkan maksud kedatangannya ke pos satpam. Kegiatan kebersihan yang rutin dilaksanakan setiap hari Jum'at masih berlangsung. P menaruh peralatannya di ruang tunggu di sebelah ruang guru. P kemudian masuk ke

5 dalam ruang guru untuk menemui GBI. GBI menyarankan P untuk bersiap-siap menyiapkan peralatan di kelas. P dan satu rekannya langsung menuju kelas VIIIA. Ketika P masuk, P melihat beberapa orang siswa sedang mengerubungi laptop. Sebagian siswa di kelas VIIIA memang

10 menggunakan laptop untuk mempermudah mereka belajar dan bermain games di saat selang. P menyiapkan alat-alat observasi berupa handycam, kamera digital, MP 3, kaset recorder dan observation sheet. P meminta rekannya untuk mngoperasikan handycam.

Tak lama kemudian GBI masuk ke dalam kelas dan menyapa dengan *"How*

15 *are you?"*.

M serentak menjawab dengan *"fine"*.

Kemudian GBI bertanya *"How many students are absent today?"*.

M menjawab *"three"*.

Kemudian GBI bertanya siapa saja nama ketiga M yang absen

20 tersebut. Ternyata dua dari tiga siswa yang absen adalah WAN dan DSN yang merupakan responden penelitian. Mereka absen dikarenakan mengikuti upacara di PEMDA Sleman.

GBI kemudian menyampaikan materi pada pertemuan kali ini yakni, asking and giving opinion. GBI menjelaskan tentang aturan permainan yang

25 akan mereka lakukan. Yang pertama, GBI akan membagikan kartu. Di dalam kartu tersebut terdapat 2 pertanyaan: tentang suatu pertanyaan yang menanyakan opinin tentang sesuatu dan pertanyaan yang menanyakan tentang alasa opini tersebut. Kemudian GBI menanyakan apakas M mengerti aturan main dengan bertanya *"Do you understand?"*. M

30 menjawab serempak "Yes."

Kemudian GBI menerangkan lebih lanjut, bahwa 3 kolom bangku M sebelah kiri hanya boleh bertanya kepada 2 kolom bangku meja sebelah kanan, begitu juga sebaliknya. GBI menjelaskan bahwa titik-titik yang terletak di depan pertanyaan itu harus dilangkapi dengan menyebut nama M

35 yang ingin diajukan pertanyaan. Sebagai contoh, GBI bertanya pada ACAA salah satu responden penelitian

"ACAA, which friend do you like most in this class?"

ACAA sempat terdiam dan senyum-senyum memikirkan jawaban yang tepat. Sementara M mulai ramai karena meneriaki satu nama siswa.

40 Kemudian ACAA menjawab *"all"*.

GBI bertanya *"Why?"*.

"Because they all...they are all my classmate,", jawab ACAA.

Setelah memberikan contoh permainan tersebut, GBI membagikan *role-card* kepada M yang duduk paling depan dan meminta mereka untuk membagikannya ke M yang duduk di belakang mereka. GBI mengecek lagi sejauh mana pemahaman M terhadap apa yang akan mereka lakukan *"Do you understand what should you do?"*. M menjawab dengan *"Yes"*.

"Now let's start from PES."

PES memulai permainan, *"DK, which will you choose? Hungry or too full?"*.

Hungry, jawab DK.

"Why?", tanya PES kembali.

Because (paused) maybe... (paused), DK berusaha menjawab.

PES bertanya, *"Do you have another reason?"*.

DK singkat menjawab dengan *"No."*.

DK kemudian meneruskan bertanya kepada SAP *"SAP, What fruit do you like most?"*.

SAP menjawab dengan percaya diri, *" I prefer fried rice"*.

Seisi kelas tertawa terbahak-bahak, SAP masih kebingungan kenapa teman-temannnya. GBI bertanya *"What is it?"* kepada DK.

DK mengulangi pertanyaan yang ditujukan kepada SAP.

"food to?" Tanya SAP kepada teman yang duduk di depannya. *"Oh fruit, krunguku food"*. SAP tertawa mengetahui kesalahannya. *"ehm... avocado because the fruit is soft."* SAP tertawa.

"I want to ask PA", kata SAP. *So, tell us about your most scareful experience?"* SAP bertanya sembari tertawa.

GBI bertanya tentang isi pertanyaan, SAP mengulang menyebutkan kata *scareful*. Melihat PA terdiam lama, GBI bertanya, *"What Is it PA?"* PA menjawab, *"I think it is enough."* Seisi kelas tertawa mendengar jawaban PA.

GBI masih ingin mendengar jawaban PA, *"You may say a lot of caterpillars in your home maybe. What is your answer PA? Mention one thing maybe!"* ,pinta GBI.

I think like...(paused) because my scareful eee... snake will bite me." Said PA.

"Give me your reason!" asked SAP.

"Because it all my mistake." Jawab PA.

Kemudian PA melanjutkan permainan dengan bertanya kepada OWN.

"OWN, What flower do you like most?" tanya PA.

M tertawa mendengar pertanyaan PA yang ditujukan kepada salah satu siswa laki-laki OWN. Beberapa siswa mulai menyebutkan "bunga bangkai, bunga bangkai..." OWN sontak menjawab *"I don't like flower."* *"Why?"* Tanya PA.

"Because I'm a gentleman" Jawab OWN

Seisi kelas berteriak *"cieee.."*

"FAP, What pet do you like most?" Tanya OWN melanjutkan permainan.
"What…what?" Tanya FAP.
Guru mengingatkan untuk jangan menggunakan *"what, what"* ataupun
90   *"apa, apa"* melainkan *"Pardon"*, atau *"please, repeat it once again"*.
"Repeat please!" pinta FAP
"What pet do you like most?" ulang OWN.
"Bird."
"Why?" Tanya OWN
95   *"Because it can fly."*
M tertawa mendengar jawaban singkat dari FAP. Guru kemudian bertanya
apakah bukan karena nyanyiannya, FAP menjawab bukan.
"Alf, What is your favourite song?" Tanya FAP
"My favourite song is (Alf menyebutkan judul lagu, sayangnya, suara alf
100 tidak terdengar karena Alf duduk di baris pertama dekat pintu kelas).*"*
"Give me your reason!"
"Because it…it eee…eee… the beat to sing it is very…very crazy for me.
Guru menyuruh Alf untuk melanjutkan permainan. Alf memandang seisi
kelas untuk mencari lawan bicaranya.
105 *"MDAM, If you were a president, what will you do to make your people*
happy?"
Seisi kelas tertawa mendengar pertanyaan yang terkesan rumit bagi mereka.
" (terdiam lebih dari 3 detik) *I will… what is it? Ehm… (paused) give me the*
examples!"
110 GBI membantu dengan memberikan beberapa contoh.
"I will eee… give food and opo jenenge?" Tanya MDAM.
GBI membantu dengan bertanya *"What about the education?"*
"Free and I will menghapus*? Delete…delete… UN."*
Seisi kelas tertawa dan sepakat dengan jawaban MDAM.
115 GBI membenarkan jawaban MDAM dengan menyebut *National*
Examination.
MDAM kemudian bertanya pada EAA.
"EAA, What is your favourite cartoon movie?"
"Spongebob, because it is funny…very funny." Jawab EAA.
120 EAA melanjutkan permainan.
"ACAA, long hair and short hair, which one will you choose?"
"long hair" jawab ACAA.
"Give me some reasons!" pinta EAA.
"Because long hair is my style."
125 GBI mngklarifikasi jawaban ACAA apakah ACAA merasa lebih cantik
dengan rambut panjangnya, ACAA mengangguk.
ACAA bertanya pada CRAJ.
"CRAJ, which the superstar that you dislike and why?"
"repeat please!" pinta CRAJ.
130 *"which the superstar that you dislike?"*
"Oh yes. Eee… I am dislike SMASH."
"Why?" asked ACAA.

"because lebay"
Seisi kelas tertawa mendengar jawaban CRAJ.

135   *"HRI, If you know that your life last no more than 24 hours, what will you do?"* Tanya CRAJ.
"opo?" Tanya HRI.
"If you know that your life last more than 24 hours, what will you do?"
"pray".

140   HRI meneruskan permainan dengan bertanya pada TTAR.
"Which animal you do not like most? Tanya HRI.
"bee." Jawab TTAR.
"Why?"
"menyengat ki opo?" TTAR bertanya pada teman di

145   belakangnya.*"sting…sting."*
"ERN, which one do you choose? You are too hungry or too full?" Tanya TTAR.
"What?" pinta ERN.
"which one do you choose? You are too hungry or too full?"

150   *"eee… I think…full."* Jawab ERN.
"Why?" Tanya TTAR.
"Because if I feel (paused) hungry, it makes me can not concentrate with my study."
M menertawakan jawaban ERN yang mereka anggap terlalu

155   normative.ERN melanjutkan bertanya pada AS.
"AS, which one will you choose, to be a rock star, a pop star, a great anchor, or a football player?"
Jawab AS, *"I want to be a rock star."*
Seisi kelas tertawa dan berkata *"uweee…"*

160   *"why?"* Tanya ERN.
"because many people like me."
M tertawa mendengar jawaban AS
"DS, what subject in this school that you like most?" Tanya AS.
"No one… No body."

165   GBI menyebutkan membatik dan bertanya apakah DS menyukai batik.
"Yes, maybe batik"
"Why?" Tanya AS.
" (paused) because batik is interesting."
GBI mengecek sejauh mana pemahaman AS terhadap jawaban DS.

170   *"because batik is Interesting…are interesting. Terus opo mau?"*kata AS
"Do not say opo…opo!" perintah GBI.
"What…what…what?" ucap AS
"Please use pardon or repeat please." Saran GBI.
"Repeat please!" pinta AS.

175   *"Because batik is interesting for me."* Jawab DS.
"Because batik is interesting for me." Ulang AS pada GBI
"Me refers to who?" Tanya GBI
"Dian…for her…for her." Jelas AS.

"DK, if you are a superstar, who will you be?"

180   *"hah?"* Tanya DK.

"If you are a superstar, who will you be?" ulang DS.

" (tersenyum) Marshanda."

"why?" Tanya DS

"because she is (paused) beautiful, smart and ..." DK memutuskan untuk

185   tidak berbicara lagi.

"DSY, do you like beach or mountain for your holiday?" Tanya DK.

"opo?...opo?..." Tanya DSY.

GBI mengingatkan DSY untuk tidak menggunakan opo....opo ketika

pertanyaaan kurang jelas terdengar.

190   *"Repeat, please!"* pinta DSY.

"Do you like beach or mountain for your holiday?" Tanya DK.

"beach"

"Why?" Tanya DK.

"Because I can see the view of sea." Jawab DSY.

195   *"IPW, What food do you not like most?"* Tanya DSY.

IPW terdiam cukup lama, kemudian GB menanyakan jawaban IPW *"What is the answer IPW?"*

"Nothing."

"So you like all kinds of food?" Tanya GBI.

200   *"Nasi basi ki opo bahasa Inggrise?"* Tanya IPW ke teman di sebelahnya.

"Why?" Tanya DSY

"because the food are all delicious." IPW terdiam sejenak*" No, because I like it."*

"RDSF, which one do you like most? Wet season or dry season?" Tanya

205   IPW.

"repeat…repeat…" pinta RDSF.

"which one do you like most? Wet season or dry season?"

"maybe…none." Jawab RDSF singkat.

"So, you don't like both?" GBI mengklarifikasi.

210   *"biasa-biasa aja. Not too dry and not too wet. Sedang-sedang aja."* Jawab RDSF.

"Kenapa?" Tanya M serempak.

"because…I don't like both!"

"Yo ngopo?" M masih terus memburu jawaban dari RDSF.

215   *"Because I like eh… I like not too dry and not too wet.*

"Because?" M masih tidak puas dengan jawabannya.

"Because I don't like." Jawab RSDF.

GBI mencoba memberikan alternative jawaban *"Do you like a cold weather like in Artartica?"*

220   *"Maybe I like too cold."* Jawab RSDF.*"Sopo iki cah? SAP rice or bread do you pick as your breakfast and why?*

GBI meminta RSDF untuk mengulang pertanyaanya satu persatu.

Pertanyaan terlebih dahulu baru diikuti dengan alasan.

"SAP, rice or bread do you pick as your breakfast?"

225   *"Rice."* Jawab SAP singkat.
       "Why?" Tanya RDSF.
       "Because (paused) bread is not much for me." Jelas SAP. SAP kemudian
       meanrik nafas panjang, melihat ke teman sekelasnya siapa yang belum
       menerima giliran menjawab pertanyaan. *"RF, hungry or thirsty, what will*
230   *you choose?"*
       "What?" Tanya RF.
       "hungry or thirsty, what will you choose?"
       "eee… thirsty."
       "why?" Tanya SAP.
235   *"if eee… (paused)."* RF berhenti dan memikirkan apa jawabannya.
       "Give some reasons!" perintah GBI
       "Ehm…eee…because if you not thirsty we can death."
       "You mean if we are thirsty we will die?" Tanya GBI.
       "Yes." Jawab RF.
240   *"OK, go on."* **Kata GBI**
       "CAP, which one will you choose? You can fly or you can be an invisible?"
       Tanya RF pada CAP.
       "Opo?" Tanya CAP.
245   *"which one will you choose? You can fly or you can be an invisible?"*
       "I think I may choose I can fly." Jawab CAP.
       "Give some reasons!" pinta RF.
       *" because fly is very value. I…I can meet…meet someone in Saphir. And
       I…I think I can fly to other countries."* Jawab CAP. *"RAL, If you were a*
250   *billionaire, what will you do at once?"* Tanya CAP.
       "I want to help people." Jawab RAL.
       "Is it all?"
       "yes." Jawab RAL. *"ETH, which one will you choose a peace…* (suara
       RAL tidak terdengar jelas)."
255   *"Repeat, please!"* pinta ETH.
       RAL mengulangi pertanyaanya pada ETH, tapi tetap saja P tidak dapat
       mendengar dengan jelas.*"… a self complex modern site."*
       "At a peace place." Jawab ETH
       "The reason?" Tanya GBI
260   *"because … opo kae?"* ETH menoleh ke teman di belakangny. *"emm…
       First, I don't like live in a modern house."*
       "because?" Tanya RAL
       "because…" ETH berupaya memikirkan alas an dari jawabannya.
       "no reason?" Tanya GBI.
265   *"No."* jawab ETH. *"TM, which superstar you want to see?"* Tanya ETH.
       "hiyah…" seru M serempak, karena mereka sudah mengetahui pasti
       jawaban yang akan keluar dari TM
       "I want to see Tom Velton."
       "Why?"
270   *"because he plays in…in… Harry Potter movie."*
       "and what will you do?" Tanya ETH lebih lanjut.

"Take a picture mmm…"
"Is that all?" Tanya GBI.
"Yeah." Jawab TM singkat.*"HPP, what is your favourite movie?"* Tanya

275 TM
"My favorite movie is an adventure movie." Jawab HPP.
"Why?"
"because…because there is an experience eee… opo kuwi jenenge?"
bertanya ke teman di sebelahnya. *"maybe eee… an interesting place."* Jelas

280 HPP. Kemudian HPP melanjutkan bertanya pada ACAA. *"ACAA, what are you afraid of?"*
"I'm afraid of (paused) across the way."
"Why?" Tanya GBI
"When I ride a motorcycle, I will pass the traffic light." Jawab ACAA.

285   Kemudian GBI mereview adakah yang belum mendapat giliran. Karena semua sudah mendapat giliran, maka GBI mengakhiri aktifitas Tanya jawab tersebut. Dan GBI menerangkan bahwa besok mereka masih akan belajar tentang speaking dan bahasan besok adalah tentang descriptive text. GBI meminta M untuk mendeskripsikan salh satu orang yang ada di sekolah baik itu guru, murid, ataupun yang lainnya. GBI meminta M untuk menggambarkan cirri-ciri fisik dan karakter orang tersebut. GBI juga mengingatkan M untuk tidak langsung menyebut nama orang tersebut. Kemudian GBI menutup pelajaran dengan salam.

FIELD NOTE 5

Hari/ Tanggal : Jum'at, 20 Mei 2011

Tempat : Aula SMP 1 Sleman

Istilah : EI = English Instructor   M = murid-murid

Pukul 13.45 WIB P tiba kembali di sekolah. Setelah mengutarakan maksud kedatangannya pada SATPAM, P langsung menuju ke aula sekolah. Ketika P masuk ke aula, Nampak murid-murid VIII A saling berpasangan laki-laki dan perempuan. Mereka sedang berdansa mengikuti lagu yang dipasang oleh English Instrustor. P semapt menanyakan kepada salah satu murid lagu apa yang menjadi latar belakang tarian tersebut. Dia menjawab bahwa lagu tersebut berjudul *"Let me save the general tonight"*. Nampak beberapa pasang murid antusias menari, namun ada beberapa dari mereka yang malu dan kikuk karena harus menari dengan lawan jenis. Sesekali English Instructor mengingatkan mereka untuk selain menari, mereka juga mesti mendendangkan lagu tersebut. Tarian tersebut diulangi sampai 2 kali.

Kemudian EI mematikan musik tersebut. Dan meminta murid-murid untuk mengulang latihan teater seperti minggu-minggu sebelumnya. P kemudian mendekati EI dan menyatakan maksud kedatangannya untuk mengibservasi kelas yang diampu EI, karena menurut informasi kelas tersebut focus pada skill speaking yang menjadi bahan penelitian P. EI memperbolehkan P untuk mengamati kelasnya. P bertanya pada salah satu murid maksud latihan teater tersebut. Salah satu murid tersebut mengatakan bahwa mereka berlatih untuk pertunjukan yang rencananya akan digelar di Prambanan. Tapi sejauh ini, kegiatan tersebut belum mendapat ijin dari sekolah. Dan sekolah ragu untuk menyetujuinya karena kegiatan tersebut tidak dicantumkan dalam kontrak dengan lembaga bimbingan bahasa Inggris yang dipercaya untuk memberikan les bahasa Inggris terutama *speaking* di SMP 1 Sleman tersebut. Murid itu juga mengungkapkan perasaannya bahwa soal perijinan bukanlah urusan mereka, bahwa mereka berlatih teater karena mereka dijanjikan untuk pentas.

Pada tahap awal, ETH yang bertindak sebagai narator, membacakan prolog drama tersebut. Bahwa drama tersebut adalah mengenai percintaan Cleopatra dan Antonius. Kemudian secara teratur para siswa mengikuti latihan sesuai dengan peran yang mereka mainkan. EI sesekali menegur murid supaya serius. Dan terkadang EI mengulangi adegan yang dianggapnya kurang bagus karena M kurang serius. Saat membaca naskah AS yang merupakan pemeran utama laki-laki sesekali menanyakan ke EI dengan "What is it?" sambil menunjuk ke naskah. Latihan teater ini diulang hingga 3x.

EI menutup pertemuan dengan berdoa dan mengingatkan agar M lebih bersungguh-sungguh dalam latihan minggu depan. Setelah pertemuan selesai, P

mendekati EI dan menanyakan kesediaan EI untuk di wawancara. EI setuju, namun EI meminta P untuk menunggu karena EI mau menyelesaikan beberapa urusan dengan M. EI nampak mendekati ACAA untuk memberikan arahan tentang ekspresi dan pronounciation dalam naskah. Hal ini dirasa penting, karena ACAA adalah pemeran utama wanita pada drama tersebut. Setelah selesai dengan ACAA, EI beralih ke ETH dan memberikan beberapa evaluasi bagi pronounciation ETH. Setelah selesai dengan M, EI mendekati P dan berkata untuk menunggu sebentar lagi, karena EI mau ke ruang KP terlebih dulu. P pun mengangguk.

Sekitar 15 menit, EI memasuki aula dan bertanya ke P mau wawancara dimana. P memutuskan untuk di aula saja dengan menggunakan beberapa kursi yang ada di aula. P kemudian menanyakan nama lengkap, latar belakang akademis, dan pengalaman mengajar. Setelah itu baru P menanyakan pertanyaan-pertanyaan yang terdapat di interview guidelines. Secara umum, wawancara berjalan lancar. EI sebagai key informant memberikan 2 nama yang dirasa cocok sebagai subyek penelitian, mereka adalah ACAA dan WAN. P pun menutup wawancara dan berterima kasih atas waktu yang diberikan.

FIELD NOTE 6

Hari/ Tanggal : Sabtu, 21 Mei 2011

Tempat : Ruang kelas VIIIA, Ruang perpustakaan, Ruang guru

Ketika P sampai di sekolah, P langsung menuju ke ruang guru. P kemudian mencari GBI. GBI meminta P untuk bersiap-sipa di kelas karena waktu masih 5 menit sebelum bel berbunyi dan mungkin guru yang mengajar di jam sebelumnya sudah keluar dari kelas. P kemudian berjalan menuju ruang

5   kelas VIII A. Saat memasuki kelas VIII A, P langsung mempersiapkan kabel handycam. Tak lama kemudian GBI masuk kelas, karena melihat P hanya seorang diri, GBI bertanya kemana rekan P kemarin. P menjawab bahwa rekannya sakit dan tidak dapat membantu hari ini.
GBI kemudian memberitahu bahwa nanti M diminta maju satu-persatu di

10   depan kelas. P pun menangkap maksud GBI dan mengganti angle rekaman gambar. P pun memohon ijin untuk mengambil gambar di bagian belakang kelas. GBI kemudian menyapa M *"Good morning, students!"*
"Good morning!" jawab M serempak
"How many students are absent today?" Tanya GBI.

15   *"Three."*
"Who are they?"
M menyebutkan nama-nama M yang absen hari itu. Kemudian GBI mengingatkan akan PR mereka dan apakah mereka siap. M menjawab bahwa mereka sudah siap. Untuk menggantikan giliran M yang absen, maka

20   nanti akan dibacakan soalnya oleh GBI. GBI kemudian mengulang menyebutkan peraturan-peraturan seperti yang diucapkan pada kelas sebelumnya. GBI kemudian mengambil kertas yang berukuran ¼ halaman kwarto. Dan meminta M untuk menuliskan nomer 1 sampai dengan 28. GBI juga meminta M untuk menuliskan nama mereka di bagian atas kertas.

25   *"Yang nomernya sendiri ditulis nggak bu?"* Tanya salah satu M.
"Yes, you need to write your own number in the paper." Jawab GBI.
GBI kemudian membagikan kertas tersebut kepada M. Dan GBI meminta murid dengan absen nomer satu untuk maju pertama kali ke depan.
"Good Morning, friends." Sapa ACAA.

30   *"Good morning."* Jawab M serempak.
"First of … in this opportunity, I would like to eee…describe eee… the one teacher in this school. He always… he always goes to school for … for driving his car. He is a friendly teacher. And his voice is very-very low but he doesn't teach in our class. And the main karak…characters … his

35   *characteristics maybe he…he can't do something without smokes his cigarets. Who is he?"* Tanya ACAA.
GBI meminta M untuk tetap tenang dan diam dan menulikan jawabannya di kertas yang telah disediakan. GBI kemudian memanggil M nomer 2.
"Good morning, friends!" sapa AS.

40   *"Good morning."* Jawab M serempak.
"Here, I would like to tell you about my friends…one of my friends. I have a

friend. He is tall and he wears a glasses. He always brings watch. He have…he has a curly hair. He has a curly hair and he is handsome, smart and …" (AS berhenti)

45 *"Good morning, friends!"* sapa CAP.

"Good morning." Jawab M serempak.

"In this opportunity, I would like to tell you about one of our teachers. He is an English teacher. He …he teaches… he teaches us in 7th grade. He is eee… in second semester he asks us to sing a song and practice procedure.

50 *His favorite colour I don't … If I am not wrong eee… is blue and his favourite drink is mineral water. Who is he?"* Tanya CAP mengkhiri glirannya.

"Hello friends!" sapa CRAJ.

"Hello!" Jawab M serempak.

55 *"In here, I will describe someone in our school. Yes. He is a man"*

Sejenak M tertawa terbahak-bahak karena *"he"* pasti digunakan untuk menunjuk *"man"*. GBI menyuruh M untuk tetap tenang dan meminta CRAJ untuk meneruskan.

"He is eee… very kind (dengan pronounciation /kən/) *… kind* (dengan

60 pronounciation /kaind/). *He has amotorcycle. He is…His name have four alphabet…four alphabets...four alphabets. The second alphabeth is "O". He…he always sit in front of our class and …* (CRAJ tidak melanjutkan lagi). *Who is he?"*

"Good morning, friends!" sapa DS.

65 *"Good morning."* Jawab M serempak.

"In this opportunity, I would like to describe someone…someone. He is a teacher. White…white…white skin and tall. He is ahistory teacher with most …"

GBI meminta DS untuk mengeraskan suaranya.

70 *"most white…white…white skin…white skin. If he teaching…if he teaching, come on time. If we have tasks … homework always hard. Who is the teacher?"* Tanya DS.

"Good morning, friends!" sapa DSY.

"Good morning." Jawab M serempak.

75 *"I would first forward to discuss one of our classmates. She is tall, white skin, slim. She is beautiful and she is also funny. She has a straight … straight wavy hair, brown eye and short nose. She has also a chubby check and her hobby is writing. His stands over one-hundreds-and thirty-five centimeters and her weight forty kilograms."*

80 *"sopo e? …sopo e?"* M mulai rebut. Dan GBI menita M untuk tetap tenang. GBI mempersilahkan siswa nomer tujuh untuk maju ke depan.

"Good morning!" sapa DSB.

"Good morning." Jawab M serempak.

"I would like to tell you about our friend. He is so…so tall. He likes palying

85 *game at school."*

M mulai tertawa rebut dan beberapa di antaranya berkata *"Sopo kuwi? Ojo ditiru!"* GBI meminta M untuk tetap tenang dan meminta DSB untuk

melanjutkan.

"he always ...he likes sneeze. And he can't say "R"." DSB tersenyum lebar
90 dan kembali ke tempat duduknya.

"Good morning!" sapa DK.

"Good morning." Jawab M serempak.

*"I want to describe about someone teacher in our school. He is one of my
favorite teacher. He always ... often wears a grey shirt but sometimes he*
95 *wears batik. He never angry and he can't it. He always come on time in
our...our clas. Who is he?"* papar DK.

"Good morning!" sapa ETH.

"Good morning." Jawab M serempak.

"In this opportunity, I...I would tell ... describe about teacher in our scholl.
100 *She is tall, beautiful, young and thin. Her subject is my favorite subject. She
always patient when explain the materials to me and my classmate. If
someone confuse about the material, she will repeat it untul he or she
understand. Thank you"* papar ETH

"Good morning, friends!" sapa ERN.

105 *"Good morning."* Jawab M serempak.

*"In this opportunity I... I would tell ... describe someone eee... she is my
classmate. She is not too tall and not too short. She is smart and kind. But if
...when she...when she was angry eee... the anything in front of her can be
broke. Eee... her name like Bali ...Bali people but she was born in Sleman.*
110 *It's all about her."* Tutup ERN.

"Good morning, friends!" sapa EAA.

"Good morning." Jawab M serempak.

*"I would like to describe about someone in our school. She is very beautiful
... she is a very beautiful. Her nose is pointed. And her eyes is very*
115 *beautiful. She is a mathematic teacher. Who is she?"* Tanya EAA.

"Good morning!" sapa FAP.

"Good morning." Jawab M serempak.

*"I'm here to describe my friend. He has soft hair (dengan pronounciation
/hər/). His skin is black. His ... he have big eee... He rather tall. Eee... his*
120 *idol is* …(FAP menyebutkannya terlalu cepat dan P tidak familiar dengan
nama tersebut)." Papar FAP.

"Good morning!" sapa HAR.

"Good morning." Jawab M serempak.

"I want to describe someone in our class. He is our classmate. He ... he
125 *uses ... he wears a glasses. He likes eat soto in Yu Par's canteen. He is
taller than me and he loves playing football."* Papar HAR.

"Good morning!" sapa HPP.

"Good morning." Jawab M serempak.

"Here, I want like to tell you about ... about the tacher. He is ateacher.
130 *He...he is not too fat and not thin. He always takes boy ...boys bracelet. He
has a white skin and he has...he has big voice. He is taller than all the
teacher."* Jelas HPP.

"Hello, my friends!" sapa HRI.

"Hello!" jawab M serempak.

135 *"I would like to describe about someone in our school. She is beautiful. She has eee… a sweet smile and everytime she …she meets students, she always smile. She always wears a motorcycle, if she come to the school. Her skin is white. And most students not like her subject"* Papar HRI.

"I would you … I would tell you about my classmate. He has … he has a fat
140 *body and big cheek. He is kind and very funny. He can … he can bike cycle well. And … and most students in this class like him. Thank you."* Papar IPW.

Untuk giliran nomer 17 dan 18, GBI menggantikan giliran mereka.

"Are you ready?" Tanya GBI.

145 *"Ready."* Jawab M serempak.

"He is one of your teachers. She has the smoothest voice. He is very patient. Maybe one of the most patient in our school."

M kemudian bertanya bersamaan *"He* or *she* bu?"

"He. I said." Kata GBI

150 "Tapi tadi ibu sempat bilang *she*."

"Really? I'm sorry for that. I'll repeat it for you. He is one of your teachers. She has the smoothest voice. He is very patient. Maybe one of the most patient in our school. And if he speaks very patient, slow, and smooth."

M berbisik-bisik menanyakan siapakah orang yang dimaksud. GBI meminta
155 M untuk tetap tenang. GBI melanjutkan ke nomer berikutnya.

"He is your teacher. If he speaks very quickly … very quickly. And he has a moustache."

"Moustache ki opo to?" bisik beberapa M.

GBI membuat garis horizontal di bawah hidung dengan jari telunjuk
160 kananya untuk mengisyaratkan kumis. Kemudian GBI mempersilahkan giliran nomer 19.

"Good morning!" sapa PES.

"Good morning." Jawab M serempak.

"In here, I'd like to tell you a teacher in this school. She is big."

165 M tertawa dan bertanya "Apane sing big?"

Kemudian PES menunjuk hidungnya

"Ohh…" seru M.

"and she has nose always wears her glasses. She is … she teach with funny and she always go to school doesn't wear a helm." Lanjut PES.

170 *"Number 20, please!"* seru GBI

"Good afternoon!" Sapa PA.

Kemudian M serentak menoleh ke arah jam dinding yang berada di bagian belakang kelas.

"Morning." Koreksi M serentak.

175 *"Morning."* Sapa PA kembali.

"I want to describe someone in our class. She have black hair."

M tertawa mendengar penjelasan M, karena hampir dipastikan orang Indonesia berambut hitam.

"he is very-very kind person. He is very diligent. He is a humoris students.

180   *His favorite song is …(*PA menyebutkan lagu favorit dari siswa yang dimaksud, namun P tidak dapat mendengarnya dengan jelas).*"*

Tiba giliran nomer 21, dimana murid tersebut absen hari ini, maka GBI menggantikan gilirannya.

"She is one of your friends in this class. She is beautiful. She has white
185   *bright skin …white skin. If he came for your class, not the same of you."*

"Good morning!" sapa RAL.

"Good morning." Jawab M serempak.

"I'd like to describe about someone in our school. She is old, but she still works in our school. She is popular but opo? Has a brown skin but she is
190   *kind and she sells some kinds of food in our school."* Papar RAL.

"Good morning!" sapa RF.

"Morning!" Jawab M serempak.

"I'd like to tell you about someone in our school. He is kind, funny, but sometimes he can angry if we are naughty. He … (paused) care with us. He
195   *is not too tall and not too short. He's rather fat. He is one of the science teacher."* Jelas RF.

"Good morning!" sapa RPG.

"Morning!" Jawab M serempak.

200   *"In this opportunity, I'd like to describe someone. She has short hair. And she ever …ever says if she dislikes long hair. She talks … talkative … active girl and she likes playing novel about magic world. She …she big fans of Tom Velton and also my best friend. Who is she?"* Papar RPG

"Hi, friends!" sapa SAP.
205   *"Hi!"* jawab M serempak.

"I would like to …to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."

M sontak bertanya *"cooker?"*

GBI merevisi kalo SAP menyebut cooker itu berarti mesin penanak nasi.
210   *"cook…cook"* SAP memperbaiki pilihan katanya. *If I …I buy something I always eh … she … eee… he …she …she sells many kinds of food. Her stall is my favorite canteen."* Tegas SAP.

"I want to describe someone. She is our classmate. She…she has a wavy long hair and chubby cheek. She is the one of trios friend. And he loves
215   *Conan."* Papar TM.

"Morning friends!" sapa TRAR.

"Morning!" jawab M serempak.

"I'm here to describe someone in our school. She is a teacher. She is a Biology teacher. His voice is slow. He is in curriculum office." Papar
220   TRAR.

Bel sekolah berbunyi tanda satu jam pelajaran teah berlalu.

GBI meminta murid dengan giliran terakhir untuk maju.

"Good morning, friends!" sapa WAN.

"Morning!" Jawab M serempak.
225   *"I'd like to describe someone in our school. He is fun … funy, maybe very funny in our class. Eee… he good at music and he creative at make sound.*

He is ... he has a njepepeng (WAN menangkupkan kedua tanganya ke telinganya).

M tergelak tawa karenanya.

230　*"I mean a big ear. Who is he?"* tutup WAN.

GBI kemudian bertanya apakah M sudah selesai menuliskan semua jawabannya di kertas. M menjawab sudah, kemudian GBI menghitung sampai tiga, dan meminta M untuk menggeser kertasnya ke teman yang berada di kanan mereka. Kemudian GBI meminta siswa yang maju tadi

235　untuk menyebutkan jawabannya urut dari nomer 1-28. Setelah selesai menyocokkan, GBI bertanya siapakah yang benar semua. Tidak satupun yang mengangkat jarinya. GBI terus bertanya berapa kesalahan yang dibuat M sampai tidak ada yang mengngkat jarinya.

Kemudian GBI mendekati P dan bertanya apakah sudah cukup, P pun

240　mengangguk. Dan meminta waktu ke GBI untuk mewawancara WAN dan DSB di perpustakaan. GBI memperbolehkan dan memanggil WAN dan DSB untuk mengikuti P ke perpustakaan.

Sesampainya di perpustakaan, P meminta ijin ke pustakawan untuk meminjam ruangan sebentar. Kemudian P mulai menyiapkan alat

245　handycam, MP3 dan buku catatan. P menjelaskan bahwa saat ini P akan menanyai mereka dengan menggunakan bahasa Inggris dan meminta mereka untuk menjawab dalam bahasa Inggris. P juga menenangkan mereka, bahwa pertanyaan yagn diajukan tidak sulit. Pertanyaan-pertanyaan yang diajukan adalah seputar sekolah, hobby, dan keluarga. Secara umum,

250　wawancara berjalan lancar, dan P mendapatkan dataimplementasi CSs yang lebih banyak dibandingkan instrument lain. Setelah selesai wawancara, P mempersilahkan WAN dan DSB untuk kembali ke kelas dan berterima kasih atas waktu yang diberikan.

Kemudian P menuju ke ruang guru dan mencari GBI. P mengungkapkan bahwa P sudah merasa mendapatkan data yang cukup dari obervasi dan wawancara yang dihasilkan. P mengutarakan bahwa P puas dengan data-data yang di dapat. P berterima kasih ke GBI atas bantuan dan kemudahan yang diberikan dan meminta maaf apabila telah banyak mengganggu proses KBM. P juga mengutarakan bahwa minggu depan P akan kembali untuk memberikan transkrip wanwacara ke siswa dan meminta mereka mengecek hasli wawancara tersebut. P kemudian memohon ijin untuk meninggalkan sekolah.

FIELD NOTE 7

Hari/ Tanggal : Rabu, 25 Mei 2011

Tempat   : depan ruang kelas VIIIA

P tiba di sekolah pukul 11.00 WIB. P melaporkan diri ke pos satpam dan memberitahukan maksud dan tujuannya untuk bertemu dengan GBI. Salah satu petugas satpam dan guru yang mengajar bahasa Jawa mengatakan bahwa GBI baru saja keluar. Maka P mengatakan mungkin lain kali saja atau kalau memungkinkan P akan mapir ke rumah GBI. P kemudian meminta ijin untuk ke kelas VIII A dengan alasan mengambil data penelitian. Petugas pun memperbolehkan.

P langsung menuju ke ruang kelas VIII A. Saat itu M sedang istirahat ke-2. Kebetulan P bertemu WAN di ruang kelas. P meminta WAN untuk memanggilkan ACAA, DSB, dan ERN. WAN mengutarakan bahwa ACAA tidak ada di dalam kelas. P pun mulai membagikan hasil transkrip wawancara dan interview tasks. P meminta mereka untuk membaca secara teliti dan pakah transkip tersebut sesuai dengan yang mereka ucapkan saat wawancara. WAN, DSB dan ERN Nampak serius membaca satu per satu baris transkip tersebut. Tak lama kemudian ACAA datang dan bertanya apa yang sedang mereka lakukan. P pun menjelaskan maksud kegiatan tersebut dan memberikan transkip tersebut ke ACAA dan meminta ACAA untuk melakukan hal yang serupa dilakukan oleh ketiga temannya.

Setelah selesai membaca isi transkip tersebut, P mengeluarkan 8 lembar kertas. P membagikan masing-masing 2 kertas kepada setiap siswa. Satu lembar berisi *consents form of the students* dan satunya berisi tentang *member check*. P memberikan penjelasan tentang 2 form tersebut. Dan ketika apa yang tertulis di kertas tersebut sesuai dengan apa yang terjadi, P meminta keempat siswa tersebut untuk menandatangani form tersebut. Keempat siswa tersebut menandatangi form tersebut.

INTERVIEW TRANSCRIPT

Interview 1

Key informant : S

Hari/ tanggal : Kamis, 19 Mei 2011

Place : School library

Waktu : 15' 44"

R: Researcher

T: Teacher

1	R :	Terima kasih waktunya untuk wawancara Ibu. Pendidikan terakhir Ibu
2		apa nggih?
3	T :	S1. Bahasa Inggris
4	R :	UNY
5	T :	UNY, Pendidikan bahasa Inggris
6	R :	Sudah berapa lama mengajar, Bu?
7	T :	Saya menjadi guru sejak tahun 1984 sampai sekarang, jadi sudah 27
8		tahun.
9	R :	Hmm… Bisa Ibu tolong gambarkan suasana dalam kelas *speaking* VIIIA
10		yang Ibu ajar?
11	T :	Suasananya ya lumayan. daripada kelas-kelas yang lainnya. Tapi juga ya.
12		masih perlu apa ya? bimbingan sehingga kalo mau *speaking* itu seperti
13		apa ya? Temanya apa kemudian tetap diberi rambu-rambu, batasan-
14		batasan untuk eee…. mengembangkan *vocab*nya itu bisa
15	R :	mmm.. biasanya apa saja yang dilakukan dalam kelas *speaking* bu?
16		Misalnya ada *pair work*, atau kemudian ada aktivitas *real-life situation*
17		seperti percakapan dalam telepon atau mungkin aktivitas lain dalam
18		Speaking?
19	T :	Aktivitasnya biasanya disesuaikan dengan materi. Misalnya materinya
20		pas deskriptif, itu mendeskripsikan, ya, kemudian kalo pas eee… itu
21		percakapaaaan untuk apa ya? Meminta tolong atau untuk menawarkan
22		sesuatu biasanya *in pair*… iya…
23	R :	Kalo mmm siswa sendiri biasanya motivasinya seperti apa bu dalam
24		kelas *speaking?*
25	T :	Bagus motivasinya. Biasanya anak-anak seneng kalo disuruh
26	R :	Secara umum input mereka memang sudah bagus ya Bu?
27	T :	Yaaa…ada yang bagus ada juga yang pendiam, malu-malu tapi

28		kebanyakan aktif.
29	R :	Biasanya dalam keahlian *speaking* atau berbicara media apa saja yang
30		Ibu gunakan?
31	T :	Kalo untuk *descriptive text* biasanya gambar. Mendeskripsikan sesuatu.
32		Tapi kalau misalnya untuk yang lainnya, seperti Tanya jawab itu saya
33		memberikan situasi, misalnya situasi dimana. Misalnya situasi di toko
34		atau situasi sesama teman mau ngajak kemana. Iya gitu.
35	R :	e.. selama di kelas *speaking* tersebut apakah ibu selalu berupaya untuk
36		menggunakan bahasa Inggris
37	T :	Iya..Iya
38	R :	Bagaimana dengan siswa Ibu? Apakah mereka selalu menggunakan
39		bahasa Inggris?
40	T :	Ada kata-kata yang sulit untuk mengungkapkannya kemudia dengan
41		bahasa Indonesia dan tanya biasanya seperti itu..iya…
42	R :	Terus pernahkah Ibu kemudian menemukan hambatan dari sisi Ibu
43		sendiri sebagai guru bahasa Inggris untuk terus menggunakan bahasa
44		Inggris?
45	T :	Ya..anak-anak itu belum tentu misalnya untuk *vocab*nya ya? Untuk kata-
46		katanya. Mmm… tidak tahu. Biasanya hambatanya seperti itu, tapi…
47		terbiasa apa ya? Kata-kata yang biasa digunakan lama-lama tahu.
48	R :	Berarti hambatan utama pada siswa memang *vocab* ya bu?
49	T :	*Vocab* dan otomatis juga *grammar*… *grammar*nya juga sering ehe
50		(tersenyum)
51	R :	Nah, ketika memang siswa mengalami hambatan dalam *grammar* terlalu
52		misalnya.. apakah mereka cenderung untuk diam atau misanya mengatasi
53		hambatan tersebut misalnya dengan terus berbicara karena mereka tidak
54		peduli dengan akurasi misalnya
55	T :	Gini saat mereka berbicara, biasanya saya diamkan sampai selesai, nanti
56		kalau kegiatannya sudah selesai kemudian kita diskusikan apa-apa yang
57		kurang, apa-apa yang perlu diperbaiki begitu
58	R :	mmm.. jadi Ibu tidak langsung mengoreksi kesalahan tersebut?
59	T :	Tidak. Nanti kalau langsung dikoreksi biasanya anak langsung malu atau
60		malah macet nggak ada ide, jadi udah biarkan saja
61	R :	Tapi ada evaluasi diakhir
62	T :	Iya ada evaluasi
63	R :	Berarti saya ulangi lagi nggih bu, hambatan utama siswa untuk selalu
64		berbicara dalam bahasa Inggris adalah *vocabulary* dan *grammar*

		nggih?
65	T :	Iya
66	R :	Kalau dari segi kepercayaan diri menemukan masalah tidak bu?
67	T :	Ini tergantung pada anak-anaknya sendiri ya? Maksudnya ada yang
68		pendiam jadi sering malu, tapi ada juga yang kelihatanya pendiam tapi
69		Tapi ada juga yang pemalu. He..he..he (Baik Ibu Guru dan peneliti
70		tertawa)
71		ehm.. *confidence*nya tinggi ada juga yang seperti itu. Tapi rata-rata
72		lumayan.
73	R :	Dengan hambatan-hambatan yang dihadapi siswa untuk selalu berbicara
74		dalam bahasa Inggris apa yang Ibu lakukan dalam rangka membantu
75		mereka mengatasi hambatan-hambatan tersebut?
76	T :	Eee… biasanya saat bersama teman biasanya *in pair* begitu agak
77		lumayan, tapi kalau disuruh maju ke depan berbeda juga..iya
78	R :	Berarti kalau eee.. berarti ibu lebih menggunakan metode teman sejawat
79		untuk menambah kepercayaan diri mereka?
80	T :	Iya..iya…
81	R :	Mungkin hambatan *vocab* tadi Ibu? Apa yang Ibu lakukan untuk
82		membantu mereka
83	T :	Begini… biasanya saya lemparkan pada temannya dulu gimana ada yang
84		tahu nggak. Kalau ada yang tahu yang lanjut, tapi kalau misalnya tidak,
85		ya kita bantu.
86	R :	Membantunya misalnya membantu *vocab* tersebut dengan menyebutkan
87		dalam bahasa Indonesia atau mendeskripsikan dulu?
88	T :	Biasanya mendeskripsikan dulu,
89	R :	Bisa disebutkan contohnya bu?
90	T :	Misalnya contohnya… ini hanya contoh… *chair. Something to sit.*
91		Ooo… dia bias membayangkan itu. Misalnya *drugstore… where can you*
92		*buy the medicine.* Misalnya
93	R :	Berarti mendifinisikan dahulu nggih Bu?
94	T :	Iya..Iya
95	R :	Kalau yang metode… mungkin kesulitan grammar pernahkah Ibu
96		bertanya ke siswa misalnya misalnya saya bilang…misalnya siswa
97		tersebut bilang *I likes apples.* Pernahkah ibu bertanya *you mean "You like*
98		*apples?"*
99	T :	Iya..pernah..pernah. itu pada saat dia berbicara pada temannya biasanya

100		saya biarkan tapi saat bicara langssung pada sya baru seperti itu
101	R :	Selanjutnya, Ibu, pernahkah Ibu mendengar tentang *Communication*
102		*Strategies* Ibu?
103	T :	Pernah
104	R :	Bisa tolong Ibu jelaskan?
105	T :	Ini sepengetahuan saya ya? (tersenyum) nanti kalo ada yang kurang
106		ya…itu Strategi untuk berkomunikasi menurut situasinya mungkin
107		dengan kebudayaannya mungkin ada hubungannya dengan itu ya? Atau
108		mungkin nanti Mbak Dewi bisa menambahkannya. Itu sepengetahuan
109		saya
110	R :	Baik. Itu sejauh literasi, sumber yang saya baca. *Communication*
111		*strategies* terutama dalam konteks pengajaran dan pembelajaran bahasa
112		Inggris terutama adalah strategi yang digunakan dalam *productive skill*
113		terutama dalam *speaking*.
114	T :	Ooo…ya
115	R :	Kalo *learning strategies* lebih berhubungan dengan *skill-skil respective*.
116		Jadi memang strategi ini muncul di siswa yang kemampuan *speaking*nya,
117		tidak peduli pada akurasi, tapi berupaya untuk ngomong terus dengan
118		bahasa Inggris. Kalo melihat kelas VIIA, siapa yang menurut Ibu sering
119		menggunakan *communication strategies* tersebut. Misalnya
120		menggunakan mmm… untuk mengulur waktu… untuk memikirkan
121		menggunakan *vocab* yang benar
122	T :	Wahid yang biasanya seperti itu
123	R :	Selain Wahid ada lagi bu?
124	T :	Erinda.. iya…
125	R :	Fuad?
126	T :	Fuad itu kelas VIIIC
127	R :	Oh. Iya. Benar-benar… Wahid itu yang ketua kelas ya Ibu? Kalo Dimas?
128	T :	Dismas? Iya juga
129	R :	3 tiga orang ini memang yang kemapuannya di atas rata-rata ya Bu?
130	T :	Iya.. keberanian untuk ngomongnya iya..
131	R :	Sebetulnya utnuk yang *speaking*nya bagus tidak hanya 3 orang ini. Tapi
132		maksudnya yang *speaking*nya aktif. Tapi yang lainnya kalau diajak
133		berbicara juga menjawab
134	T :	Atau mungkin besok setelah melihat situasinya Mbak Dewi bisa melihat
135		ohh Ya ini

136	R :	Pertama nanti saya memilih siswa yang saya wawancara berdasarkan
137		keterangan dari Ibu, tapi kalau saya menemukan gejala pada siswa lain,
138		nanti saya wawancarai juga
139	T :	Tapi untuk Dismas, kemampuan *vocab*nya agak kurang kalau Dismas.
140		Tapi dia kendel..dia berani
141	R :	Cindy juga iya. Rani juga (setelah konfirmasi selanjutnya guru
142		menyarankan Wahid, Dismas, Cindey dan Erinda untuk diwawancara)
143	T :	Sementara itu dulu Ibu.. Terima kasih atas waktunya.
144	R :	Sama-sama

Interview 2

Informant : student A

day/ date : **Thursday, 19 Mei 2011**

Place : **School library**

Time : **22' 44"**

R: Researcher

S: Student

3	R :	Alamatnya dimana dek?
4	S :	Saya di Pendeman, Trimulyo, Sleman
5	R :	Tempat lahirnya juga di Sleman ya?
6	S :	Iya
7	R :	Tanggal lahirnya boleh Mbak tahu?
8	S :	Nggak… ya boleh lah. 8 Maret 1997
9	R :	Terus pekerjaan orang tua?
10	S :	Wiraswasta
11	R :	Nah, bisa tolong Wakhid gambarkan situasi dalam kelas saat *speaking*?
12		Situasinya seperti apa?
13	S :	Kelas *speaking*nya itu satu-satu atau saat berbarengan?
14	R :	Maksudnya gimana?
15	S :	Kan kelas *speaking* itu kan ada yang suruh satu-satu dan ada yang suruh
16		langsung *nggarap*.

17	R :	Yaa… silahkan digambarkan saja
18	S :	Kalau ada yang kelas *speaking* itu pasti rame. Soalnya ada yang mikirnya
19		tenanan, tapi kadang ada yang main komputer, main laptop, main *game*
20		gitulah, sebagian ada yang kayak gitu
21	R :	*Really? Are you sure?*
22	S :	Yes. Bahkan dipelajaran matematika juga. Kadang kan ada yang
23		diselempitkan di loker terus gini gitu (tangan kiri menirukan gerakan
24		mengatik). Tapi kita nggak kaya gitu, kita kan OSIS jadi harus menjadi
25		contoh
26	R :	Kalian OSIS juga. Sekarang ketua OSISnya siapa?
27	S :	Saya.
28	R :	Mungkin apa yang kalian lakukan di kelas *speaking*… misalnya contoh,
29		dulu kan pernah dengan Mbak ya? Dulu belajar bagaimana cara menjual
30		dan membeli, atau belajar percakapan dalam telepon. Nah, saat kelas
31		*speaking* terutama di semester 2 itu seperti apa?
32	S :	Nah kalo kemarin… dengan mbak Dewi, Miss Dewi itu termasuk kelas
33		speaking?
34	R :	Misal. Tapi kalau dengan Bu Sum ada aktifitas seperti apa? Dalam kelas
35		itu?
36	S :	Sebentar… tak ingat-ingat dulu.
37	R :	Masalahnya akhir-akhir ini latihan soal terus ya?
38	S :	Hoo…o. Opo Dismas? (bertanya pada temannya) Agak lupa aku tu. Oh
39		nganu. Itu *describing* to… medeskripsikan itu, terus dibacakan satu-satu
40		didepan kelas.
41	R :	Ok, *describe*nya itu tahapannya apa? Misalnya pertama, guru
42		memberikan satu gambar misalnya satu gambar sebagai petunjuk
43		misalnya.
44	S :	Nggak. *Describe*nya itu tentang rumah kalian sendiri.
45		bentuknya gini-gini. Ini ada rumah gitu. Terus ada satu lagi, guru
46		nunjukin surat gitu, siswa-siswa disuruh membuat untuk yang saudara
47		jauh.. Misalnya mendeskripsikan tentang kota atau Yogyakarta
48		mungkin Surabaya mungkin
49	R :	e…e… kalau misal materinya yang transaksional misal materinya tentang
50		menjual dan membeli biasanya aktifitasnya seperti apa?
51	S :	Oooh. Misalnya *congratulation with* gitu?

52	R :	Misalnya *pair work*, jadi *partner* gitu?
53	S :	Oh ho…o. seperti itu
54	R :	Gambaran kelasnya seperti apa?
55	S :	Kalo bahasa Indonesia mungkin seperti itu, tapi kalau bahasa Inggris,
56		jarang ada apa… *one pair* gitu jarang.
57	R :	Jadi mendeskripsikan ditulis terus dibacakan di depan kelas gitu ya?
58	S :	Iya.
59	R :	Nah bagaimana dengan cara guru kalian mengajar?
60	S :	Ehh.apa? *Comfort*. Misalnya ada satu *problem* gitu dimasukkan tapi
61		dikembangkan dimusyawarahkan seperti dalam organisasi gitu.
62	R :	*Problem*nya?
63	S :	Ada umpamanya… aku itu kurang faham dengan ini. Langsung minta
64		diterangkan. Umpamanya ada yang salah langsung dibahas terus
65		dibetulkan. Terus. Bukan hanya dalam bahasa Inggris. Misalnya bu Guru
66		mencari sinonim-sinonim, nanti kalo kesulitan bu Guru membantu…
67		belakangan seringnya sinonim-sinonim.
68	R :	Untuk menambah vocab ya?
69	S :	Iya
70	R :	Apakah guru kalian sering memberitahu belajar yang baik gitu?
71	S :	Sering banget lah. Orang kelasku sering rame kok. Kelas VIII A terkenal
72		di ruang guru sebagai kelas paling rame. Habis pelajaran pasti *comment*
73		kaya gitu…kok rame tho… gitu. Mbok agak dikurangi, pasti diakhir kaya
74		gitu.
75	R :	Tapi kalian manis-manis pas di kelasku.
76	S :	Itu dulu, sekarang dah beda.
77	R :	Apakah gurumu bahasa Inggris sering/selalu menggunakan bahasa
78		Inggris ketika mengajar *speaking*? (Wawancara terhenti sejenak karena
79		ada pengumuman melalui pengeras suara)
80	S :	Sering. Soalnya nggak semua kata-kata bu Sum itu dipahami siswanya.
81		Mungkin setelah nganu ini. Ada yang tanya maksudnya kata ini apa sih?
82		Nanti langsung dijlaskan pake bahasa Inggris. Jadi nggak selalu.
83	R :	Jadi guru berganti menggunakan bahasa Indonesia kalau siswa bertanya
84		apa artinya gitu?
85	S :	Iya… ho…o
86	R :	Apakah menurut kalian, guru kalian lancar menggunakan bahasa Inggris?
87	S :	I *think* ahli. Sangat ahli dalam bidang bahasa Inggris. Ya kaya tadi.

		Kalau
88		menjelaskan langsung tepat sasarnya nggak nyampe *ngendi-ngendi.* Jadi
89		langsung
90	R :	Pernahkah mengalami kesulitas saat speaking?
91	S :	mmm.pernahlah.. *sometimes*
92	R :	Contohnya?
93	S :	Contohnya bagaimana caranya, jadi aku seperti kemarin aku gimana
94		caranya supaya pada tertarik kesini. Saya bicaranya gimana? Saya
95		mikirnya kaya gitu
96	R :	Itu kalo di kelas Mbak. Kalau di kelas Bu Sumiyarsih?
97	S :	Kalau di kelas Bu Sumiyarsih itu kan sekarang ada seleksi apa namanya
98		untuk lomba di apa *story telling*… ha itu. Aku sekarang baru belajar.
100		Menggunakan *pronounciation*-nya gimana. Dulu aku di kelas 7 nggak
101		malu-malu. Sekarang malah jadi malu-malu.
102	R :	Kenapa?
103	S :	Nggak tahu. Jadi beda banget sama kelas 7 dulu. Tapi sekarang udah agak
104		malu-malu
105	R :	Nah seberapa sering Wakhid mengunakan bahasa Inggris dalam
106		pembelajaran *speaking*? Seberapa sering?
107	S :	Ehh. Seberapa sering ya? Ya, lumayan sih. Nggak selalu gimana gitu
108		(tersenyum)
109	R :	Pernahkah Wakhid mengalami kesulitan untuk terus menggunakan
110		bahasa Inggris selama pembelajaran *speaking*? Karena dalam
111		pemebelajaran *speaking* kita selalu dituntut untuk menggunakan bahasa
112		Inggris kan? Nah, pernah nggak mengalami kesulitan?
113	S :	Selama ini ada sih. Tapi jarang banget aku menemui kesulitan, aku kan
114		les di ELTI jadi sering banget diajari *speaking* di ELTI itu kalo ada
115		materi pasti akhir-akhirnya Tanya-tanya ke temen. Atau setiap masuk
116		memberikan *presentation*… mempresentasikan sesuatu
117	R :	Walaupun jarang bertemu ya… tapi kan beberapa kali mengalami
118		kesulitan kan ya? Nah, kesulitan apa yang Wakhid temui?
119	S :	Kesulitannya itu ya… *vocab*-nya terutama. Karena kalo aku ya ada orang
120		yang berbicara pake bahasa Inggris aku dong maksudnya apa. Tapi untuk
121		ngomong dengan dia aku agak ragu-ragu, takut salah. Tapi ya kita harus
122		tetep ngomong
123	R :	Jadi masalahnya *vocab* dan kepercayaan diri ya?
124	S :	Iya

125	R :	Jadi Wakhid tetap terus berbicara bahasa Inggris walaupun menemui
126		hambatan-hambatan tadi ya?
127	S :	*Of course* (tertawa). Kan kalau salah kan kita harus membenarkan harus
128		berusaha.
129	R :	Yang dilakukan? Untuk mengatasi kesulitan tadi? *Vocab*, pede tadi?
130	S :	Eehh… kalo pede. Disitu yang paling sulit itu. Kalo *vocab* kan bias tanya
131		itu apa ya? Pede itu yang paling sulit. Pertama itu *vocab* yang bikin nggak
132		pede itu *vocab*. Itu bahasa Inggrisnya apa ya? Nah itu. Jadi aku
133		mendingan tanya sama siapa gitu. Misalnya lagi adep-adepan gini aku
134		tanya " *What is the English of*?" misalnya… oh ya *thank you* terus saya
135		menjelaskan dari awal tapi nggak awal banget, awal kalimat tapi yang di
136		tengah-tengahnya putus. Nah disitu.
137	R :	Jadi ketidakpedean Wakhid tadi timbul karena apa?
138	S :	(tertawa) *Vocab*nya…ya dua-duanya
139	R :	Jadi intinya *vocab* itu…
140	S :	Mempengaruhi kepedeean
141	R :	Dan itu mengatasi permasalahan itu tanya ke orang lain?
142	S :	He…em
143	R :	Pernah nggak memilih menghindari topik tertentu dalam bahasa Inggris
144		misalnya guru meminta untuk menjelaskan tentang pengalaman yang
145		tidak menyenangkan. Pernahkah menghindari topik itu?
146	S :	Sepertinya belum pernah.
147	R :	Pernah tidak Wakhid berhenti berbicara, kemudian memilih untuk tidak
148		meneruskan pesan yang sama?
149	S :	*What are you mean*?
150	R :	Jadi mmm..jadi berbicara tentang perlombaan *story telling*, karena
151		mungkin ada Sesuatu yang Wakhid tidak suka Wakhid berhenti
152	S :	Kalo *strory* telling dan ada bagian yang aku nggak suka aku nggak
153		berhenti tapi mungkin meneruskan dengan gerakan-gerakan… terus agak
154		berputar-putar, tapi nggak pernah kalo aku menghindar. Atau tidak
155		meneruskan. Ngapain nggak meneruskan.
156	R :	Pernahkah Wakhid mendeskripsikan satu benda karena Wahid tidak tahu
157		nama benda dalam bahasa Inggris?
158	S :	Oh pernah. Misalnya kadal itu apa gitu?
159	R :	Ya. Kadal an animal…
160	S :	Hah itu. Contohnya itu mungkin hah dulu itu pas di LPIA kalau

		Jum'at
161		sore kan ada LPIA. Diminta mendeskripsikan roda, nah aku nggak tahu
162		roda itu apa. Umpamanya *things you use to mengglindingkan sesuatu…*
163		ahh *you can say the foot of car…* hah itu
164	R :	Selanjutnya, pernah nggak kamu menggunakan kata yang kamu tahu itu
165		salah tapi memiliki susunan kata yang mirip misalnya *pipe,* pipa misalnya
166		Wakhid menyebut pipa air, *waterpipe* dengan pipe, pipa saja. Mungkin
167		kita orang Indonesia menyebut pipa air dengan pipa saja kan? Padahal
168		*pipe* itu adalah pipa yang untuk menghisap cerutu itu. Pernah nggak
169		melakukan itu? Jadi menyebutkan menggunakan bahasa Inggris yang
170		kamu tahu itu salah tapi tetap digunakan. Misalnya seperti itu *pipe* untuk
171		*waterpipe*
172	S :	He…he… maknanya beda tapi susunan katanya sama gitu? Aduh apa ya?
173	R :	Misalnya strawberry… kita tidak tahu strawberry … nyebutkan redberry.
174		Karena jenis buah berry yang warnaya merah jadi langsung nyebut
175		redberry gitu
176	S :	Ohh pernah. Ehh… dulu pas kelas 7 aku nyebut computer ternyata
177		setelah tanya bu Sum computer jadi t nya itu kaya orang Bali itu lho..tt
178		terus TV barang *television*
179	R :	Kenapa sampai terjadi?
180	S :	Karena kurang tahu bahasa Inggrisnya jadi tahu-tahu kok hampir sama.
181	R :	Pernah nggak Wakhid nggak tahu bahasa Inggrisnya apa tapi ya udah
182		lanjut terus pake bahasa Inggris?
183	S :	Aduh… pernah nggak. Nggak tahu. I don't know.
184	R :	Pernahkah Wahid karena tidak tahu bahasa Inggrisnya kemudian bertanya
185		"*What it is?*" (R menunjuk meja) untuk *table* misalnya
186	S :	Pernah…malah temenku Tanya dulu… Aku juga nggak tahu ini apa jal?
187	R :	Kenapa itu terjadi
188	S :	Mungkin pas wawancara itu. Biasanya ada *practice* wawancara biasanya.
189		Aku juga nggak tahu aku bilang "*I don't know*?" "*What it is*?" jadi harus
190		tanya gitu
191	R :	Pernah nggak Wakhid menerjemahkan perkata bahasa Indonesia ke

192		dalam bahasa Inggris. Misalnya *I walked-walked yesterday. I know little-*
193		*little.* Jadi diterjemahkan satu persatu.
194	S :	Pernah. Itu terjadi setelah *practice speaking* di Borobudur sama Pak Nur..
195		Terus aku diajak belanja ke Progo, terus ada turis, aku tanya-tanya, apa
196		ya? *I know little-little*
197	R :	Kenapa itu terjadi?
198	S :	Karena nggak tahu sedikit-sedikit itu apa. Kebanyakan *vocab*-nya itu lho
199		yang nganu susah masak cuma *little* thok? *Just a little.* Apa itu artinya?
200	R :	Contohnya dalam konteks apa?
201	S :	Ya. *I know little-little*
202	R :	*Just a little* bisa. Tapi kalau *I know little-little* nggak boleh. *Can you*
203		*speak English? Just a little.* Pernah nggak Wakhid menerjemahkan begitu
204		saja ke dalam bahas Indonesia kata yang Wakhid tidak mengerti artinya
205		dalam bahasa Indonesia?
206	S :	Misalnya?
207	R :	*I went to* bioskop *yesterday.* Karena tidak tahu bahasa Inggrisnya bioskop
208		apa. Jadi terus ngomong saja walaupun pake bahasa Indonesia. Mnungkin
209		kalo dalam bahasa Inggris kan *I went to the cinema yesterday.*
210	S :	Cuma mungkin kalo *I went to* Indogrosir apa itu termasuk?
211	R :	Berarti langsung sebut merek ya?
212	S :	He… *I go to Solo maybe, to Pandawa.*
213	R :	*What is Pandawa?*
214	S :	*Waterboom in* Solo.
215	R :	Alasannya sama ya? Karena tidak tahu *vocab*-nya?
216	S :	He…em
217	R :	Pernah nggak menggunakan isyarat tubuh misal (R bertepuk tangan)
218		untuk *clapping*?
219	S :	Jadi kaya *describe* berarti?
220	R :	Iya tapi dengan isyarat tubuh.
221	S :	Pernah tapi pas dimana ya? Oh… *mirror.* Gini lho, pas LPIA, aduh apa
222		*mirror* tu udah aku lalu begini-begini (tangan membentuk segi empat)
223	R :	Pernah nggak ketika berbicara Wakhid berhenti untuk mengoreksi kata
224		atau kalimat yang Wakhid gunakan. Misalnya *I know little-little*
225		kemudian Wakhid merubah menjadi *I know just a little.*

226	S :	Soalnya biasanya grogi, jadi spontan keluar gitu aja, jadi tak biarin, malah
227		males aku malahan.
228	R :	Terus, pernah Wakhid bertanya ke guru atau teman apakah kata atau
229		kalimat yang Wakhid gunakan sudah tepat atau belum? *"Is it right?"*
230	S :	Kadang-kadang. Biasanya aku kaya gitu kalo aku ketemu Pak Nur, guru
231		bahasa Inggris kelas 7. Master itu, masternya Inggris itu. Benar susunan
232		katanya kaya gitu Pak? Ya, benar. Ya udah, biasanya kaya gitu. Ya
233		mungkin kalo salah tu gimana rasanya malu-malu gitu.
234	R :	Kenapa bertanya kepada orang lain? Kenapa nggak "Ya udahlah"
235	S :	Soalnya kurang yakin kalo susunan katanya benar. Kalo di bahasa Inggris
236		itu kan ada *tenses-tenses*nya gitu.
237	R :	Mmm… pernah nggak Wakhid itu bertanya, "Do you understand what I
238		mean?" itu sama temenmu atau mungkin guru "Do you get it"
239	S :	Pernah. Kalo nggak salah dalam pelajaran matematika, Arwan kan nggak
240		tahu caranya, terus aku njelasinnya agak rumit to? Akhirnya aku bilang
241		"ngerti rak?"
242	R :	Kalo dalam bahasa Inggris pernah nggak wakhid? Misalnya Wakhid
243		mendeskripsikan sesuatu, terus bertanya ke temen atau guru "do you
244		understand?" "do you get it what I mean?"
245	S :	Eee… biasanya sama Bu Sum bukan sama temen-temen, biasanya Tanya
246		sesuatu terus bu… bu Sum itu mukanya agak (mengernyitkan dahinya)
247		Nah terus aku bilang "eee… paham nggak sih bu yang aku maksud?"
248	R :	Biasanya itu Wakhid lakukan untuk apa?
249	S :	Maksudnya?
250	S :	Ya, karena aku sudah ngerasa bahwa apa yang aku katakan itu rumit.
251		Terus raut muka kaya gitu, terus gimana gitu.
252	R :	Berarti untuk memastikan lawan bicara kita paham nggak dengan apa
253		yang kita lakukan?
254	S :	Yak.
255	R :	Pernahkah Wakhid bertanya ke guru dengan *"Pardon?" "Can you repeat*
256		*it once again?"*
257	S :	Pernah ha itu tadi pas wawancara barusan.
258	R :	Kenapa?
259	S :	*Nganu*… kalau ngomongnya bahasa Inggris itu kan spontan, jadi disela

260		dikit aja udah lupa pertanyaannnya apa.
261	R :	Pernah nggak itu terjadi karena apa yang Wakhid dengar itu memang
262		kurang jelas
263	S :	Pernah. Soalnya guru terlalu cepat. Kalo pas di ELTI itu kan pake CD
264		jadi suaranya heet (menirukan suara laki-laki yang besar).
265	R :	Pernahkah Wakhid bergumam mmmm…
266	S :	Pernah…kalo aku lupa kata selanjutnya atau apa yang harus aku katakan
267		selanjutnya, pas kaya gitu aku *mandheg*, aku mikir sedikit, *"You know?"*
268	R :	Kalo mmm… gitu sering nggak?
269	S :	Kalo mmm… biasanya ee…ee… sama *you know*?
270	R :	Kenapa? Itu untuk mengulur waktu?
271	S :	Mengulur waktu maksudnya?
272	R :	Mungkin Wakhid bisa saja berhenti ngomong dan tidak meneruskan.
273		Tapi berhenti untuk untuk berpikir
274	S :	iya

Interview 3

Informant : **Student B**

Day/date : **Thursday, 19 Mei 2011**

Place : **school library**

Waktu : **18' 59"**

R: Researcher

S: Student

3	R :	Tinggalnya dimana?
4	S :	Warok, Sumberadi, Mlati, Sleman
5	R :	Lahirnya di Sleman?
6	S :	Sleman
7	R :	Tanggal?
8	S :	8 Agustus 1997
9	R :	Profesi orang tua?
10	S :	Guru
11	R	Bisa Dismas gambarkan suasana di kelas speaking?

	:	
12	S :	Kelas itu… gimana ya? Anak-anaknya banyak rame itu, pasti itu. Rame.
13		Yang kedua, nggak niat gitu lho. Misalnya ada anak mau bilang
14		pertanyaan itu nanyanya kemana-mana?
15	R :	Pertanyaan apa? Pelajaran atau?
16	S :	Selama pelajaran, anak itu Tanya, Tanyanya malah menjurus ke yang lain
17	R :	Menurut Dismas, bagaimana cara Bu Sumiyarsih mengajar?
18	S :	Mengajarnya itu ya??? Misalnya guru menjelaskan, menjelaskan kalau,
19		anaknya, anaknya itu Tanya sama temennya, temennya nggak tahu, baru
20		temennya itu Tanya gurunya. Terus gurunya bertanya lagi ke anaknya.
21		Nah, itu apa namanya? Tanya temennya, kalau temennya nggak bisa, baru
22		Tanya ke guru.
23	R :	Apakah Bu Sum sering memberitahu cara belajar yang baik?
24	S :	Ya.
25	R :	Apakah guru di kelas sering menggunakan bahasa Inggris?
26	S :	Ya sering banget. Bahkan tiap hari… tiap hari
27	R :	Lancar nggak?
28	S :	Ya lancar… tapi kadang ya, kecethit-kechetit gitu
29	R :	Pernah nggak mengalami kesulitan dalam pembelajaran bahasa Inggris?
30	S :	Pernah.
31	R :	Contohnya?
32	S :	Kalau bahasa Inggris, missal speaking kadang lupa…lupa gitu lho…kata-
33		kata yang diucapkan. Lupa langsung dialihkan ke yang lain. Missal mau
34		bicara tentang buku, lupa, terus agak dibelok-belokin, buku, dibelokin ke
35		pensil gitu.
36	R :	Seberapa sering, Dismas menggunakan bahasa Inggris saat speaking?
37	S :	Sama temen atau sama guru?
38	R :	Diungkapkan aja.

39	S :	Kadang-kadang banyak yang lupa.
40	R :	Berarti ini ya, kesulitan yang dialami saat speaking tuh dalam bahasa
41		Inggris, untuk terus menggunakan bahasa Inggris adalah masalah vocab?
42	S :	Iya.
43	R :	Ada kesulitan yang lain nggak? Selain vocab?
44	S :	Selain vocab. Ejaan, ejaannya gitu. Ini bahasa Inggrisnya ucapannya
45		gimana?
46	R :	Berarti pengucapan gitu?
47	S :	Iya pengucapan
48	R :	Ketika menemui masalah, seperti vocab dan pengucapan tadi, apakah
49		Dismas tetap berupaya untuk bicara bahasa Inggris?
50	S :	Tetap…tetap
51	R :	Apa yang kemudian Dismas lakukan untuk mengatasi kesulitan tadi,
52		vocab, pengucapan?
53	S :	mmm. kalo itu ya? Misalnya Tanya temen, Tanya guru
54	R :	Pernah nggak Dismas berupaya menghindari topic tertentu, terus
55		kemudian mengganti dengan topic yang lain?
56	S :	Pernah…pernah… ganti topic tho? pernah
57	R :	Kenapa?
58	S :	Ya bingung… kata-katanya tuh vocabnya apa, nggak hafal, jadi dialihkan
59		ke yang lainnya.
60	R :	Pernah nggak berhenti berbicara dan memilih untuk tidak meneruskan
61		pesan yang sama?
62	S :	Kalo itu, pernah. Misalnya latihan bicara, tapi nggak pada ndengerin gitu,
63		kan jadi males.
64	R :	Nunggu mereka diem dulu baru meneruskan?
65	S :	iya
66	R :	Ok. Pernahkah Dismas mendeskripksikan satu benda karena Disma tidak
67		tahu sebutannya dalam bahasa Inggris? Misalnya buku, nggak tahu kata
68		book, kemudian Dismas bilang something you read. Misalnya kaya gitu.

69		Karena nggak tahu kata book
70	S :	pernah
71	R :	Contohnya ada?
72	S :	Misalnya pohon… nganu…berbuah…berbuah gitu.. mmm… diputer-
73		puterin dulu?
74	R :	Pernah Dismas menggunakan kata dalam bahasa Inggris yang Dismas
75		tahu itu salah, tapi tetap digunakan karena memiliki susunan kata yang
76		mirip?
77	S :	Pernah
78	R :	Diinget-inget? Ingat nggak contohnya?
79	S :	Contohnya? Agama Islam… Itu kan nyebutnya Islam padahal moslem.
80		Gitu kan? Misalnya gitu.. agak bingung
81	R :	Kenapa?
82	S :	Yah, mungkin kurang latihan.
83	R :	Nah kalo ini, tiba-tiba menciptakan kata baru yang nggak ada dalam
84		bahasa Inggris tapi kelihatannya Inggris banget gitu?
85	S :	Pernah.
86	R :	Misalnya nyebut bulu mata. Bulu kan feather tu.. mata, eye, missal eye
87		feather
88	S :	Oh ya
89	R :	Inget nggak?
90	S :	Misalnya… rumah hantu, itu kan ada katanya sendiri, tapi nyebutnya
91		rumah, hantu.
92	R :	Nyebutnya?
93	S :	Ghost home
94	R :	Kenapa? Kenapa nggak langsung nyebut rumah hantu?
95	S :	Itu… Gimana tadi pertanyaannya?
96	R :	Kenapa menyebut ghost home?
97	S :	Dulu kan saya kira setiap kataitu ada dalam bahasa Inggris, jadi dua kata
98		saya gabung jadi satu.
99	R :	Pernah bertanya dengan "What it is?" ketika nggak tahu ini artinya apa?
100		Atau "what do you call it in English?"

101	S :	Oh ya pernah.
102	R :	Pernahkah menerjemahkan kata-perkata dalam bahasa Inggris?
103	S :	Pernah. Kalau dulu kan pas SD ada soal, nggak tahu, terus dicari kata-per
104		kata di kamus, tapi kok nggak jadi, jadi kan bingung
105	R :	Contohnya kaya apa? Yang ahkir-akhir ini?
106	S :	Jarang kalo akhir-akhir ini.
107	R :	Pernah nggak menerjemahkan langsung dalam bahasa Indonesia?
108	S :	Maksudnya?
109	R :	I went to bioskop yesterday. Jadi semuanya dalam bahasa Inggris kecuali
110		satu kata bioskop
111	S :	Oh. Ada.
112	R :	Contohnya dek?
113	S :	Saya baru saja membut sebuah artikel. Artikel
114	R :	Kalo artikel kan memang ada bahasa Inggrisnya?
115	S :	Iya tapi kan nggak tahu
116	R :	Melakukan itu karena nggak tahu bahasa Inggrisnya?
117	S :	Nggak tahu.
118	R :	Gimana dengan menirukan isyarat? Jadi melakukan (R bertepuk tangan)
119		untuk menyebut clapping
120	S :	Pernah
121	R :	Kata apa?
123	S :	Dulu itu kan nganu, nggak tahu, katanya apa, pas SD, lagi-lagi pas SD,
124		saya langsung sepatu terus tak gini-giniin (mengangkat tangan kiri
125		menirukan ketika mengangkat sepatu)
126	R :	Sekali lagi, itu dilakukan karena nggak tahu?
127	S :	Iya. Karena nggak tahu
128	R :	Pernahkah Dismas mengoreksi kata atau kalimat yang Dismas gunakan?
129	S :	Pernah
130	R :	Contohnya?
131	S :	Contohnya. Mmm…mmm. Apa ya? Misalnya?
132	R	I read (diucapkan dengan read sebagai V1) that novel last night. Terus

	:	
133		bilang I read (dengan pengucapan read sebagai V2).
134	S :	Oh iya. Pernah. Pas sebut- sebut dokumen terus sebut document
135	R :	Melakukan itu karena sudah tahu ya? Yang benar harusnya seperti apa?
136	S :	Coba-coba
137	R :	Pernah nggak bertanya pada guru… mengklarifikasi pada teman apakah
138		kata atau kalimat yang Dismas gunakan itu sudah benar?
139	S :	Pernah.
140	R :	Kenapa melakukan itu? Kenapa nggak diam aja?
141	S :	Kalo diam aja, nanti nggak tahu benarnya gimana
142	R :	Ok, pernahkah nggak berucap "do you understand?" "do you get it what I
143		mean?"
144	S :	Pernah.
145	R :	Kenapa? Pas apa dek waktu itu?
146	S :	Kalo… pas njelasin ke temen misalnya pake bahasa Inggris, tebak-
147		tebakkan gitu lho tebak-tebakkan. Tapi ngucapinnya tuh agak ragu-ragu.
148	R :	Itu dalam pelajaran apa?
149	S :	Bahasa Inggris
150	R :	Tujuan Dismas ngomong kaya gitu untuk apa?
151	S :	Eee... supaya yang diajak bicara tuh mengerti apa yang kita bicarakan.
152	R :	Berarti mengecek sejauh mana lawan bicara menangkap pesan yang kita
153		sampaikan?
154	S :	Ya.
155	R :	Gimana dengan bertanya kembali "pardon?", "Could you repeat it once
156		again?"
157	S :	Oh ya.
158	R :	Sering, pernah?
159	S :	Ya pernah ya sering
160	R :	Kenapa itu dilakukan?
161	S :	Terlalu cepat, jadi nggak tahu.
162	R :	Pernah nggak seperti tadi ya.. mmmm…. "You know?" "You know?"
163		bergumam atau mengulang kata yang sama berkali-kali?

164	S :	Pernah…pernah…
165	R :	Kenapa harus diulang-ulang?
166	S :	Lupa kata…lupa kata terus yang kata yang sebelumnya diulang atau
167		mmmm… apa ya? Intinya lupa kata setelahnya apa kalo gitu kata
168		sebelumnya diulang. Atau pake ee…ee…
169	R :	Tujuannya untuk apa? Supaya ada sedikit waktu?
170	S :	Untuk berpikir…untuk berpikir… ya
171	R :	Ya, itu saja ya, terima kasih ya
172	S :	Sama-sama

Interview 4

Infomant   **: student C**

Day/date   **: Friday, 20 Mei 2011**

Place   **: school library**

Time   **: 19"14"**

R : Researcher

S : students

3	R :	Alamatnya dimana dek?
4	S :	Melati, bendungan, Sendangadi, Mlati, Sleman
5	R :	Lahirnya di Sleman juga?
6	S :	Iya
7	R :	Kalo tanggalnya?
8	S :	3 Desember 1996
9	R :	Boleh tahu pekerjaan ayahnya apa?
10	S :	Sanitarian
11	R :	Pardon?
12	S :	Sanitarian
13	R :	Bisa tolong Erin gambarkan situasi di kelas kalo lagi speaking?
14	S :	Maksudnya speaking dalam bahasa Inggris?
15	R :	Iya
16	S :	Ya… apa? Kalo speaking dalam kelas biasanya memang terkenal kalau
17		kelas saya lebih apa kalo dibilang rame. Tapi mereka itu talkative. Jadi
18		walaupun mereka rame, tapi mereka bias meminta apa…menangkap
19		apa…apa yang dipelajari saat itu. Dan apa mereka bias menanggapi

		apa
20		yang diberikan oleh guru.
21	R :	Jadi ramenya positif gitu ya?
22	S :	Iya. Tapi banyak guru yang bilang kalau ramenya itu negatif.
23		(tersenyum).
24	R :	Kalo di kelas bahasa mungkin rame nggak papa ya? Tapi di kelas
25		dianggap mengganggu. Apalagi matematika gitu. Ok, nah, Menurut
26		mungkin Erinda bagaimann cara mengajar bu Sumiyarsih?
27		Iya. Mmm… menurut saya cara mengajar bu Sum itu bagus. Apa… apa
28		… dengan membuat kelas itu merasa nyaman dengan apa yang diajar bu
29		Sum dengan apa… dengan apa.. jadi bukan hanya pelajaran bahasa
30		Inggris saja yang dipelajari, tapi juga bagaimana buat kami bersikap. Buat
31		lebih bagus gitu kan? Terus mmm… kalau menurut saya, walapun
32		menyenangkan buat saya pribadi ada beberapa bagian yang apa kuraang
33		mendidik… apa bukan kurang mendidik apa… kurang baguys gitu.
34		Mmm… kalo dibandingin dengan Pak Nur waktu itu saya lebih suka
35		diajar Pak Nur . mmm…karena…nggak tahu ya… mungkin walaupun
36		sedikit keras, tapi dapat menambah vocab-vocab saya gitu. Kalo Bu Sum
37		itu menambah, tapi tidak dalam jumlah yang terlalu banyak.
38	R :	Tapi kalo kekuatan bu Sum, kalo Pak Nur kan dalam hal vocab ya? Kalo
39		bu Sum kan pada variasi aktifitas mungkin?
40	S :	He…em . Iya
41	R :	Berarti tadi, bu Sum juga sering memberitahu bagaimana cara belajar
42		yang baik gitu?
43	S :	Bukan hanya belajar yang baik, tapi juga bersikap dalam pelajaran-
44		pelajaran yang lainnya.
45	R :	Menurut Erinda sering…seberapa sering Bu Sumiyarsih menggunakan
46		bahasa Inggris saat speaking?
47	S :	Sering sekali
48	R :	Bias dibilang selalu gitu?
49	S:	ya
50	R :	Menurut Erinda lancar nggak bahasa Inggrisnya?
51		Lancarlah…lancar karena apa… buat kita yang memahami juga mudah
52		banget, jadi pake bahasa-bahasa yang tidak terlalu sulit untuk dipahami
53	S :	Pernahkah nggak Erinda mengalami kesulitan dalam speaking?
54		Sering. Karena mungkin ya, perben…apa… vocabnya juga kurang,

		juga
55		kurang sering dilatih speaking dalam bahasa Inggris. Terus apa? Udah itu
56		aja
57	R :	Seberapa sering Erinda menggunakan bahasa Inggris dalam pembelajaran
58		speaking? Seberapa sering?
59	S :	Seberapa ya? Mmm…
60	R :	Mungkin dibandingkan dengan proporsi bahasa Indonesia yang digunakan
61		gitu?
62	S :	Ya lebih sedikit
63	R :	Berarti lebih sering pake bahasa Indonesia?
64	S :	Iya lebih sering pake bahasa Indonesia.kalau ada yang kurang jelas dalam
65		pelajaran bahasa Inggris saya sering bertanya dengan bahasa Indonesia
66		Tapi nanti bu Sum akan menjelaskan dalam bahasa Inggris.
67	R :	Pernah nggak mengalami kesulitan untuk terus menggunakan bahasa
68		Inggris gitu saat speaking?
69	S :	Pernah.
70	R :	Bisa dijelaskan? Apa saja kesulitannya?
71	S :	Kesulitannya kalau terus disuruh ngomong itu kan kadang-kadang
72		bingung kata-katany harus bagaimana. Bingung kan banyak banget ya?
73		Ada past tense dan lain sebagainya, jadi bingung. Kalo misalnya saat init
74		Uh harus pakai kata apa.eee… bagaimana kata-kata yang baik dalam
75		bahasa Inggris. Itu juga susah.
76	R :	Apakah ketika mengalami kesulitan-kesulitan tadi, misalnya tensesnya
77		harus pake apa bahasa Inggrisnya, strukturnya gimana kalo kalimat
78		pertanyaan atau pernyataan, nah, ketika mengalami hambatan itu, Apakah
79		Erinda memilih untuk berhenti saja ataukah tetap melanjutkan berupaya
80		untuk menggunakan bahasa Inggris?
81	S :	Iya saya tetap berupaya menggunakan bahasa Inggris. Selain berupaya
82		untuk apa… bertanya pada guru, juga berupaya membaca dalam kamus.
83		Jadi dari situ bias tahu, oh itu tuh kaya gini-kaya gini. Kan juga banyak
84		catatan-catatan yang dikasih kan? Jadi dah…apa… dari situ jadi tahu kalo
85		kata-kata ini tuh harus disambungin dengan kalimat yang begini
86	R :	Berarti untuk mengatasi kesulitan tersebut, yang dilakukan pertama

87		bertanya ke guru kemudian cek di kamus?
88	S :	Iya, sama Tanya temen
89	R :	Pernah nggak Erinda menghindari bicara tentang topik tertentu dalam
90		bahasa Inggris karena mungkin kamu tidak suka? Contohnya tadi
91		misalnya, eee… tadi ada salahg satu temen yang Tanya eee… "What is
92		your favourite flower?" gitu kan? Terus temenya tadi jawab "I don't like
93		flower." Gitu nah, sering nggak, pernah nggak menghindari satu topic
94		gitu?
95	S :	Kayanya pernah, tapi lupa
96	R :	Biasanya, seperti itu digunakan pas apa?
97	S :	Kalo menurut saya. Kalo misalnya kita emang ngerasa nggakcocok sama
98		pertanyaan atau emang kita nggak suka sama yang dibicarain dalam
99		pertanyaan itu
100		Nggak cocok dalam pertanyaan dan nggak cocok dalam?
101		Eee… tidak suka sama pertanyaannya.
102	R :	Pernah nggak Erinda berhenti saat berbicara dan memilih untuk tidak Jadi
103		meneruskan pesan yang sama saat berbicara? Misalnya tadi, "which one
104		do you like most wet season atau dry season?" "I don't like dry and I
105		don't like wet season" "Why?" tadi kan temenya terus bilang "I don't
106		like" ehm… terus kan dia stop gitu kan. Pernah nggak mengalami kaya
107		gitu? tiba-tiba stop aja, atau ngomong beberapa kata terus berhenti
108	S :	Pernah, waktu itu, saat emmm, Tanya jawab juga kaya gitu. Mungkin
109		karena saya memang bingung menjawabnya bagaimana dan
110		perbendaharaan katanya juga kurang kan? Vocabnya juga kurang.
111		Sebenarnya banyak yang mau di omongin tapi bingung kata-katanya
112		bagaimana
113	R :	Pernahkah Erinda mendeskripsikan satu benda karena Erinda tidak tahu
114		sebutannya apa. Misalnya: pengen nyebutnya book, lupa kata buku tuh
115		apa kemudian mmm… something that you read. Nah pernah nggak seperti
116		itu?
117	S :	Pernah. Itu pas saya mau mendeskripsikan fan, tapi saya bingung fan itu
118		apa, mengucapkan kata-kata itu gimana, jadi saya Cuma nunjukkin aja,
119		kan kebetulan bendanya itu ada di kelas saya, jadi nunjukkin aja "That"

120		gitu ,jadi kaya bahan ketawaan temen-temen.
121	R :	Selain menunjukkan, kalo mendeskripsikan gitu? Jadi mendefinisikan,
122		book, lupa dengan kata book, something you read.
123	S :	Itu belum
124	R :	Gimana kalo dengan kata ee… kita nggak tahu bahasa Inggrisnya apa
125		kemudian kita menyebut dengan katayang mirip dengan bahasa
126		Inggrisnya? Misalnya: ambulance tapi menyebutnya car, karena
127		ambulance tidak tahu, atau misalnya eee… untuk menyebut kata truck itu
128		menyebut dengan big car karena tidak tahu kata truck itu apa, lupa atau
129		gitu? Pernah?
130	S :	Eee… belum
131	R :	Pernah nggak menciptakan kata baru, yang belum ada karena kamu ingin
132		mengkomunikasikan kata yang kamu inginkan?
134	S :	Belum pernah
135	R :	Jadi kata itu tidak dalam bahasa Inggris. Tapi misalnya ehm… kata apa
136		ya? Misalanya definisi… definition kemudian ditambahi jadi definization.
137		Pernah nggak kaya gitu?
138	S :	Nggak
139	R :	Pernah menggunakan kalimat yang sama "What it is?" atau "How do you
140		call it in English?" kalo misalnya bertanya tentang satu kata gitu
141	S :	Iya…sering
142	R :	Bisa disebutkan dalam konteks apa itu terjadi dek?
143	S :	Itu. Emm. Dalam pelajaran bahasa Inggris ya? Biasanya itu saya di rumah
144		gitu kan biasanya juga sering ngapal-ngapalin gitu itu saya juga sering
145		bingung, jadi saya sering Tanya gitu init uh bahasa Inggrisnya gimana?
146		Kadang-kadang ohh… that…that… kadang sering mikir sendiri, jadi
147		dalam mulut tuh bilang "What it is?" tapi dalam kepala mikirnya tapi
148		dalam kepala pikirnya kata init uh apa dalam bahasa Inggris
149	R :	Apa yang menyebabkan itu? Tanya "What it is?" atau "How do you call
150		it?"
151	S :	Lupa… lupa apa namanya bahasa Ingrisnya juga karena belum tahu
152		bahasa Inggrisnya.
153	R :	Pernahkah Erinda menerjemahkan langsung saja kata dalam bahasa
154		Inggris dari bahasa Indonesia? Misalnya? "What-What?" untuk apa-apa

155		"I don't know what-what" "Aku tidak tahu apa-apa" atau "I know little-
156		little" atau "Little-little I can". Pernah nggak?
157	S :	Kayaknya belum.
158	R :	Ehm… pernah nggak saking mentoknya gitu eee… nggak tahu bahasa
159		tadi Inggrisnya apa langsung merubah dalam bahasa Indonesia sama
160		seperti "What will you do if you were A Precident?" "I will delete UN"
161		UN kan bahasa Indonesia ya? Karena mungkin susah atau kelamaan kalo
162		bilang National Exam langsung bilang UN. Jadi langsung diterjemahkan
163		saja.
164	S :	Kayaknya pernah
165	R :	Bisa tolong diinget-inget dek? Pas apa gitu?
166	S :	Kayaknya dulu tu waktu pelajaran bahasa Inggris eh… bukan bahsa yang
167		Inggris, tapi saat ngerjakan PR di rumah itu apa kan harusnya ada kan,
168		kamus apa, atau translate itu apa, tapi waktu itu bener-bener nggak ada
169		buat nyari, ya dah akhirnya langsung asal nulis. Katanya apa ya? Saya
170		lupa tapi
171	R :	Berarti karena lupa tadi ya?
172	S :	He…em
173	R :	Gimana dengan isyarat tubuh? Pernah nggak melakukan misalnya (R
174		bertepuk tangan) untuk menyebut clapping atau (R mengedipkan mata
175		kiri) untuk blingking, berkedip, atau tidak tahu berkoko itu apa terus
176		kukuruyuk gitu?
177	S :	Nggak
178	R :	No? Kalo dalam bahasa Inggris pernah nggak mengoreksi sendiri. to the
179		Misalnya : I go to the market with my mother yesterday. Mmm… "I went
180		market with my mother yesterday"
181	S :	Pernah. Itu kalo nggak salah kata-katanya itu bring… saya lupa bentuk
182		keduanya apa bring itu apa. Jadi saya pas nulis kelihatanya buka bring
183	R :	Kebanyakan dalam writing ya?
184	S :	Iya
185	R :	Kalo dalam speaking gimana?
186	S :	Speaking juga… kan dkalo speaking secara nggak sadar kita ngucapi hal
187		itu dan jadi ya… kalo saya ngerasa nggak pernah karena tapi mungkin
188		sering apa penguacapannya langsung tanpa menulis jadi secara nggak
189		Sadar.

190	R :	Itu berarti karena lupa lagi ya?
191	S :	Lupa juga mungkin karena nggak benar dalam pengucapan gitu
192		Pernah bertanya ke temen misalnya "Is it true?" eee… "Bener nggak
193		ini?"
194	R :	untuk mengecek kalimat atau kata yang digunakan sudah tepat atau
195		belum
196	S :	Nggak. Biasanya kalo kayak gitu langsung pake bahasa Indonesia
197	R :	Pernah nggak Erinda bertanya dengan " Do you understand what I
198		mean?" atau kamu paham nggak yang kumaksud? Pernah nggak
199		ngomong kaya gitu dalam bahasa inggris? Dalam pembelajaran bahasa
200		Inggris?
201	S :	Enggak, nggak pernah.
202	R :	Kalo misalnya "Pardon" atau "Could you repeat it once again?" gitu?
203	S :	Ya, pernah. Eee.. tapi biasanya langsung ngomong repeat tanpa ngomong
204		could you …
205	R :	Berarti repeat..repeat?
206	S :	Repeat please biasanya
207	R :	Biasanya kenapa dek?
208	S :	Biasanya kalo apa… apa… pertanyaannya itu kurang jelas yang
209		dilontarkan tu kurang jelas, juga mungkin Karena belum bias ndenger
210		dengan baik gitu. Jadi minta buat repeat again.
211	R :	Jadi pertama karena pertanyaan yang disampaikan kurang jelas dan
212		mungkin dari segi suara juga kurang jelas gitu?
213	S :	Iya
214	R :	Kalo bergumam mmm…mmm… atau mengulang kata-kata yang sama "
215		I…I…", "because…because…" gitu?
216	S :	Itu sering. Dulu di kelas itu pernah ada pidato dalam bahasa Inggris kan,
217		itu kelas 7, saya lupa, kan udah ada teksnya cuman, kita nggak boleh baca
218		soalnya, jadi langsung gitu kan, nah, terus saya bener-bener lupa katanya,
219		terus bagian itu diulang-ulang terus, jadi cuma muter terus
220	R :	Berarti karena lupa ya?
221	S :	Iya
222	R :	Itu digunakan untuk menggunakan waktu untuk berpikir atau?
223	S :	Iya, butuh waktu untuk berpikir

Interview 5

Informant   : student D

Day/date : Jum'at, 20 Mei 2011

Place : school library

Time : 22"57"

R : Researcher

S : student

3	R :	Alamatnya dimana dek?
4	S :	Sokomartani, Merdikorejo, Tempel, Sleman.
5	R :	Jadi lahirnya di Sleman?
6	S :	Iya
7	R :	Tanggal lahirnya dek?
8	S :	27 April 1996
9	R :	Boleh tahu pekerjaan orang tuanya apa?
10	S :	Bapaknya wiraswasta
11	R :	Bisa tolong digambarkan nggak situasi di kelas Cindy saat pembelajaran
12		Bahasa Inggris, terutama saat speaking?
13	S :	Di kelasku? Kalo di kelasku tuh paling ee… paling asyik, paling
14		menyenangkan daripada yang lainnya karena ditempatku kebanyakan
15		anak-anaknya talkative terus…terus… ya suka
16	R :	Ehm… biasanya kegiatan yang dilakukan saat speaking apa aja?
17	S :	Eee… ya speaking itu. Stiry telling terus pernah juga opo? Game, singing,
18		terus ya itu dialog-dialog, bikin dialog. Paling asyik ya story telling
19	R :	Biasanya kalo story telling diminta guru maju di depan kelas?
20	S :	Iya maju
21	R :	Menurut Cindy, bagaimana cara mengajar bu Sumiyarsih? Cara mengajar
22		beliau?
23	S :	Maksude?
24	R :	Asyik, menyenangkan, bagus kalo ngajar, kurang bagus
25	S :	Oohh.. Bu Sum itu sabar, pengertian, jelas kok jelas, ya itu sabarnya tu
26		eee… misalnya udah diterangin udah latihan kok belum dong ya masih
27		Dijelasin sampai dong. Tapi juga monoton sih, ngerjakan, ngerjakan gitu
28	R :	Bu Sum sering memberitahu nggak cara belajar yang baik itu seperti apa?
29	S :	Nggak paham maksude
30	R :	Missal kalo belajar yang baik tuh gini lho, sering diskusi dengan teman
31	S :	Nggak kalo ngasih tahu, tapi langsung diterapkan di kelas, langsung aja.
32	R	Menurut Cindy, Bu Sum lancar nggak bahasa Inggrisnya?

33	S :	Lancar. Kalo aku ya? Aku kaget. Apa ya? Sudah tahu seusia Bu Sum tapi
34		ya bahasa Inggrisnya kaya gitu ya bagus
35	R :	Dibandingkan dengan siapa? Kalo kaya gitu kan pasti ada pembanding
36		kan?
37	S :	Lah, saya kan diajarnya baru 2 orang
38	R :	Oh ya, baiklah. Nah, sering nggak bus UM itu pake bahasa Inggris dalam
39		kelas speaking?
40	S :	Ya pake bahasa Inggris terus, orang walaupun nggak ngomongin bahasa
41		Inggris kalo bu Sum ngomong pake bahasa Inggris kok.
42	R :	Pernah mengalami kesulitan dalam pembelajaran speaking dek?
43	S :	Speaking? Nggak. Kalo seneng tuh nggak, nggak sulit
44	R :	Seberapa sering Cindy pake bahasa Inggris saat pembelajaran speaking?
45	S :	Ya, lumayan sering. Kalo ditanya pake bahasa Inggris ya jawabnya pake
46		bahasa Inggris
47	R :	Berarti selalu atau sering?
48	S :	Ya… tapi masih sering campur-campur
49	R :	Sering nggak menemukan kesulitan dalam…untuk berbicara terus-
50		menerus dalam bahasa Inggris gitu?
51	S :	Ya pas. Ya pernah. Pas menemukan kata-kata atau kalimat yang belum
52		tahu. Misalnya kan, ya, verbnya kan belum terlalu banyak, jadi ya kan ya?
53	R :	Verb atau vocab?
54	S :	Vocab ya ho oo vocab. Ya Allah. Vocab terus itu opo mbedain apa
55		present tense atau apa Englishnya
56	R :	Hem… berarti masalah utamanya vocab sama tenses ya?
57	S :	Iya
58	R :	Nah, walaupun menemukan kesulitan vocab dan tenses apakah Cindy
59		terus berbicara dalam bahasa Inggris atau terus stop?
60	S :	Ya…Ya kan senengnya di speaking kan itu. Yang penting kan berani
61		ngomong dulu entah itu bener atau opo nggak kan ngomong dulu. Nanti
62		kalo salah kan dibenerin. Jadi ya… terus aja berusaha. Toh, nanti kan
63		kalo salah nggak tahu, dibenerin kalo salah.
64	R :	Ya, ok. Berarti nggak ada masalah dengan pede ya Cindy ya?
65	S :	Ya
66	R :	Berarti kalau kesulitan dalam speaking itu tadi ya? Vocab sama tenses?
67	S :	Iya
68	R :	Kira-kira apa yang Cindy lakukan untuk mengatasi kesulitan tadi terutama

69		yang vocab sama tenses itu
70	S :	Ya belajar…tapi belajarnya itu gimana ya? Kalo masalah tenses itu, kalo
71		misalnya dihapalin itu nggak …itu tuh susah kalo diapalin..itu tu harus
72		bener-bener tahu mendalam
73	R :	Kalo vocab?
74	S :	Kalo vocab ya… nambah-nambah gimana ya? Ya banyak baca referensi
75		buku itu yang bahasa Inggris
76	R :	Pernah nggak menghindari topik tertentu misalnya dengan kalimat don't
77		seperti, terutama kaya temen tadi ya? "What is your favourite fleowes?" "I
78		like flowers."
79	S :	Enggak. Ya itu tadi paling ngak salah… salah tapi yo nggak…nggak
80		menghindari jawabnya tu ya yang sesuai saja suka ya suka. Nanti kan ya,
81		kalo sama temen-temen kan ya bahasa Inggrisnya juga belum ada yang
82		bagus- bagus banget, jadi yo nggak malu gitu lho, pede aja. Temen juga
83		nggak…ya nggak gitu lah.belum…belum
84	R :	Kalo berhenti saat berbicara? Kemudian memilih untuk tidak meneruskan
85		pesan yang sama? Kaya misalnya tadi eee… "What do you like?" "Dry
86		season or wet season?" "I don't like dry and wet season" "why?"
87	S :	Mungkin maksudnya tuh eee… apa ya? Seimbang gitu lho. Mungkin
89		lho… kalo aku lho
90	R :	Nah ketika diminta lagi menjelaskan kenapa gitu kan dia "eee…" jadi
91		kemudian kan dia hanya bergumam mmm…mmm… terus kan dia nggak
92		menjawab. Nah, pernah nggak kaya gitu? Memilih untuk berhenti dan
93		tidak meneruskan pesan yang diminta tadi
94	S :	Ya kalo mengalami itu. Ya, pernah. Masak ya belum pernah, tapi paling
95		mikir-mikir, wah apa ya? Diganti kalimatnya tuh nggak usah yang terlalu
96		tinggi maksudnya apa ya nggak harus gitu, wah piye yo? E3h, itu lho pake
97		kalimat yang sederhana gitu lho. Maksudnya seimbang lah, ya dibikin
98		yang nyrempet-nyrempet aja.
99	R :	Kalo mendeskripsikan benda yang Cindy tidak tahu katanya, global, globe
100		misalnya, karena nggak tahu kata globe langsung bilang it's similar to ball

101		you can see many countries and region. Pernah nggak kaya gitu?
102	S :	Misalnya nggak tahu artinya gitu?
103	R :	Nggak tahu katany. Karena nggak tahu katanya jadi menyebutkan
104		mungkin deskripsinya gitu lho. Buku, nggak tahu kata book itu apa, terus
105		kemudian something…something that you read, baca.
106	S :	Iya. Ha ya itu tadi, yang penting kan nyrempet-nyrempet, walopun nggak
107		tepat itu, tapi gimana caranya, nanti kan kalo yang tahu ya dong, kalo
108		yang nggak tahu ya udah.
109	R :	Alasannya kenapa? Alasanya kenapa mendeskripsikan kaya gitu dengan
110		cara book something that you read apa hanya karena lupa atau tidak tahu
111	S :	Kan itu kan lebih sering. Karena aku kan lebih suka yang lebih seru
112	R :	Ya, tapi sebenarnya tahu nggak kata yang dimaksud itu apa?
113	S :	Ya itu. Sebenernya tu nggak tahu itu
114	R :	Jadi masalahnya nggak tahu atau biar leboh seru aja?
115	S :	Ya dua-duanya. Karena nggak tahu ya daripada nganu mosok yo… mau
116		diem aja. Namanya aja kan speaking, ya udah speaking aja. Temen-temen
117		kan juga nggak pada tahu kan itu salah atau bener. Paling ooo, apa ya?
118		Mereka pikir aku bikin biar seru tapi sebenernya nggak tahu
119	R :	Pernah nggak misalnya Cindy menyebut trck dengan big car mobil yang
120		besar atau misalnya ambulance dengan car karena nggak tahu kata
121		ambulance terus ganti aja dengan car gitu. Jadi memilih kata yang tahu
122		sebenernya nggak beneer tapi karena mirip-mirip itu tadi
123	S :	Ya kalo itu kan terlalu umum kalo car, kalo big car kan…
124	R :	Itu contohnya
125	S :	Ya…ya gimana ya? Yang sedikit aja. Misalnya contohnya tadi ya… yang
126		ambulance…ambulanbce tadi ya? Opo-opo? Bring the sick people atau
127		gimana nanti kan udah tahu, ohh mobil yang bawa orang sakit itu
128		ambulance gitu. Jadi ada unsure-unsur dari yang dideskripsikan tadi itu
129		tadi.
130	R :	Tapi kalo menciptakan kata baru nggak pernah ya? Kalo itu kan
131		mendeskripsikan kalo menciptakan kata baru pernah ngak?
132	S :	Maksudnya?
133	R :	Ya, menyebut big truck eh big car untuk truck itu kan kata baru
134		sebenernya padahal nggak ada dalam bahasa Inggris. Pernah nggak?
135	S :	Kalo misalnya pernah, tapi nggak tahu dua kata-kata kalo diartikan.
136		sendiri-sendiri kan jadi kata baru, tapi kan salah.
137	R :	Tapi Cindy tidak pernah melakukan itu?

138	S :	Nggak. Nggak pernah mending aku nyebut katanya.
139	R :	Nah, kalo ini, menciptakan kata baru tapi memiliki aturan yang agak sama
140		dengan bahasa Inggris. Misalnya: nyebut definisi bahsa Inggrisnya
141		definition kan? Terus Cindy menyebutkan dengan definization karena itu
142		mirip dengan globalization misalnya kaya gitu. Pernah nggak?
143	S :	Pernah. Ya pernah.
144	R :	Bias diingat-ingat nggak? Contohnya seoerti apa misalnya?
145	S :	Contohnya apa ya? Ya? Bisanya tuh bukan pelajaran bahasa Inggrisnya,
146		tapi misalnya kan lupa, apa, kita kan ngerjain bahasa Inggris. Nah ya,
147		padahal kan kalo Biologi kan punya istilah sendiri. Ya udah, ngambil
148		yang dari pelajaran Iggris, terus, di bawa ke Biologi gitu lho, tapi, yang
149		seharusnya itu tuh punya apa ya? Punya nama sendiri gitu di Biologi
150	R :	Kenapa itu sampai terjadi? Karena nggak tahu kata tersebut atau
151	S :	Nggak tahu kalo ya, pertanyaan misalnya apa yo? Uraian gitu kan pa,
152		tahu bahasa Indonesianya apa, tapi mau nge-Inggriskannya tuh nggak
153		tahu
154	R :	Kalo misalnya "What it is?" untuk meminta bantuan misalnya "What it
155		is?" "What do you call it in English?" itu pernah nggak?
156	S :	Ngomong gitu sama temen?
157	R :	Temen, guru.
158	S :	Biasanya temen. Kan kalo sama tentornya LPIA tuh ngomongnya diajak
159		pake bahasa Inggris walopun nggak pas jamnya. Misalnya ketemu,
160		ngomongnya pake bahasa Inggris tapi masalahnya kalo yang ngomong
161		gitu tuh yang udah sering jadi nggak menemukan yang baru. Misalnya,
162		hi? Lagi apa? Gitu-gitu khan udah biasa. Tapi yang luar biasa tuh belum.
163	R :	Kalo dengan Bu Sum atau temen? Itu kan sebenarnya untuk menanyakan
164		kata atau kalimat yang Cindy tidak tahu ya? Itu nggak pernah ya?
165	S :	Jarang
166	R :	Kalo ini menerjemahkan satu persatu kata dalam bahasa Indonesia ke
167		dalam bahasa Inggris. Misalnya: "I know little-little" atau "Little-little I
168		can" "Sedikit-sedikit aku bias" atau "I walked-walked yesterday" "Aku
169		jalan-jalan kemarin" gitu?
170	S :	Kalo itu kan udah tahu kalo salah, janggal itu
171	R :	Itu sebagai contoh. Diterjemahkan langsung gitu?
172	S :	(tersenyum) Enggak. Kemarin, kemarin kan itu itu ada tes nggak kalo

173		TOEFL…TOEFL itu kalo diartikan satu-satu nggak bias. Maksudnya
174		… diartikan satu-persatu tuh lebih lama jadi mending dipahami, nanti
175		disimpulkan aja. Tapi nggak…nggak, semua kata mesti
176	R :	Kalo ini, menerjemahkan kata ke dalam bahasa Indonesia. "I went to
177		bioskop yesterday. Karena nggak tahu bahasa Inggrisnya bioskop itu apa
178		misalnya. Pernah?
179	S :	Ya…ya… ya pernah
180	R :	Dalam, seperti apa dek konteksnya?
181	S :	Ngomong sama temen, jarang sih tapi ya pernah. Ngomong apa misalnya
182		nggak tahu, yo uwis disebut aja bahasa Jawanya atau bahasa Indonesianya
183	R :	Krena nggak tahu ya? Kalo ini misalnya dengan gerak tubuh? (R bertepuk
184		tangan) itu untuk menyebut clapping itu bertepuk tangan atau (R
185		mengedipkan mata) untuk blinking, berkedip atau misalnya eee…
186		kukuruyuk karena nggak tahu bahasa Inggris berkokok itu apa? Pernah?
187	S :	(tersenyum) nggak, nggak pernah kalo bahasa tubuh.
188	R :	Pernah nggak merasa salah bahasa Inggrisnya terus direvisi sendiri. Jadi
189		membenarkan sendiri gitu Dek? "I go to the market woth my mother
190		yesterday" mmm… "I went to the market with my mother yesterday" jadi
191		membenarkan sendiri ketika dipikir eh salah tadi.
192	S :	Pernah. Opo?
193	R :	Kenapa membenarkan diri, kenapa nggak dibiarkan aja toh udah lewat
194	S :	Ya kalo kepikiran? Kan tadi kan…belum terlalu bias…belum terlalu bias.
195		itu lho…belum terlalu paham tenses tadi. Jadi setiap ngomong kalimat
196		apalagi yang dilakukan sama aku gitu pasti dipikirin. Oh, bener nggak yo?
197		Kan ini belum dilakukan. Bener nggak…bener nggak gitu
198	R :	Kalau bertanya dengan guru atau teman apakah kata atau kalimat yang
199		kamu gunakan benar. "Is it true?" gitu? "bener nggak sih yang ku
200		omongkan?"
201	S :	Sama bu guru seringnya. Kalo sama temen biasanya sama-sama nggak
202		tahu.
203	R :	Kenapa nggak didiemin saja? Ya udah,nggak tahu ya udah?" kenapa harus
204		minta bantuan sama temen?
205	S :	Lo ya besok kalo ngomong bahasa Inggris salah yo malu no kalo sama
206		yang tahu
207	R :	Kalau dengan cara "Pardon?", "Could you repet it once again?" itu

		sering
208	S :	Sering, itu sering. Biasanya kalo presentasi gitu to, ada pertanyaan?
209		Ada.nggak jelas misalnya, repeat.
210	R :	Tujuannya apa itu?
211	S :	Ya biar jelas. Kalo nggak jelas, udah dijawab ternyata bukan itu yang
212		ditanyakan gimana?
213	R :	Berarti kenapa melakukan itu, yang pertama karena kurang jelas ya
214		pertanyaannya apa?
215	S :	Ya. He…e
216	R :	Terus yang kedua, suaranya kurang keras?
217	S :	Ya.
218	R :	Terakhir, kalo mmm… eee… atau because mengulang kata yang sama
219		because … pernah nggak melakukan itu? Or…or…
220	S :	Nggak. Mending
221	R :	You know…you know…
222	S :	Mending mikir dulu, nanti kalo udah ketemu udah tek..tekkk.tek…habis
223		ini baru diucapkan biar lancar.
224	R :	Mikir dulunya biasanya dalam bentuk apa? Diam beberapa detik atau
225		seperti tadi mmm….mmm… atau mengulang kata yang sama?
226	S :	Kalo aku diem dulu, diem dulu aja, tapi ya tapi kalo di dialog gitu
227		biasanya kan ada eee… mmm… tapi kalo aku diem
228	R :	Alasan utamanya? Karena butuh waktu untuk mikir?
229	S :	Iya. Ya itu tadi kalo langsung ngomong, tahu becausenya tapi selanjutnya
230		diulang 5 kali ,mending sekali aja, tapi udah semuanya.
231		because nanti kan kelamaan mikir, jadi daripada because…becausenya

Interview 6

Key informant   **: AN**

Hari/ tanggal   **: Jum'at, 20 Mei 2011**

Place   **: school hall**

Time   **: 08' 44"**

R: Researcher

EI: English Instructor

3	R:	Pendidikan terakhir Miss?
4	EI:	S1. Pendidikan bahasa Inggris UNY.
5	R :	Pengalaman mengajar sudah berapa tahun, Miss?
6	EI :	Berapa ya? (tersenyum) ya… katakanlah 4 tahun.

7	R :	Bisa tolong Miss Alfa gambarkan suasana di kelas VIIA saat *speaking*?
8	EI :	Eee… di kelas tadi?
9	R :	Sama variasi aktifitasnya miss?
10	EI :	Eee… *overall*, semuanya *talkative*, malah apa namanya hiperaktif. karena
11		Semuanya… semuanya antusias untuk *express* yang ingin mereka
12		katakan. Karena memang…memang *basic* mereka udah pinter, mere
13		ka udah pinter, jadi kita tinggal memantau dan mengarahkan aja, karena
14		memantau mengarahkan, dan mungkin sedikit *pronounciation*-nya
15		apa beberapa dari mereka tahu, sedikit dari mereka tahu apa
16		*vocabulary*-nya tapi *pronounciation*-nya kurang tepat, paling intonasinya.
17		sih, kebanyakan di situ, *speaking* kan itu paling ya?
18	R :	Eee… apakah Miss Alfa selalu berupaya untuk selalu menggunakan baha
19		sa Inggris saat mengajar di kelas?
20	EI :	Letterlek sih iya. Tapi kebanyakan kalo mengarahkan anak-anak kan
21		Nggak bisa ya? Kadang butuh suara yang keras, jadi..jadi kan nggak use
22		pake…nggak pake Inggris *full*, *full English*, tapi kalo di kelas *actually*
23		*English full.*
24	R :	Apakah siswa juga, menurut pengalaman miss selama ini, apakah siswa
25		juga berupaya untuk selalu menggunakan bahasa Inggris?
26	EI :	Kadang. Kalo anak-anak kadang cuman selain yang kita lakuin…yang
27		kita kerjakan hari ini, juga ada *story telling*. Nah, biasanya saya juga
28		minta anak-anak untuk giliran, untuk *story telling* tanpa apa? Tanpa
29		*prepare* dulu, jadi anak-anak juga latihan. Hari ini yang maju siapa,
30		minggu depan siapa, jadi mereka siap untuk selalu untuk ini. Tapi
31		biasanya ada yang Jawa ada yang ini. Tapi biasanya kalo ada yang
32		ngomong Inggris mereka ngerti. Tapi memang masih agak susah ya?
33	R :	Berarti saya ulangi lagi ya Miss, kesulitan anak-anak saat speaking
34		adalah *pronounciation* terutama intonasi? Ada yang lain nggak
35		Miss?
36	EI :	Tapi terkadang ya itulah, ada *vocab* yang masih asing ya?
37	R :	Kalo *structure*?
38	EI :	Untuk level mereka udah bagus, maksudnya kita nggak usahlah
39		mengarahkan mereka secara saklek, karena mereka udah bagus.
40	R :	Kemudian bagaimana cara miss untuk mengatas permasalahan-
41		permasalahan mereka tadi?
42	EI :	Jadi…jadi. He…eh. Kaya misalnya tadi, tadi di teater tadi kan. kebetulan
43		Saya…saya selalu…saya mencoba untuk memonitor mereka dan

44		anak-anaknya kalo kita ingatkan satu dua kali mereka inget apa ya,
45		biasanya saya pantau, terus saya ingetkan saat itu juga. Nah, kebetulan
46		mereka tuh ngeh gitu loh. Jadi dingetkan satu, dua kali mereka tuh
47		apa inget dengan apa yang diarahkan gitu. So pasti nggak banyak
48		kesulitan yang saya temui dalam *coaching, guiding this class* ya?
49	R :	Kalo dari mereka sendiri? Apa yang mereka lakukan untuk mengatasi
50		hambatan-hambatan itu tadi? Dari mereka sendiri
51	EI :	Gini, biasanya mereka itu kan ada tugas. Biasanya saya suruh cari dialog
52		sendiri. Haaa.. jadi mereka *at least* sudah latihan sendiri. Eee… apa gitu.
53		namanya mengucapkan kata dengan benar. Walaupun masih ada
54		beberapa yang susah ya? Yang misalnya masih belum apa? Eee…
55		*absolutely correct* ya? Tapi masih ada beberapa yang saya suruh cari
56		dialog sendiri. Jadi tinggal kita mengarahkan apa itu secara
57		*grammatically correct*, atau secara *pronounciation* sudah sesuai, paling
58		Yang penting kemauan mereka, nggak membuat mereka eee… apa?
59		Nggak membuat mereka menemui banyak hambatan.
60	R :	Pernahkah Miss Alfa mendengar tentang *Communication Strategies*?
61	EI :	Ya pernah
62	R :	Bisa tolong dijelaskan?
63	EI :	mmm…pernah tapi lupa. Ha…ha…ha (tertawa)
64	R :	Eee… menurut Miss Alfa, dari siswa kelas VIIIA, itu yang mereka
65		berbicara bahasa Inggris eee… selalu berupaya berbicara dalam bahasa
66		Inggris, walau menemui hambatan, misalnya seperti menggunakan
67		gumaman mmm… mengulur waktu untuk berpikir, atau misalnya
68		langsung berubah dalam bahasa Indonesia misalnya UN untuk *national*
69		*exam*?
70	EI :	Kalo upaya seperti itu, untuk mengingat kembali misalnya apa ya? yang
71		Mm… seperti itu itu …iya atau ketika mereka tidak menemukan apa
72		ingin mereka ungkapakan mereka bilang itu loh bahasa ini lho miss. Kita
73		pancing mereka untuk ingat kembali. Coba kata itu seterusnya apa? Jadi
74		mereka memang saya minta untuk menghafal. Makanya kita dialog ya?
75		Jadi semisal mereka lupa, itu lho miss, mereka maksud sebenaernya, tapi
76		mereka lupa. Mungkin kalo nggak mereka mencoba mengingat dulu.
77		Kalo nggak, itu lho miss yang ini, mereka sebut dalam bahasa

		Indonesia.
78	R :	Siswanya siapa? Mungkin yang paling sering terlihat seperti itu?
79	EI :	Siapa ya? Eee… rata-rata sih udah ini sih apa? Udah lancar ya rata-rata.
80		Jadi nggak ada yang saklek siapa. Jadi rata-rata hampir sama kaya gitu.
81		Apa sih. Tapi kalo yang paling mencolok sih, kaya apa, yang paling
82		bagus, mungkin Cindy. Itu paling ini, paling aktif, kalo story telling
83		dia paling aktif kalo mengarahkan teman-temanya dia paling aktif, jadi
84		untuk speakingnya saya nilai paling aktif dan bagus. Yang lainnya sih
85		sama, ya baguslah, standarlah untuk di kelas.
86	R :	Kalo yang putra?
87	EI :	Kalo yang putra Wakhid…wakhid kalo yang putra, tapi hari ini nggak
88		Masuk
89	R :	Itu saja, Miss terimaksaih untuk waktunya. Maaf sudah ganggu
90	EI :	Oh, ya. Sukses ya. Good luck

ORAL INTERVIEW TASK TRANSCRIPT

1. Student A

Time 08"15"

1	R :	What do think about this school? SMP 1 Sleman? What your school looks
2		like?

3	S :	My school looks like a palace.
4	R:	What?
5	S :	A palace.
6	R :	A palace? Okay.
7	S :	He..ee. because palace … palace… A science palace.
8	R :	Can you give me description of the physical?
9		Okay. My school has green color… green color. Ehh…this is… what it is
10		*bekas*? *Bekas*? A second mmm…mmm… in the past, this skill ehh…, this
11		school aaa… is *Bela… Belanda gedung*. And …
12	R :	*Belanda* what?
13	S :	*Belanda* built, *bangunan… bangunan Belanda*.
14	R :	Oh. Okay building
15	S :	Building hah…
16	R :	And then?
17	S :	And then… (paused) eee… my school has maybe twenty room.
18		One…one… one teacher's room and seventeen (paused) seventeen.
18		bathroom
19	R :	Bed room?
20	S :	Bath room.
21	R :	What do you like about this school?
22	S :	Eee… I like this school…
23	R :	Can you speak louder, please!
24	S :	Ok. Eehh…Repeat, please!
25	R :	What do you like about the school?
26	S :	Oohh. In … in school I like what *gitu*?
27	R :	Yaahh .ha..ha..
28	S :	In my school…in this school, I like eee…I like the…the…the under
29		*kelengkeng* tree because its an…an… I sit under the tree. I … the…the…
30		*Udara*?
31	R :	Air?
32	S :	He…eh. The air is very…very fresh. I think.
33	R :	Your friend Erinda also said that
34	S :	Ohh…
35	R :	Yeah… so, so, what do you not like about the school? What do you not
36		like about the school?
37	S :	Ohh. In this school, I … (paused) I am not like … I am not like… eee…
38	R :	You do not like
39	S :	I am not like
40	R :	You do not like
41	S :	I do not like eee…about (paused) apa itu? You know? Eee… You

		know?
42		The…
42	R :	Curriculum?
43	S :	The *aula*.
44	R :	Ohhh…
45	S :	The hall. Ho… ooo… because the hall is not have eee… fan (f^n)… fan ()
45		and not has *tertutup itu apa*? *Jadi nggak tertutup gitu*.
46	R :	Ya…ya…ya. I see.
47	S:	And this school are I do not like the music room because (paused) usually
48		the music room has *peredam* ha.. *terus* in this school not…not has about it
49	R :	So, it's very noisy when they play the music?
50	S :	Yes. Maybe after play music, my ear will nging…nging… gitu.
51	R :	Ok. So, where is your favourite place in this school? Under the
52		*kelengkeng* tree?
53	S :	Of course. And in front of the mosque (mas) mosque mosque
54	R:	Okay. Ya.. can you describe me about what your school ehh. What your
55		class is like?
56	S :	Eee.. hee… my class is like my class ya? My class like (paused) hem…
57		like … like a… park
58	R :	Park?
59	S :	He…eee… in that… in my class, I can play anything with my friends. I
60		can meet my friends and of course the park eee…the my class can… not
61		just park because I can…I can in the park I can (paused) I can study
62		together with my friend.
63	R :	Okay. Now, we are going to talk about your free time. What are your
64		hobbies?
65	R :	My hobby is cycling.
66	S :	Cycling?
67	R :	Yes, of course.
68	S :	Eee… tomorrow me, Cindy, Neta, and other friends will ride…ride… a
69		bike go to Yogya, Malioboro, cycling.
70	R :	Start from here?
71	S :	Yeah.
72	R :	So, your favourite sport is also cycling?
73	S :	Eee… and about sport I not…not just …not just bycycle…cycling mmm…
74		of course I can play badminton.

75	R :	How often do you play that sport?
76	S :	Eee…once…once… once a week.
77	R :	Once a week … Ok. Do you have another activities that you play in your
78		spare time?
79	S :	Of course. What do you mean playing games in my computer? Eee… and
80		maybe read comics
81	R :	Reading a comic?
82	S :	e…he…
83	R :	Please tell me about your family. How many people are in your family?
84	S :	My family… four…four persons eee… He is me, my sister and eee… my
85		parents
86	R :	So, what does your father do?
87	S :	My father is a salesman. In…in… market and has two…two…two… two
88		store hah…two shops.
89	R :	Actually is he an entrepreneur?
90	S:	What is entrepreneur?
91	S:	Someone who do not work to anybody else. So he has his own business.
92	S :	He…e… yes.
93	R :	Ok. He runs his own business?
94	S :	Yes.
95	R :	So, what does your mother do?
96	S :	The same of my father.
97	R :	So, she helps your father to run the business?
98	S :	Yes.
99	R :	Ok. So, can you tell me what does your mother looks like?
100	S :	My father…eee…my mother ooo… my mother…look like a
101		princess …princess.
102	R :	A queen… a queen or a princess?
103	S :	Princess… eh… queen…eh…eh. queen also. Because…because my she is
104		mother eee… although fat but she… she has a beautiful face. And eee…
105		so kind and (paused) *tegas*. Untuk…untuk… for…for the study
106		her…her…children.
107	R :	Ohhh…okay

2. Student B

Time 09"43"

1	R :	M y first question is, What is your school like?
2	S :	What?
3	R :	What your school or SMP 1 Sleman looks like? In your opinion!
4	S :	Eee… like eee… a fish..
5	R :	A fish? Why?
6	S :	He always eee… be a big than…than…than yes. He always swim at
7		the village
8	R :	at a village?
9	S :	At a…
10	R :	River
11	S :	Hoo..ooo…river
12	R :	Yak. And then?
13	S :	And (paused 3 seconds) he always ehmm… a get fish than a last one.
14		So he always *berkembang*.
15	R :	Grow?
16	S :	Yes, grow.
17	S :	Oh, my God you are very melancholic boys. Fish, park? That's a very
18		melancholic.
19	S1 :	What is melancholic?
20	R :	You know… You use beautiful languages to describe something
21		instead of talking about the physical appearance you choose a very a
22		poetic languages
23	S1 :	Wow.
24	R :	Fish, park!
25	S1	*Jadi malu.*
26	R:	Very…very symbolic language right? What Dismas like about this
26		place?
27	S :	I like my class. I like my class because from my class I can learn and
28		meet… I can learn, happy and meet other people.
29	R :	You can also meet other people in the market?
30	S :	Oh no… but my best friends.
31	R :	mmm… what you do not like about your school?
32	S :	I does not like eee…

33	S :	You don't like?
34	S :	Yes, I don't like eee… I don't like.
35	R :	You don't like ?
36	S :	Yes, I don't like the music…music room. Yer, the same… the same
37		opinion with Wakhid opinion because the (paused) *alat ki opo alat*?
38		(asking to his friend, Wakhid).
39	S1 :	Tool
40	R :	Instrument
41	S :	Yes, yes. The instruments not…
42	R :	Work well?
43	S1 :	Complete?
44	S :	Yes, complete not complete and the … the room doesn't has a (paused)
45		*nganu opo*? *Mau Opo khid*? *Peredam…peredam suara.*
46	R :	The other? About the curriculum about the time that you need to spend
47		to your study?
48	S1 :	Oh. The computer room…TIK room
49	R :	It is adding your previous opinion Wakhid ?
50	S1 :	Yes. Ho..ooo
51	S:	Why?
52	S1 :	Because … because (paused 3 seconds) because…because in..in my
53		computer room *apa*… computer lab do not have air conditioner
54	R :	Are you serious? Most of the schools in Jogja whether it has agood
55		reputation or a bad reputation school, they do (paused) they do have an
56		air conditioner in a computer lab. Okay. How about you? Dismas?
57	S :	Same.
58	R :	Where is your favourite place in this school?
59	S :	Favourite?
60	R :	Place in this school.
61	S :	In… *apa namanya tadi?* Repeat..repeat…repeat again.
62	R :	Where is your favourite place in this school?
63	S :	Favourite place?
64	R :	Yeah… favourite place. Library, field
65	S :	mmm… I like my class.
66	R :	Okay. Why?
67	S :	Yes…like…like… *seperti tadi*. I can happy with my friend.
68	R :	What are your class like? What are your classes looks like?
69	S :	My class like (paused)
70	S1:	*Podo wae*
71	S :	*Ora..mosok podo terus*. My class like…
72	S1:	A watch?
73	S :	*Rak. pasar ki bahasa Inggrise opo*?

74	S1&R :	Market
75	S :	Ooo… ho…oo… market. Yes like that. Because the people … my
76		fri…the people of my class very talkative
77	R :	And I'm gonna ask you about your free time. So, what are your
78		hobbies?
79	S :	My hobby is fishing
80	R :	Fishing?
81	S :	Yes.
82	S1 :	That's' his skin is black.
83	R :	Ya.. that's give a fact why … that's a clear.. a clear reason. So, do you
		have any other favourite sport instead of fishing?
84	S :	I like jogging
85	R :	Jogging? How often do you that sport?
86	S :	mmm…mmm… Once a week.
87	R :	mmm… do you have any aother activities in your free time or spare
88		time?
89	S :	Eee… *kumpul bareng bersama keluarga.*
90	R :	So, you just hanging out or gathering with your family?
91	S :	Yes.
92	R :	So, how many people are in your family?
93	S :	Five
94	R :	Five. Who are they?
95	S :	My father, my mother, me, my sister and my grandmother.
96	R :	Your grandmother also lives with your family?
97	S :	Yes.
98	R :	What does your father do?
99	S :	Eee… my father is teacher.
100	R :	What is the subject?
101	S :	Mathematic
102	R :	And how about your mother? What does your mother do?
103	S :	She is a teacher.
104	R :	Also a teacher? Also mathemathics teacher?
105	S :	No. not mathematics but not… not… science but … eee… SLB
106		teacher
107	R :	Ooh… yea… So, she teachs a special need students?
108	S :	Yes
109	S1 :	*Hebat itu* amazing
110	S :	Ya. So, please describe what … how does your mother look like?
111	R :	My mother likes (paused more than 3 seconds) my mother likes…my
112		(paused 3 seconds) *pacar ki opo?*
113	R :	Girlfriend.
114	S :	Ah yes, girl friend. My mother likes my girl friend because he

		always
115	R :	She?
116	S :	Ohhh… she always eee… remind me about all. All about all. All…
117		semua… about me. All about me.
118	R :	Do you have a girl friend?
119	S :	no
120	R :	So if, if you have a grilfriend in the in other time so you will. You will
121		ask your girlfriend to remind you about all of the things?
123	R :	No…no…
124	S1 :	No this is… the *cita-cita* the person is pastur. So he does not…
125		*seharusnya nggak boleh*
126	R :	Why?why do you want to be a pastur?
127	S :	Because his a… ya, *mulia…mulia* person
128	R :	So, you are *an akhirat* boy oriented ha? Ya..ya… thank you Dismas

3. Student C

Time 12"00"

1.	R :	In your opinion, what your school looks like?
2	S :	Ya… I think mmm (paused 3 second). This school so good ya? But in
3		aaa… in the appearance eee…eee…
4	R :	In the physical appearance?
5	S :	Not…not good.
6	R :	Can you explain it?
7	S :	Eee… because eee... all of wall… opo… all of the wall with the green colours
9	R :	He…he…
10	S :	Is not like to me.
11	R :	The wall painted green
12	S :	Yes. Aaaa…eee… but all over, like football…football field… football field
13		and the other is good. Just in rest room, its (paused 3 seconds)
14	R :	Smelly?
15	S :	Yes
16	R :	Anything else?
17	S :	No.
18	R :	Okay, what do you like about this school… SMP 1 Sleman?
19	S :	Emmm…. I like (paused 3 seconds) the situation to learn in this sc…in
20		this class because emmm (pause filters) (pause 3 second) The learn in the
21		class not only just learn but eee (pause filters) anytime just, had a time

		to
22		play qu… play game
23	R :	Ehem…
24	S :	So, not only just learn but games…but learn too.
25	R :	Sorry, but not only…
26	S :	*Game ehh maksudnya bukan Cuma belajar tapi juga game eee… tapi juga*
27		*bisa mendidik*
28	R :	So, what do you not like about the school? Beside the smelly restroom and
29		the wall?
30	S :	Maybe teacher (whispering) I think, teacher
31	R :	Most of them or?
32	S :	No. maksudnya two people and eee… curriculum teacher
33	R :	The vice principal of curriculum?
34	S :	Yes. Because eee…eee… *kebijakan*?
35	R :	Regulation?
36	S :	Regulation eee… make me too… *tertekan*
37	R :	Okay. Depressed?
38	S :	Depressed. Ya. And eee… like that lah
39	R :	So, where is your favourite place in this school?
40	S:	My class
41	R :	Your class?
42	S :	Yes… and under…under *Kelengkeng* tree.
43	R :	Hoo…hooo why?
44	S :	I don't know why. But it maybe because it maybe oxygen ya? So, I will,
45		eee… I can (paused 3 seconds) make… I can feel fresh there
46	R :	So, What are your hobbies?
47	S :	My hobby is reading. I think ya…
48	R :	Okay. How about sport. What is your favourite sport?
49	S :	Sport. I like badminton because many of Indonesian people in ehm… can
50		make our country *harum*. Ya? *Dapat membuat nama bangsa harum.*
51	R :	Okay. It makes a good reputation for Indonesia?
52	S :	Yes.
53	R :	So, how often do you play do that sport, badminton?
54	S :	How ofen?
55	R :	How often?
56	S :	Oh often. Emmm… maybe…
57	R :	Once in a week. Two times in a week
58	S :	I school or in ?
59	R :	Up to you, it can be both in school and in your home or surroundings?
60	S :	If I have eee… a time to play it but in school never.
61	R :	Expect, paying badminton, so what do you do in your free time?
62	S :	Reading, of course. Maybe eee… I *ngenet...ngenet*

63	R :	???
64	S :	*ngenet*
65	R :	Go on-line? Surfing, googling
66	S :	Ya…
67	R :	Facebooking? Ha..ha..ha..
68		Because you know I saw students who came to this library mostly open
69		their facebook when they accessed the computer. So, we are going to talk
70		about your family. Eee…
71		How many people are there in your family?
72	S :	Four. My father, my mother, and my sister
73	R :	Little sister or elder sister?
74	S :	Elder sister
75	R :	What does your father do?
76	S :	Emmm… like sanitarian
77	R :	Can you explain it?
78	S :	Sanitarian is eee… name…eee… *apa*?
79	R :	Does he work for religious purposes?
80	S :	No. *kaya air gitu*
81	R :	Oh ok. Is he a private worker or he works for the government?
82	S :	Eee…for people. So, my father eee… work in depo 3 PUSKESMAS, so
83		he…he works in what?
84	R :	Have a concern about medical… health things? The healthy… the public
85		healthy?
86	S :	Yes..yes
87	R :	Okay. And what does your mother do?
88	S :	Apoteker
89	R :	Can you describe. What your mother looks like?
90	S :	Ehm… my mother is (paused 3 seconds)
91	R :	Apa maybe straight hair…long hair… She is very patient. She is very kind.
92		She is very helpful
93	S :	She is very eee… I think she is a very good mother because it makes me
94		can learn in this school eee… he…eh… she (paused 3 seconds) mmm…
95		make me can catch eee… always make…always give me a *dukungan*?
96	R :	Support.
97	S :	Support
98	R :	guidance
99	S :	Support for me to learn, pray and other

4. **Student D**

Time : 37"23"

1	R :	Could you explain it to me, what does your school looks like?
2	S :	Eee… (paused 3 seconds) very…very… very…very apa ya? Eee… my
3		school is good…good. Eee…(paused 3 seconds) the good…the quality
4		mmm… (paused 3 seconds) but the students were very sad
5	R :	Why?
6	S :	Because the (paused 3 seconds) eee… the (paused more than 3 seconds)
7		the a*pa*? over period in this school.
8	R :	What? What? Pardon?
9	S :	Over period
10	R :	Over period? What do you mean with the over period?
11	S :	He… (smilling) over period eee…
12	R :	Is it because of the duration of the class?
13	S :	Yes…yes.
14	R :	So you, you already… you go to your home lately than your friends in
15		other school?
16	S :	Yeah. Eee…eee… every day… yes…
17	R :	So you have a longer duration than the students who are in the same grade
18		with you in other school?
19	S :	Yes…yes.
20	R :	What do you like about the school?
21	S :	Ha?
22	R :	What do you like about the school?
23	S :	Good one..
24	R :	Good one. Is that all?
25	S :	No. And the academic
27	R :	So what about the others? Maybe your friends, the teacher, the facilities,
28		the buildings? You don't like all of that?
29	S :	He…he.. (smilling) I eee… (paused 3 seconds)
30	R :	He… he (laughing) What do you like? Beside that the school is good? It has…
31	S :	A very good quality.
31	R :	That's it?
32	S :	Eee… (paused 3 seconds) because any mmm… I many I like but there
33		is… ya ada eee… he…he.. (smilling) ya… (paused more than 3 seconds)

34	R :	Do you want to stop here for this questions? Jadi mau berhenti di sini,
35		pertanyaan ini berhenti di sini aja dan pindah ke pertanyaan yang lain aja?
36	S :	No. aneh masak sekolahan kok suka?
37	R :	Apa yang disukai. What do you like about the school? I like the buildings.
38	S :	I like the atmosphere because I can learn …
39		Eee… I can meet eee… my classmate, my best friend and (paused 3
40		seconds) *ya* the problem just it over period. That's it!
41	R :	What you do not like about the school? Beside the long period?
42	S :	mmm… ya… the… maksudnya? Semua baik
43	R :	For example: Erinda said that the bathrooms are smelly. It has a bad smell
44		And the wall is painted in green.
45	S :	Erinda opinions' no problem for me.
46	R :	So you do not have, so, you like all of the things in this school except the
47		long period?
48	S :	Eee…eee… One rule. Eee…eee… the students may not eee… wear jaket
49		when enter the…this school
50	R :	They must take off their jacket before they …
51	S :	yes
52	R :	So you keep your jacket in your bag? Or you just bring it?
53	S :	Ya (paused) *bandel l*ah.
54	R :	He…he… okay. Where is your favourite place in this school?
55	S :	Ha?
56	R :	Your favourite place in this school? Classroom, rest room
58	S :	Canteen. ha..ha..
59	R :	Library?
60	S :	He…he… I never enter this room (both the student and the researcher
61		were laughing)
62	R :	So, where is your favourite place?
63	S :	Canteen. Yu Par canteen.
64	R :	Yu Par canteen? Why Yu Par canteen?
65	S :	Yes. You know Yu Par canteen?
66	R :	Why? Why most of the students loves going to that canteen? Because you
67		have a nearer canteen, behind your class right?
68	S :	Because Yu Par very kind. (smilling) he… opo? Kindly but in a *opo?*
69	S :	*Opo?*Canteen near my…near my class eee…eee… not friendly always
70		angry
70	R :	Really?
71	S :	Yeah
72	R :	OK. How does your class look like?

73	S :	My class (paused) great… very noise…very noisy. Yeah
74	R :	And then?
75	S :	But the students active, talkative eee… (paused)
76	R :	Okay. I'm going to ask about your free time? What are your hobbies?
77		What are your hobbies?
78	S :	mmm… singing and playing …and playing music
79	R :	What music instrument do you play?
80	S :	Gitar
81	R :	And what is your favourite sport?
82	S :	Well, I don't like sport.
83	R :	You don't like sport at all, but you love dancing?
84	S :	Yes, dancing.
85	R :	So, what do you do in your spare time?
86	S :	Play music with my…with my… grup music
87	R :	How about your family, how many people are in your family?
88	S :	four
89	R :	Who are they?
90	S:	My mom, my…my father, my brother and my sister.
91	R :	So, there are five prople in your family?
92	S :	Oohhh. My brother eee… not repeat me…stay with me.
93	R :	What does your father do?
94	S :	(moving her eyelashes, as a sign that she didn't understand the question)
95	R :	What does your father do? What is your father job? The question is just
96		the same, what does your father do and what is your father job.
97	S :	My father just eee… *mengawasi… mengawasi apa ya*? Pegawai-
98		pegawainya?
99	R :	Your father is a boss? A manager?
100	S :	Yes
101	R :	What kind of his company? Services, production, merchandise, producting
102		something?
103	S :	Yes. Eee… because…because I has a eee… garden eee…eee… My father
104		That eee… apa? Me…
105	R :	Look after?
106	S :	Yes. They… (paused) what? What? a
107		(the tape is full, the researcher asked the student to stop, then the
108		researcher change the tape into another side)
109	R :	Do you have something to do?
110	S :	No.
111	R :	So your father works in a nursery area?
112	S :	Yes. And then eee… eee… *apa sih?*… I opo? *Nambang? Nambang?*
113		*Pasir itu lho*

114	R:	Okay. So, he is collecting sand from his workers?
115	S :	mmm… *mengawasi aja.*
116	R :	Supervisor?
117	S :	Yes.
117	R :	Ehem. So how about your mother? What does your mother do?
118	S :	My mother is a school music teacher.
119	R :	Can you explain to me how does your mother looks like?
120	S :	My mother sometimes kind. Sometimes…
121	R :	(laughing)
122	S :	But (paused) always angry
123	R :	Is she patient?
124	S :	Yes, patient but ee.. if with me eee… not…not… very…very patient.
125		With my sister patient.
126	R :	Are you the youngest child?
127	S :	No.
128	R :	You are the middle?
129	S :	yes

APPENDIX C

MASTER LIST

List of CSs	Coded as	Definition
Topic avoidance	Topicav	-the learners avoid talking about particular topics because they may require vocabulary or structures which they do not know
Message abandonment	Messa	-the learners begin to talk but are unable to continue and stops in mid-utterance
Approximation	Approx	-the learners use single target language vocabulary item or structure, which is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker
Word Coinage	Wordco	-the learners create non-existing L2 word based on a supposed rule (e.g., vegeterianist for vegetarian)
Circumlocution	Circum	-the learners describe the characteristics or elements of the object or action instead of using appropriate target language item or structure.
Appeal for help	Apphelp	-the learners ask for aid from the interlocutor either directly (e.g., What you call?) or indirectly (e.g., rising intonation, paused, eye contact, puzzled expression)
Literal translation	Litetrans	-the learner translates word for word from the native language.
Code-switching	Code	The learners use L1 word with L1 pronunciation while speaking in L2.
Non-linguistics	Nonlist	-The learners use mime, gestures, facial

strategy		expression or sound imitation.
Self repair	Selfre	-The learners make self-initiated corrections in their own speech.
Confirmation check	Confcheck	-the learners repeat the words that the interlocutor has said to confirm what they heard is correct or not.
Comprehension check	Comprecheck	-the learners ask the questions to check whether the interlocutor understand what they said or not.
Clarification request	Clarireq	The learners request the explanation of unfamiliar meaning structure (e.g., Pardon! Repeat, please!, etc)
Pause filters and hesitation devices	Paufil/hesde	The learners use filters or hesitation devices to fill pauses and to gain time to think (e.g., eee,mmm,well, you know)

SEGMENTING AND CODING FIELD NOTE

FIELD NOTE 4

Hari/ Tanggal : Jum'at, 20 Mei 2011

Tempat   : Ruang kelas VIII A

P tiba di sekolah pukul 7.20 WIB, setelah sebelumnya P menerangkan maksud kedatangannya ke pos satpam. Kegiatan kebersihan yang rutin dilaksanakan setiap hari Jum'at masih berlangsung. P menaruh peralatannya di ruang tunggu di sebelah ruang guru. P kemudian masuk ke

5   dalam ruang guru untuk menemui GBI. GBI menyarankan P untuk bersiap-siap menyiapkan peralatan di kelas. P dan satu rekannya langsung menuju kelas VIIIA. Ketika P masuk, P melihat beberapa orang siswa sedang mengerubungi laptop. Sebagian siswa di kelas VIIIA memang

10   menggunakan laptop untuk mempermudah mereka belajar dan bermain games di saat selang. P menyiapkan alat-alat observasi berupa handycam, kamera digital, MP 3, kaset recorder dan observation sheet. P meminta rekannya untuk mngoperasikan handycam.

Tak lama kemudian GBI masuk ke dalam kelas dan menyapa dengan *"How*

15   *are you?"*.

M serentak menjawab dengan *"fine"*.

Kemudian GBI bertanya *"How many students are absent today?"*.

M menjawab *"three"*.

Kemudian GBI bertanya siapa saja nama ketiga M yang absen

20   tersebut. Ternyata dua dari tiga siswa yang absen adalah WAN dan DSN yang merupakan responden penelitian. Mereka absen dikarenakan mengikuti upacara di PEMDA Sleman.

GBI kemudian menyampaikan materi pada pertemuan kali ini yakni, asking and giving opinion. GBI menjelaskan tentang aturan permainan yang

25   akan mereka lakukan. Yang pertama, GBI akan membagikan kartu. Di dalam kartu tersebut terdapat 2 pertanyaan: tentang suatu pertanyaan yang menanyakan opinin tentang sesuatu dan pertanyaan yang menanyakan tentang alasa opini tersebut. Kemudian GBI menanyakan apakas M mengerti aturan main dengan bertanya *"Do you understand?"*. M

30   menjawab serempak "Yes."

Kemudian GBI menerangkan lebih lanjut, bahwa 3 kolom bangku M sebelah kiri hanya boleh bertanya kepada 2 kolom bangku meja sebelah

kanan, begitu juga sebaliknya. GBI menjelaskan bahwa titik-titik yang terletak di depan pertanyaan itu harus dilangkapi dengan menyebut nama M

35 yang ingin diajukan pertanyaan. Sebagai contoh, GBI bertanya pada ACAA salah satu responden penelitian

"ACAA, which friends do you like most in this class?"

ACAA sempat terdiam dan senyum-senyum memikirkan jawaban yang tepat. Sementara M mulai ramai karena meneriaki satu nama siswa.

40 Kemudian ACAA menjawab *"all"*.

GBI bertanya *"Why?"*.

"Because they all…they are all my classmate,", jawab ACAA.

Setelah memberikan contoh permainan tersebut, GBI membagikan *role-card* kepada M yang duduk paling depan dan meminta mereka untuk

45 membagikannya ke M yang duduk di belakang mereka. GBI mengecek lagi sejauh mana pemahaman M terhadap apa yang akan mereka lakukan *"Do you understand what should you do?"*. M menjawab dengan *"Yes"*.

"Now let's start from PES."

PES memulai permainan,*"DK, which will you choose? Hungry or*

50 *too full?"*.

"Hungry" jawab DK.

"Why?", tanya PES kembali.

Because (paused) maybe… (paused), DK berusaha menjawab.

PES bertanya, *"Do you have another reason?"*.

55 DK singkat menjawab dengan *"No."*.

DK kemudian meneruskan bertanya kepada SAP*"SAP, What fruit do you like most?"*

SAP menjawab dengan percaya diri, *"I prefer fried rice"*.

Seisi kelas tertawa terbahak-bahak, SAP masih kebingungan kenapa

60 teman-temannnya. GBI bertanya *"What is it?"* kepada DK.

DK mengulangi pertanyaan yang ditujukan kepada SAP.

"food to?" Tanya SAP kepada teman yang duduk di depannya. *"Oh fruit, krunguku food"*. SAP tertawa mengetahui kesalahannya. *"ehm…*

avocado because the fruit is soft." SAP tertawa.

65   *"I want to ask PA"*, kata SAP. *So, tell us about your most scareful experience?"* SAP bertanya sembari tertawa.

      GBI bertanya tentang isi pertanyaan, SAP mengulang menyebutkan kata *scareful*. Melihat PA terdiam lama, GBI bertanya, *"What Is it PA?"* PA menjawab, *"I think it is enough."* Seisi kelas tertawa mendengar

70 jawaban PA.

      GBI masih ingin mendengar jawaban PA, *"You may say a lot of caterpillars in your home maybe. What is your answer PA? Mention one thing maybe!"* ,pinta GBI.

      I think like…(paused) because my scareful eee… snake will bite

75 *me."* Said PA.

      "Give me your reason!" asked SAP.

      "Because it all my mistake." Jawab PA.

      Kemudian PA melanjutkan permainan dengan bertanya kepada OWN.

80 *"OWN, What flower do you like most*?" tanya PA.

      M tertawa mendengar pertanyaan PA yang ditujukan kepada salah satu siswa laki-laki OWN. Beberapa siswa mulai menyebutkan "bunga bangkai, bunga bangkai…" OWN sontak menjawab *"I don't like flower."*
"Why?" Tanya PA.

85 *"Because I'm a gentleman"* Jawab OWN

Seisi kelas berteriak *"cieee.."*

"FAP, What pet do you like most?" Tanya OWN melanjutkan permainan.

"What…what?" Tanya FAP.

Guru mengingatkan untuk jangan menggunakan *"what, what"* ataupun

90 *"apa, apa"* melainkan *"Pardon"*, atau *"please, repeat it once again"*.

"Repeat please!" pinta FAP

"What pet do you like most?" ulang OWN.

"Bird."

"Why?" Tanya OWN

95   *"Because it can fly."*

M tertawa mendengar jawaban singkat dari FAP. Guru kemudian bertanya

apakah bukan karena nyanyiannya, FAP menjawab bukan.

"Alf, What is your favourite song?" Tanya FAP

"My favourite song is (Alf menyebutkan judul lagu, sayangnya, suara alf

100   tidak terdengar karena Alf duduk di baris pertama dekat pintu kelas)."

"Give me your reason!"

"Because it…it eee…eee… the beat to sing it is very…very crazy for me.

Guru menyuruh Alf untuk melanjutkan permainan. Alf memandang seisi

kelas untuk mencari lawan bicaranya.

105   *"MDAM, If you were a president, what will you do to make your people*

happy?"

Seisi kelas tertawa mendengar pertanyaan yang terkesan rumit bagi mereka.

" (terdiam lebih dari 3 detik) *I will… what is it? Ehm… (paused) give me the*

examples!"

110   GBI membantu dengan memberikan beberapa contoh.

"I will eee… give food and opo jenenge?" Tanya MDAM.

GBI membantu dengan bertanya *"What about the education?"*

"Free and I will menghapus*? Delete…delete… UN."*

Seisi kelas tertawa dan sepakat dengan jawaban MDAM.

115   GBI membenarkan jawaban MDAM dengan menyebut *National*

Examination.

MDAM kemudian bertanya pada EAA.

"EAA, What is your favorite cartoon movie?"

"Spongebob, because it is funny…very funny." Jawab EAA.

120   EAA melanjutkan permainan.

"ACAA, long hair and short hair, which one will you choose?"

"long hair" jawab ACAA.

"Give me some reasons!" pinta EAA.

"Because long hair is my style."

125   GBI mngklarifikasi jawaban ACAA apakah ACAA merasa lebih cantik

dengan rambut panjangnya, ACAA mengangguk.

ACAA bertanya pada CRAJ.

"CRAJ, which the superstar that you dislike and why?"

"repeat please!" pinta CRAJ.

130 *"which the superstar that you dislike?"*

"Oh yes. Eee… I am dislike SMASH."

"Why?" asked ACAA.

"because lebay"

Seisi kelas tertawa mendengar jawaban CRAJ.

135 *"HRI, If you know that your life last no more than 24 hours, what will you*

do?" Tanya CRAJ.

"opo?" Tanya HRI.

"If you know that your life last more than 24 hours, what will you do?"

"pray".

140 HRI meneruskan permainan dengan bertanya pada TTAR.

"Which animal you do not like most? Tanya HRI.

"bee." Jawab TTAR.

"Why?"

"menyengat ki opo?" TTAR bertanya pada teman di

145 belakangnya.*"sting…sting."*

"ERN, which one do you choose? You are too hungry or too full?" Tanya

TTAR.

"What?" pinta ERN.

"which one do you choose? You are too hungry or too full?"

150 *"eee… I think…full."* Jawab ERN.

"Why?" Tanya TTAR.

"Because if I feel (paused) hungry, it makes me can not concentrate with my

study."

M menertawakan jawaban ERN yang mereka anggap terlalu normatif. ERN

155 melanjutkan bertanya pada AS.

"AS, which one will you choose, to be a rock star, a pop star, a great

anchor, or a football player?"

Jawab AS, *"I want to be a rock star."*

Seisi kelas tertawa dan berkata *"uweee…"*

160 *"why?"* Tanya ERN.

"because many people like me."

M tertawa mendengar jawaban AS

"DS, what subject in this school that you like most?" Tanya AS.

"No one… No body."

165 GBI menyebutkan membatik dan bertanya apakah DS menyukai batik.

"Yes, maybe batik"

"Why?" Tanya AS.

" (paused) because batik is interesting."

GBI mengecek sejauh mana pemahaman AS terhadap jawaban DS.

170 *"because batik is Interesting…are interesting. Terus opo mau?"* kata AS

"Do not say opo…opo!" perintah GBI.

"What…what…what?" ucap AS

"Please use pardon or repeat please." Saran GBI.

"Repeat please!" pinta AS.

175 *"Because batik is interesting for me."* Jawab DS.

"Because batik is interesting for me." Ulang AS pada GBI

"Me refers to who?" Tanya GBI

"Dian…for her…for her." Jelas AS.

"DK, if you are a superstar, who will you be?"

180 *"hah?"* Tanya DK.

"If you are a superstar, who will you be?" ulang DS.

" (tersenyum) Marshanda."

"why?" Tanya DS

"because she is (paused) beautiful, smart and …" DK memutuskan untuk

185 tidak berbicara lagi.

"DSY, do you like beach or mountain for your holiday?" Tanya DK.

"opo?...opo?..." Tanya DSY.

GBI mengingatkan DSY untuk tidak menggunakan opo....opo ketika pertanyaaan kurang jelas terdengar.

190 *"Repeat, please!"* pinta DSY.

"Do you like beach or mountain for your holiday?" Tanya DK.

"beach"

"Why?" Tanya DK.

"Because I can see the view of sea." Jawab DSY.

195 *"IPW, What food do you not like most?"* Tanya DSY.

IPW terdiam cukup lama, kemudian GB menanyakan jawaban IPW *"What is the answer IPW?"*

"Nothing."

"So you like all kinds of food?" Tanya GBI.

200 *"Nasi basi ki opo bahasa Inggrise?"* Tanya IPW ke teman di sebelahnya.

"Why?" Tanya DSY

"because the food are all delicious." IPW terdiam sejenak *" No, because I like it."*

"RDSF, which one do you like most? Wet season or dry season?" Tanya

205 IPW.

"repeat…repeat…" pinta RDSF.

"which one do you like most? Wet season or dry season?"

"maybe…none." Jawab RDSF singkat.

"So, you don't like both?" GBI mengklarifikasi.

210 *"biasa-biasa aja. Not too dry and not too wet. Sedang-sedang aja."* Jawab RDSF.

"Kenapa?" Tanya M serempak.

"because…I don't like both!"

"Yo ngopo?" M masih terus memburu jawaban dari RDSF.

215 *"Because I like eh… I like not too dry and not too wet.*

"Because?" M masih tidak puas dengan jawabannya.

"Because I don't like." Jawab RSDF.

GBI mencoba memberikan alternative jawaban *"Do you like a cold weather*

like in Artartica?"

220   *"Maybe I like too cold."* Jawab RSDF. *"Sopo iki cah? SAP rice or bread do you pick as your breakfast and why?*

GBI meminta RSDF untuk mengulang pertanyaanya satu persatu. Pertanyaan terlebih dahulu baru diikuti dengan alasan.

"SAP, rice or bread do you pick as your breakfast?"

225   *"Rice."* Jawab SAP singkat.

"Why?" Tanya RDSF.

"Because (paused) bread is not much for me." Jelas SAP. SAP kemudian meanrik nafas panjang, melihat ke teman sekelasnya siapa yang belum menerima giliran menjawab pertanyaan. *"RF, hungry or thirsty, what will*

230   *you choose?"*

"What?" Tanya RF.

"hungry or thirsty, what will you choose?"

"eee… thirsty."

"why?" Tanya SAP.

235   *"if eee… (paused)."* RF berhenti dan memikirkan apa jawabannya.

"Give some reasons!" perintah GBI

"Ehm…eee…because if you not thirsty we can death."

"You mean if we are thirsty we will die?" Tanya GBI.

"Yes." Jawab RF.

240   *"OK, go on."* Kata GBI

"CAP, which one will you choose? You can fly or you can be an invisible?"

Tanya RF pada CAP.

"Opo?" Tanya CAP.

245   *"which one will you choose? You can fly or you can be an invisible?"*

"I think I may choose I can fly." Jawab CAP.

"Give some reasons!" pinta RF.

"because fly is very value. I…I can meet…meet someone in Saphir. And I…I think I can fly to other countries." Jawab CAP. *"RAL, If you were a*

250   *billionaire, what will you do at once?"* Tanya CAP.

"I want to help people." Jawab RAL.

"Is it all?"

"yes." Jawab RAL. *"ETH, which one will you choose a peace…* (suara RAL tidak terdengar jelas).*"*

255 *"Repeat, please!"* pinta ETH.

RAL mengulangi pertanyaanya pada ETH, tapi tetap saja P tidak dapat mendengar dengan jelas. *"… a self complex modern site."*

"At a peace place." Jawab ETH

"The reason?" Tanya GBI

260 *"because … opo kae?"* ETH menoleh ke teman di belakangny. *"emm… First, I don't like live in a modern house."*

"because?" Tanya RAL

"because…" ETH berupaya memikirkan alasan dari jawabannya.

"no reason?" Tanya GBI.

265 *"No."* jawab ETH. *"TM, which superstar you want to see?"* Tanya ETH.

"hiyah…" seru M serempak, karena mereka sudah mengetahui pasti jawaban yang akan keluar dari TM

"I want to see Tom Velton."

"Why?"

270 *"because he plays in…in… Harry Potter movie."*

"and what will you do?" Tanya ETH lebih lanjut.

"Take a picture mmm…"

"Is that all?" Tanya GBI.

"Yeah." Jawab TM singkat. *"HPP, what is your favourite movie?"* Tanya

275 TM

"My favorite movie is an adventure movie." Jawab HPP.

"Why?"

"because…because there is an experience eee… opo kuwi jenenge?" bertanya ke teman di sebelahnya. *"maybe eee… an interesting place."* Jelas

280 HPP. Kemudian HPP melanjutkan bertanya pada ACAA. *"ACAA, what are you afraid of?"*

"I'm afraid of (paused) across the way."

"Why?" Tanya GBI

"When I ride a motorcycle, I will pass the traffic light." Jawab ACAA.

285   Kemudian GBI mereview adakah yang belum mendapat giliran. Karena semua sudah mendapat giliran, maka GBI mengakhiri aktifitas Tanya jawab tersebut. Dan GBI menerangkan bahwa besok mereka masih akan belajar tentang speaking dan bahasan besok adalah tentang descriptive text. GBI meminta M untuk mendeskripsikan salh satu orang yang ada di sekolah baik itu guru, murid, ataupun yang lainnya. GBI meminta M untuk menggambarkan ciri-ciri fisik dan karakter orang tersebut. GBI juga mengingatkan M untuk tidak langsung menyebut nama orang tersebut. Kemudian GBI menutup pelajaran dengan salam.

FIELD NOTE 6

Hari/ Tanggal : Sabtu, 21 Mei 2011

Tempat : Ruang kelas VIIIA, Ruang perpustakaan, Ruang guru

Ketika P sampai di sekolah, P langsung menuju ke ruang guru. P kemudian mencari GBI. GBI meminta P untuk bersiap-sipa di kelas karena waktu masih 5 menit sebelum bel berbunyi dan mungkin guru yang mengajar di jam sebelumnya sudah keluar dari kelas. P kemudian berjalan menuju ruang

5 kelas VIII A. Saat memasuki kelas VIII A, P langsung mempersiapkan kabel handycam. Tak lama kemudian GBI masuk kelas, karena melihat P hanya seorang diri, GBI bertanya kemana rekan P kemarin. P menjawab bahwa rekannya sakit dan tidak dapat membantu hari ini.

GBI kemudian memberitahu bahwa nanti M diminta maju satu-persatu di

10 depan kelas. P pun menangkap maksud GBI dan mengganti angle rekaman gambar. P pun memohon ijin untuk mengambil gambar di bagian belakang kelas. GBI kemudian menyapa M *"Good morning, students!"*

"Good morning!" jawab M serempak

"How many students are absent today?" Tanya GBI.

15 *"Three."*

"Who are they?"

M menyebutkan nama-nama M yang absen hari itu. Kemudian GBI mengingatkan akan PR mereka dan apakah mereka siap. M menjawab bahwa mereka sudah siap. Untuk menggantikan giliran M yang absen, maka

20 nanti akan dibacakan soalnya oleh GBI. GBI kemudian mengulang menyebutkan peraturan-peraturan seperti yang diucapkan pada kelas sebelumnya. GBI kemudian mengambil kertas yang berukuran ¼ halaman kwarto. Dan meminta M untuk menuliskan nomer 1 sampai dengan 28. GBI juga meminta M untuk menuliskan nama mereka di bagian atas kertas.

25 *"Yang nomernya sendiri ditulis nggak bu?"* Tanya salah satu M.

"Yes, you need to write your own number in the paper." Jawab GBI.

GBI kemudian membagikan kertas tersebut kepada M. Dan GBI meminta murid dengan absen nomer satu untuk maju pertama kali ke depan.

"Good Morning, friends." Sapa ACAA.

30   *"Good morning."* Jawab M serempak.

"First of ... in this opportunity, I would like to eee…describe eee… the one teacher in this school. He always… he always goes to school for … for driving his car. He is a friendly teacher. And his voice is very-very low but he doesn't teach in our class. And the main karak…characters … his

35   *characteristics maybe he…he can't do something without smokes his cigarets. Who is he?"* Tanya ACAA.

GBI meminta M untuk tetap tenang dan diam dan menulikan jawabannya di kertas yang telah disediakan. GBI kemudian memanggil M nomer 2.

"Good morning, friends!" sapa AS.

40   *"Good morning."* Jawab M serempak.

"Here, I would like to tell you about my friends…one of my friends. I have a friend. He is tall and he wears a glasses. He always brings watch. He have…he has a curly hair. He has a curly hair and he is handsome, smart and …" (AS berhenti)

45   *"Good morning, friends!"* sapa CAP.

"Good morning." Jawab M serempak.

"In this opportunity, I would like to tell you about one of our teachers. He is an English teacher. He …he teaches… he teaches us in 7th grade. He is eee… in second semester he asks us to sing a song and practice procedure.

50   *His favorite colour I don't … If I am not wrong eee… is blue and his favourite drink is mineral water. Who is he?"* Tanya CAP mengkhiri glirannya.

"Hello friends!" sapa CRAJ.

"Hello!" Jawab M serempak.

55   *"In here, I will describe someone in our school. Yes. He is a man"*

Sejenak M tertawa terbahak-bahak karena *"he"* pasti digunakan untuk menunjuk *"man"*. GBI menyuruh M untuk tetap tenang dan meminta CRAJ

untuk meneruskan.

"He is eee... very kind (dengan pronounciation /kən/) ... *kind* (dengan pronounciation /kaind/). *He has amotorcycle. He is...His name have four alphabet...four alphabets...four alphabets. The second alphabeth is "O". He...he always sit in front of our class and ...* (CRAJ tidak melanjutkan lagi). *Who is he?"*

"Good morning, friends!" sapa DS.

"Good morning." Jawab M serempak.

"In this opportunity, I would like to describe someone...someone. He is a teacher. White...white...white skin and tall. He is a history teacher with most ..."

GBI meminta DS untuk mengeraskan suaranya.

"most white...white...white skin...white skin. If he teaching...if he teaching, come on time. If we have tasks ... homework always hard. Who is the teacher?" Tanya DS.

"Good morning, friends!" sapa DSY.

"Good morning." Jawab M serempak.

"I would first forward to discuss one of our classmates. She is tall, white skin, slim. She is beautiful and she is also funny. She has a straight ... straight wavy hair, brown eye and short nose. She has also a chubby check and her hobby is writing. His stands over one-hundreds-and thirty-five centimeters and her weight forty kilograms."

"sopo e? ...sopo e?" M mulai rebut. Dan GBI menita M untuk tetap tenang.

GBI mempersilahkan siswa nomer tujuh untuk maju ke depan.

"Good morning!" sapa DSB.

"Good morning." Jawab M serempak.

"I would like to tell you about our friend. He is so...so tall. He likes playing game at school."

M mulai tertawa rebut dan beberapa di antaranya berkata "Sopo kuwi? Ojo ditiru!" GBI meminta M untuk tetap tenang dan meminta DSB untuk melanjutkan.

"he always ...he likes sneeze. And he can't say "R"." DSB tersenyum lebar

90   dan kembali ke tempat duduknya.

"Good morning!" sapa DK.

"Good morning." Jawab M serempak.

"I want to describe about someone teacher in our school. He is one of my favorite teachers. He always ... often wears a grey shirt but sometimes he

95   *wears batik. He never angry and he can't it. He always come on time in our...our class. Who is he?"* papar DK.

"Good morning!" sapa ETH.

"Good morning." Jawab M serempak.

"In this opportunity, I...I would tell ... describe about teacher in our school.

100   *She is tall, beautiful, young and thin. Her subject is my favorite subject. She always patient when explain the materials to me and my classmate. If someone confuse about the material, she will repeat it until he or she understand. Thank you"* papar ETH

"Good morning, friends!" sapa ERN.

105   *"Good morning."* Jawab M serempak.

"In this opportunity I... I would tell ... describe someone eee... she is my classmate. She is not too tall and not too short. She is smart and kind. But if ...when she...when she was angry eee... the anything in front of her can be broke. Eee... her name like Bali ...Bali people but she was born in Sleman.

110   *It's all about her."* Tutup ERN.

"Good morning, friends!" sapa EAA.

"Good morning." Jawab M serempak.

"I would like to describe about someone in our school. She is very beautiful ... she is a very beautiful. Her nose is pointed. And her eyes is very

115   *beautiful. She is a mathematic teacher. Who is she?"* Tanya EAA.

"Good morning!" sapa FAP.

"Good morning." Jawab M serempak.

"I'm here to describe my friend. He has soft hair (dengan pronounciation /hər/). His skin is black. His ... he have big eee... He rather tall. Eee... his

120   *idol is …(FAP menyebutkannya terlalu cepat dan P tidak familiar dengan nama tersebut)." Papar FAP.*

"Good morning!" sapa HAR.

"Good morning." Jawab M serempak.

"I want to describe someone in our class. He is our classmate. He … he
125   *uses … he wears a glasses. He likes eat soto in Yu Par's canteen. He is taller than me and he loves playing football." Papar HAR.*

"Good morning!" sapa HPP.

"Good morning." Jawab M serempak.

"Here, I want like to tell you about … about the teacher. He is a teacher.
130   *He…he is not too fat and not thin. He always takes boy …boys bracelet. He has a white skin and he has…he has big voice. He is taller than all the teacher." Jelas HPP.*

"Hello, my friends!" sapa HRI.

"Hello!" jawab M serempak.

135   *"I would like to describe about someone in our school. She is beautiful. She has eee… a sweet smile and everytime she …she meets students, she always smile. She always wears a motorcycle, if she come to the school. Her skin is white. And most students not like her subject" Papar HRI.*

"I would you … I would tell you about my classmate. He has … he has a fat
140   *body and big cheek. He is kind and very funny. He can … he can bike cycle well. And … and most students in this class like him. Thank you." Papar IPW.*

Untuk giliran nomer 17 dan 18, GBI menggantikan giliran mereka.

"Are you ready?" Tanya GBI.

145   *"Ready." Jawab M serempak.*

"He is one of your teachers. She has the smoothest voice. He is very patient. Maybe one of the most patient in our school."

M kemudian bertanya bersamaan "*He* or *she* bu?"

"He. I said." Kata GBI

150   "Tapi tadi ibu sempat bilang *she*."

"Really? I'm sorry for that. I'll repeat it for you. He is one of your teachers. She has the smoothest voice. He is very patient. Maybe one of the most patient in our school. And if he speaks very patient, slow, and smooth."

155 M berbisik-bisik menanyakan siapakah orang yang dimaksud. GBI meminta M untuk tetap tenang. GBI melanjutkan ke nomer berikutnya.

"He is your teacher. If he speaks very quickly ... very quickly. And he has a moustache."

"Moustache ki opo to?" bisik beberapa M.

GBI membuat garis horizontal di bawah hidung dengan jari telunjuk 160 kananya untuk mengisyaratkan kumis. Kemudian GBI mempersilahkan giliran nomer 19.

"Good morning!" sapa PES.

"Good morning." Jawab M serempak.

"In here, I'd like to tell you a teacher in this school. She is big."

165 M tertawa dan bertanya "Apane sing big?"

Kemudian PES menunjuk hidungnya

"Ohh…" seru M.

"and she has nose always wears her glasses. She is ... she teach with funny and she always go to school doesn't wear a helm." Lanjut PES.

170 *"Number 20, please!"* seru GBI

"Good afternoon!" Sapa PA.

Kemudian M serentak menoleh ke arah jam dinding yang berada di bagian belakang kelas.

"Morning." Koreksi M serentak.

175 *"Morning."* Sapa PA kembali.

"I want to describe someone in our class. She have black hair."

M tertawa mendengar penjelasan M, karena hampir dipastikan orang Indonesia berambut hitam.

"he is very-very kind person. He is very diligent. He is a humoris students.

180 *His favorite song is ...(*PA menyebutkan lagu favorit dari siswa yang dimaksud, namun P tidak dapat mendengarnya dengan jelas)."

Tiba giliran nomer 21, dimana murid tersebut absen hari ini, maka GBI menggantikan gilirannya.

"She is one of your friends in this class. She is beautiful. She has white
185 *bright skin ...white skin. If he came for your class, not the same of you."*

"Good morning!" sapa RAL.

"Good morning." Jawab M serempak.

"I'd like to describe about someone in our school. She is old, but she still works in our school. She is popular but opo? Has a brown skin but she is
190 *kind and she sells some kinds of food in our school."* Papar RAL.

"Good morning!" sapa RF.

"Morning!" Jawab M serempak.

"I'd like to tell you about someone in our school. He is kind, funny, but sometimes he can angry if we are naughty. He ... (paused) care with us. He
195 *is not too tall and not too short. He's rather fat. He is one of the science teacher."* Jelas RF.

"Good morning!" sapa RPG.

"Morning!" Jawab M serempak.

200 *"In this opportunity, I'd like to describe someone. She has short hair. And she ever ...ever says if she dislikes long hair. She talks ... talkative ... active girl and she likes playing novel about magic world. She ...she big fans of Tom Velton and also my best friend. Who is she?"* Papar RPG

"Hi, friends!" sapa SAP.

205 *"Hi!"* jawab M serempak.

"I would like to ...to tell you about someone sell everyday in this school. She is a beautiful woman. She is a professional cooker in this school."

M sontak bertanya *"cooker?"*

GBI merevisi kalo SAP menyebut cooker itu berarti mesin penanak nasi.

210 *"cook...cook"* SAP memperbaiki pilihan katanya. *If I ...I buy something I always eh ... she ... eee... he ...she ...she sells many kinds of food. Her stall is my favorite canteen."* Tegas SAP.

"I want to describe someone. She is our classmate. She...she has a wavy

long hair and chubby cheek. She is the one of trios friend. And he loves
215 *Conan."* Papar TM.

"Morning friends!" sapa TRAR.

"Morning!" jawab M serempak.

"I'm here to describe someone in our school. She is a teacher. She is a
Biology teacher. His voice is slow. He is in curriculum office." Papar
220 TRAR.

Bel sekolah berbunyi tanda satu jam pelajaran teah berlalu.

GBI meminta murid dengan giliran terakhir untuk maju.

"Good morning, friends!" sapa WAN.

"Morning!" Jawab M serempak.

225 *"I'd like to describe someone in our school. He is fun … funny, maybe very*
funny in our class. Eee… he good at music and he creative at make sound.
He is … he has a njepepeng (WAN menangkupkan kedua tanganya ke
telinganya).

M tergelak tawa karenanya.

230 *"I mean a big ear. Who is he?"* tutup WAN.

GBI kemudian bertanya apakah M sudah selesai menuliskan semua
jawabannya di kertas. M menjawab sudah, kemudian GBI menghitung
sampai tiga, dan meminta M untuk menggeser kertasnya ke teman yang
berada di kanan mereka. Kemudian GBI meminta siswa yang maju tadi
235 untuk menyebutkan jawabannya urut dari nomer 1-28. Setelah selesai
menyocokkan, GBI bertanya siapakah yang benar semua. Tidak satupun
yang mengangkat jarinya. GBI terus bertanya berapa kesalahan yang dibuat
M sampai tidak ada yang mengngkat jarinya.

Kemudian GBI mendekati P dan bertanya apakah sudah cukup, P pun
240 mengangguk. Dan meminta waktu ke GBI untuk mewawancara WAN dan
DSB di perpustakaan. GBI memperbolehkan dan memanggil WAN dan
DSB untuk mengikuti P ke perpustakaan.

Sesampainya di perpustakaan, P meminta ijin ke pustakawan untuk
meminjam ruangan sebentar. Kemudian P mulai menyiapkan alat

245 handycam, MP3 dan buku catatan. P menjelaskan bahwa saat ini P akan menanyai mereka dengan menggunakan bahasa Inggris dan meminta mereka untuk menjawab dalam bahasa Inggris. P juga menenangkan mereka, bahwa pertanyaan yagn diajukan tidak sulit. Pertanyaan-pertanyaan yang diajukan adalah seputar sekolah, hobby, dan keluarga. Secara umum,

250 wawancara berjalan lancar, dan P mendapatkan dataimplementasi CSs yang lebih banyak dibandingkan instrument lain. Setelah selesai wawancara, P mempersilahkan WAN dan DSB untuk kembali ke kelas dan berterima kasih atas waktu yang diberikan.

Kemudian P menuju ke ruang guru dan mencari GBI. P mengungkapkan bahwa P sudah merasa mendapatkan data yang cukup dari obervasi dan wawancara yang dihasilkan. P mengutarakan bahwa P puas dengan data-data yang di dapat. P berterima kasih ke GBI atas bantuan dan kemudahan yang diberikan dan meminta maaf apabila telah banyak mengganggu proses KBM. P juga mengutarakan bahwa minggu depan P akan kembali untuk memberikan transkrip wanwacara ke siswa dan meminta mereka mengecek hasli wawancara tersebut. P kemudian memohon ijin untuk meninggalkan sekolah.

SEGMENTING AND CODING OF

ORAL INTERVIEW TASKS

Student A

1	R :	What do think about this school? SMP 1 Sleman? What your school looks
2		like?
3	S :	My school looks like a palace.
4	R:	What?
5	S :	A palace.
6	R :	A palace? Okay.
7	S :	He..ee. because palace … palace… A science palace.
8	R :	Can you give me description of the physical?
9		Okay. My school has [green color… green color]. Ehh…this is… [what it is
10		*bekas*?] [*Bekas*?] A second mmm…mmm… in the past, this skill ehh…, this
11		school [aaa…] is [[*Bela… Belanda] gedung*.] And …
12	R :	*Belanda* what?
13	S :	*[Belanda]* [built], [[*bangunan… bangunan] Belanda]*.
14	R :	Oh. Okay building
15	S :	Building hah…
16	R :	And then?
17	S :	And then… [(paused) eee…] my school has maybe twenty room.
18		One…one… one teacher's room and seventeen (paused) seventeen.
18		bathroom
19	R :	Bed room?
20	S :	Bath room.
21	R :	What do you like about this school?
22	S :	[Eee…] I like this school…
23	R :	Can you speak louder, please!
24	S :	Ok. Eehh… [Repeat, please!]
25	R :	What do you like about the school?
26	S :	Oohh. [[In … in] school I like what *gitu*?]
27	R :	Yaahh .ha..ha..
28	S :	In my school…in this school, [I like eee…I like the…the…] the under
29		*[kelengkeng]* tree because its [an…an… I sit under the tree]. I … [the…the…]
30		*[Udara*?]. Student A asked the researcher with raising intonation.
31	R :	Air?
32	S :	He…eh. The air is [very…very] fresh. I think.
33	R :	Your friend Erinda also said that
34	S :	Ohh…
35	R :	Yeah… so, so, what do you not like about the school? What do you not
36		like about the school?

37	S :	Ohh. In this school, [I … (paused) I am not like … I am not like… eee…]
38	R :	You do not like
39	S :	I am not like
40	R :	You do not like
41	S :	[I do not like] eee…about (paused) apa itu? You know? Eee… You know?
42		The…
42	R :	Curriculum?
43	S :	The *aula*.
44	R :	Ohhh…
45	S :	The hall. Ho… ooo… because the hall is not have eee… fan (f^n)… fan (fæn)
45		and not has *tertutup itu apa*? *Jadi nggak tertutup gitu lah*.
46	R :	Ya…ya…ya. I see.
47	S:	And this school are I do not like the music room because (paused) usually
48		the music room has *peredam* ha.. *terus* in this school not…not has about it
49	R :	So, it's very noisy when they play the music?
50	S :	Yes. Maybe after play music, my ear will nging…nging… gitu.
51	R :	Ok. So, where is your favourite place in this school? Under the
52		*kelengkeng* tree?
53	S :	Of course. And in front of the mosque (maus) mosque (mɑːsk) … mosque (mɑːsk)
54	R:	Okay. Ya.. can you describe me about what your school ehh. What your
55		class is like?
56	S :	Eee.. hee… my class is like my class ya? My class like (paused) hem…
57		like … like a… park
58	R :	Park?
59	S :	Heem… in that… in my class, I can play anything with my friends. I
60		can meet my friends and of course the park eee…the my class can… not
61		just park because I can…I can in the park I can (paused) I can study
62		together with my friend.
63	R :	Okay. Now, we are going to talk about your free time. What are your
64		hobbies?
65	R :	My hobby is cycling.
66	R :	Cycling?
67	S :	Yes, of course.
68	S :	Eee… tomorrow me, Cindy, Neta, and other friends will ride…ride… a
69		bike go to Yogya, Malioboro, cycling.
70	R :	Start from here?
71	S :	Yeah.
72	R :	So, your favourite sport is also cycling?
73	S :	Eee… and about sport I not…not just …not just bycycle…cycling mmm…
74		of course I can play badminton.
75	R :	How often do you play that sport?
76	S :	Eee…once…once… once a week.
77	R :	Once a week … Ok. Do you have another activities that you play in your
78		spare time?
79	S :	Of course. What do you mean playing games in my computer? Eee… and
80		maybe read comics
81	R :	Reading a comic?
82	S :	e…he…
83	R :	Please tell me about your family. How many people are in your family?
84	S :	My family… four…four persons eee… He is me, my sister and eee… my
85		parents
86	R :	So, what does your father do?
87	S :	My father is a salesman. In…in… market and has two…two…two… two

88		store hah…two shops.
89	R :	Actually is he an entrepreneur?
90	S:	What is entrepreneur?
91	S :	Someone who do not work to anybody else. So he has his own business.
92	S :	He…e… yes.
93	R :	Ok. He runs his own business?
94	S :	Yes.
95	R :	So, what does your mother do?
96	S :	The same of my father.
97	R :	So, she helps your father to run the business?
98	S :	Yes.
99	R :	Ok. So, can you tell me what does your mother looks like?
100	S :	My father…eee…my mother ooo… my mother…look like a
101		princess …princess.
102	R :	A queen… a queen or a princess?
103	S :	Princess… eh… queen…eh…eh. queen also. Because…because my she is
104		mother eee… although fat but she… she has a beautiful face. And eee…
105		so kind and (paused) *tegas*. Untuk…untuk… for…for the study
106		her…her…children.
107	R :	Ohhh…okay

Student B

1	R :	M y first question is, What is your school like?
2	S :	What?
3	R :	What your school or SMP 1 Sleman looks like? In your opinion!
4	S :	Eee… like eee… a fish..
5	R :	A fish? Why?
6	S :	He always eee… be a big than…than…than yes. He always swim at
7		the village
8	R :	at a village?
9	S :	At a (paused) …
10	R :	River?
11	S :	Hoo..ooo…river
12	R :	Yak. And then?
13	S :	And (paused 3 seconds) he always ehmm… a get fish than a last one.
14		So he always *berkembang*.
15	R :	Grow?
16	S :	Yes, grow.
17	S :	Oh, my God you are very melancholic boys. Fish, park? That's a very
18		melancholic.
19	S1 :	What is melancholic?
20	R :	You know… You use beautiful languages to describe something
21		instead of talking about the physical appearance you choose a very a
22		poetic languages
23	S1 :	Wow.
24	R :	Fish, park!
25	S1	*Jadi malu.*
26	R:	Very…very symbolic language right? What Dismas like about this
26		place?
27	S :	I like my class. I like my class because from my class I can learn and
28		meet… I can learn, happy and meet other people.

29	R :	You can also meet other people in the market?
30	S :	Oh no… but my best friends.
31	R :	mmm… what you do not like about your school?
32	S :	I does not like eee…
33	S :	You don't like?
34	S :	Yes, I don't like eee… I don't like.
35	R :	You don't like ?
36	S :	Yes, I don't like the music…music room. Yer, the same… the same
37		opinion with Wakhid opinion because the (paused) *alat ki opo alat*?
38		(asking to his friend, Wakhid).
39	S1 :	Tool
40	R :	Instrument
41	S :	Yes, yes. The instruments not…
42	R :	Work well?
43	S1 :	Complete?
44	S :	Yes, complete not complete and the … the room doesn't has a (paused)
45		*nganu opo*? *Mau Opo khid*? *Peredam…peredam suara*.
46	R :	The other? About the curriculum about the time that you need to spend
47		to your study?
48	S1 :	Oh. The computer room…TIK room
49	R :	It is adding your previous opinion Wakhid ?
50	S1 :	Yes. Ho..ooo
51	S:	Why?
52	S1 :	Because … because (paused 3 seconds) because…because in..in my
53		computer room *apa?*… computer lab do not have air conditioner
54	R :	Are you serious? Most of the schools in Jogja whether it has agood
55		reputation or a bad reputation school, they do (paused) they do have an
56		air conditioner in a computer lab. Okay. How about you? Dismas?
57	S :	Same.
58	R :	Where is your favourite place in this school?
59	S :	Favorite?
60	R :	Place in this school.
61	S :	In… *apa namanya tadi?* Repeat..repeat…repeat again.
62	R :	Where is your favourite place in this school?
63	S :	Favourite place?
64	R :	Yeah… favourite place. Library, field
65	S :	mmm… I like my class.
66	R :	Okay. Why?
67	S :	Yes…like…like… *seperti tadi*. I can happy with my friend.
68	R :	What are your class like? What are your classes looks like?
69	S :	My class like (paused)
70	S1:	*Podo wae*
71	S :	*Ora..mosok podo terus*. My class like…
72	S1:	A watch?
73	S :	*Rak. pasar ki bahasa Inggrise opo*?
74	S1&R :	Market
75	S :	Ooo… ho…oo… market. Yes like that. Because the people … my
76		fri…the people of my class very talkative
77	R :	And I'm gonna ask you about your free time. So, what are your
78		hobbies?
79	S :	My hobby is fishing
80	R :	Fishing?

81	S :	Yes.
82	S1 :	That's' his skin is black.
83	R :	Ya.. that's give a fact why … that's a clear.. a clear reason. So, do you have any other favourite sport instead of fishing?
84	S :	I like jogging
85	R :	Jogging? How often do you that sport?
86	S :	mmm…mmm… Once a week.
87	R :	mmm… do you have any aother activities in your free time or spare
88		time?
89	S :	Eee… *kumpul bareng bersama keluarga*.
90	R :	So, you just hanging out or gathering with your family?
91	S :	Yes.
92	R :	So, how many people are in your family?
93	S :	Five
94	R :	Five. Who are they?
95	S :	My father, my mother, me, my sister and my grandmother.
96	R :	Your grandmother also lives with your family?
97	S :	Yes.
98	R :	What does your father do?
99	S :	Eee… my father is teacher.
100	R :	What is the subject?
101	S :	Mathematic
102	R :	And how about your mother? What does your mother do?
103	S :	She is a teacher.
104	R :	Also a teacher? Also mathemathics teacher?
105	S :	No. not mathematics but not… not… science but … eee… SLB
106		teacher
107	R :	Ooh… yea… So, she teachs a special need students?
108	S :	Yes
109	S1 :	*Hebat itu* amazing
110	S :	Ya. So, please describe what … how does your mother look like?
111	R :	My mother likes (paused more than 3 seconds) my mother likes…my
112		(paused 3 seconds) *pacar ki opo?*
113	R :	Girlfriend.
114	S :	Ah yes, girl friend. My mother likes my girl friend because he always
115	R :	She?
116	S :	Ohhh… she always eee… remind me about all. All about all. All…
117		semua… about me. All about me.
118	R :	Do you have a girl friend?
119	S :	no
120	R :	So if, if you have a girlfriend in the in other time so you will. You will
121		ask your girlfriend to remind you about all of the things?
123	R :	No…no…
124	S1 :	No this is… the *cita-cita* the person is pastur. So he does not…
125		*seharusnya nggak boleh*
126	R :	Why?why do you want to be a pastur?
127	S :	Because his eee… ya, *mulia…mulia* person
128	R :	So, you are *an akhirat* boy oriented ha? Ya..ya… thank you Dismas

Student 3

1.	R :	In your opinion, what your school looks like?

2	S :	Ya… I think mmm (paused 3 second). This school so good ya? But in
3		eee… in the appearance eee…eee…
4	R :	In the physical appearance?
5	S :	Not…not good.
6	R :	Can you explain it?
7	S :	Eee… because eee... all of wall… opo… all of the wall with the green
		colours
9	R :	He…he…
10	S :	Is not like to me.
11	R :	The wall painted green
12	S :	Yes. eee…eee… but all over, like football…football field… football field
13		and the other is good. Just in rest room, its (paused 3 seconds)
14	R :	Smelly?
15	S :	Yes
16	R :	Anything else?
17	S :	No.
18	R :	Okay, what do you like about this school… SMP 1 Sleman?
19	S :	Emmm…. I like (paused 3 seconds) the situation to learn in this sc…in
20		this class because emmm (pause 3 second) The learn in the
21		class not only just learn but eee…anytime just, had a time to
22		play qu… play game
23	R :	Ehem…
24	S :	So, not only just learn but games…but learn too.
25	R :	Sorry, but not only…
26	S :	*Game ehh maksudnya bukan Cuma belajar tapi juga game eee… tapi juga*
27		*bisa mendidik*
28	R :	So, what do you not like about the school? Beside the smelly restroom and
29		the wall?
30	S :	Maybe teacher (whispering). I think teacher
31	R :	Most of them or?
32	S :	No. maksudnya two people and eee… curriculum teacher
33	R :	The vice principal of curriculum?
34	S :	Yes. Because eee…eee… *kebijakan*?
35	R :	Regulation?
36	S :	Regulation eee… make me too… *tertekan*
37	R :	Okay. Depressed?
38	S :	Depressed. Ya. And eee… like that lah
39	R :	So, where is your favourite place in this school?
40	S:	My class
41	R :	Your class?
42	S :	Yes… and under…under *Kelengkeng* tree.
43	R :	Hoo…hooo why?
44	S :	I don't know why. But it maybe because it maybe oxygen ya? So, I will,
45		eee… I can (paused 3 seconds) make… I can feel fresh there
46	R :	So, What are your hobbies?
47	S :	My hobby is reading. I think ya…
48	R :	Okay. How about sport. What is your favourite sport?
49	S :	Sport. I like badminton because many of Indonesian people in ehm… can
50		make our country *harum*. Ya? *Dapat membuat nama bangsa harum.*
51	R :	Okay. It makes a good reputation for Indonesia?
52	S :	Yes.
53	R :	So, how often do you play do that sport, badminton?
54	S :	How ofen?

55	R :	How often?
56	S :	Oh often. Emmm… maybe…
57	R :	Once in a week. Two times in a week
58	S :	In school or in ?
59	R :	Up to you, it can be both in school and in your home or surroundings?
60	S :	If I have eee… a time to play it but in school never.
61	R :	Expect, paying badminton, so what do you do in your free time?
62	S :	Reading, of course. Maybe eee… I *ngenet...ngenet*
63	R :	???
64	S :	*ngenet*
65	R :	Go on-line? Surfing, googling
66	S :	Ya…
67	R :	Facebooking? Ha..ha..ha..
68		Because you know I saw students who came to this library mostly open
69		their facebook when they accessed the computer. So, we are going to talk
70		about your family. Eee…
71		How many people are there in your family?
72	S :	Four. My father, my mother, and my sister
73	R :	Little sister or elder sister?
74	S :	Elder sister
75	R :	What does your father do?
76	S :	Emmm… like sanitarian
77	R :	Can you explain it?
78	S :	Sanitarian is eee… name…eee… *apa*?
79	R :	Does he work for religious purposes?
80	S :	No. *kaya air gitu*
81	R :	Oh ok. Is he a private worker or he works for the government?
82	S :	Eee…for people. So, my father eee… work in depo 3 PUSKESMAS, so
83		he…he works in what?
84	R :	Have a concern about medical… health things? The healthy… the public
85		healthy?
86	S :	Yes..yes
87	R :	Okay. And what does your mother do?
88	S :	Apoteker
89	R :	Can you describe. What your mother looks like?
90	S :	Ehm… my mother is (paused 3 seconds)
91	R :	Apa maybe straight hair…long hair… She is very patient. She is very kind.
92		She is very helpful
93	S :	She is very eee… I think she is a very good mother because it makes me
94		can learn in this school eee… he…eh… she (paused 3 seconds) mmm…
95		make me can catch eee… always make…always give me a *dukungan*?
96	R :	Support.
97	S :	Support
98	R :	guidance
99	S :	Support for me to learn, pray and other

Student 4

1	R :	Could you explain it to me, what does your school looks like?
2	S :	Eee… (paused 3 seconds) very…very… very…very apa ya? Eee… my
3		school is good…good. Eee…(paused 3 seconds) the good…the quality
4		mmm… (paused 3 seconds) but the students were very sad

5	R :	Why?
6	S :	Because the (paused 3 seconds) eee… the (paused more than 3 seconds)
7		the a*pa*? over period in this school.
8	R :	What? What? Pardon?
9	S :	Over period
10	R :	Over period? What do you mean with the over period?
11	S :	He… (smilling) over period eee…
12	R :	Is it because of the duration of the class?
13	S :	Yes…yes.
14	R :	So you, you already… you go to your home lately than your friends in
15		other school?
16	S :	Yeah. Eee…eee… every day… yes…
17	R :	So you have a longer duration than the students who are in the same grade
18		with you in other school?
19	S :	Yes…yes.
20	R :	What do you like about the school?
21	S :	Ha?
22	R :	What do you like about the school?
23	S :	Good one..
24	R :	Good one. Is that all?
25	S :	No. And the academic
27	R :	So what about the others? Maybe your friends, the teacher, the facilities,
28		the buildings? You don't like all of that?
29	S :	He…he.. (smilling) I eee… (paused 3 seconds)
30	R :	He… he (laughing) What do you like? Beside that the school is good? It has…
31	S :	A very good quality.
31	R :	That's it?
32	S :	Eee… (paused 3 seconds) because any mmm… I many I like but there
33		is… ya ada eee… he…he.. (smilling) ya… (paused more than 3 seconds)
34	R :	Do you want to stop here for this questions? Jadi mau berhenti di sini,
35		pertanyaan ini berhenti di sini aja dan pindah ke pertanyaan yang lain aja?
36	S :	No. aneh masak sekolahan kok suka?
37	R :	Apa yang disukai. What do you like about the school? I like the buildings.
38	S :	I like the atmosphere because I can learn …
39		Eee… I can meet eee… my classmate, my best friend and (paused 3
40		seconds) *ya* the problem just it over period. That's it!
41	R :	What you do not like about the school? Beside the long period?
42	S :	mmm… ya… the… maksudnya? Semua baik
43	R :	For example: Erinda said that the bathrooms are smelly. It has a bad smell
44		And the wall is painted in green.
45	S :	Erinda opinions' no problem for me.
46	R :	So you do not have, so, you like all of the things in this school except the
47		long period?
48	S :	Eee…eee… One rule. Eee…eee… the students may not eee… wear jaket
49		when enter the…this school
50	R :	They must take off their jacket before they …
51	S :	yes
52	R :	So you keep your jacket in your bag? Or you just bring it?
53	S :	Ya (paused) *bandel l*ah.
54	R :	He…he… okay. Where is your favorite place in this school?
55	S :	Ha?
56	R :	Your favourite place in this school? Classroom, rest room
58	S :	Canteen. ha..ha..

59	R :	Library?
60	S :	He…he… I never enter this room (both the student and the researcher
61		were laughing)
62	R :	So, where is your favourite place?
63	S :	Canteen. Yu Par canteen.
64	R :	Yu Par canteen? Why Yu Par canteen?
65	S :	Yes. You know Yu Par canteen?
66	R :	Why? Why most of the students loves going to that canteen? Because you
67		have a nearer canteen, behind your class right?
68	S :	Because Yu Par very kind. (smilling) he… opo? Kindly but in a *opo?*
69	S :	*Opo?*Canteen near my…near my class eee…eee… not friendly always
70		angry
70	R :	Really?
71	S :	Yeah
72	R :	OK. How does your class look like?
73	S :	My class (paused) great… very noise…very noisy. Yeah
74	R :	And then?
75	S :	But the students active, talkative eee… (paused)
76	R :	Okay. I'm going to ask about your free time? What are your hobbies?
77		What are your hobbies?
78	S :	mmm… singing and playing …and playing music
79	R :	What music instrument do you play?
80	S :	Gitar
81	R :	And what is your favourite sport?
82	S :	Well, I don't like sport.
83	R :	You don't like sport at all, but you love dancing?
84	S :	Yes, dancing.
85	R :	So, what do you do in your spare time?
86	S :	Play music with my…with my… grup music
87	R :	How about your family, how many people are in your family?
88	S :	four
89	R :	Who are they?
90	S:	My mom, my…my father, my brother and my sister.
91	R :	So, there are five prople in your family?
92	S :	Oohhh. My brother eee… not repeat me…stay with me.
93	R :	What does your father do?
94	S :	(moving her eyelashes, as a sign that she didn't understand the question)
95	R :	What does your father do? What is your father job? The question is just
96		the same, what does your father do and what is your father job.
97	S :	My father just eee… *mengawasi… mengawasi apa ya*? Pegawai-
98		pegawainya?
99	R :	Your father is a boss? A manager?
100	S :	Yes
101	R :	What kind of his company? Services, production, merchandise, producting
102		something?
103	S :	Yes. Eee… because…because I has a eee… garden eee…eee… My father
104		That eee… apa? Me…
105	R :	Look after?
106	S :	Yes. They… (paused) what? What? a
107		(the tape is full, the researcher asked the student to stop, then the
108		researcher change the tape into another side)
109	R :	Do you have something to do?
110	S :	No.

111	R :	So your father works in a nursery area?
112	S :	Yes. And then eee… eee… *apa sih?*… I opo? *Nambang? Nambang?*
113		*Pasir itu lho*
114	R:	Okay. So, he is collecting sand from his workers?
115	S :	mmm… *mengawasi aja.*
116	R :	Supervisor?
117	S :	Yes.
117	R :	Ehem. So how about your mother? What does your mother do?
118	S :	My mother is a school music teacher.
119	R :	Can you explain to me how does your mother looks like?
120	S :	My mother sometimes kind. Sometimes…
121	R :	(laughing)
122	S :	But (paused) always angry
123	R :	Is she patient?
124	S :	Yes, patient but eee.. if with me eee… not…not… very…very patient.
125		With my sister patient.
126	R :	Are you the youngest child?
127	S :	no
128	R :	You are the middle?
129	S :	yes

APPENDIX D

DOCUMENTATION

Picture 1. The researcher interviewed
the English instructor

Picture 2. The researcher interviewed
the
student

Picture 3. The researcher took note
during the interview

Picture 4. The researcher reread her
notes

Picture 5. Theater, one of the
activities in English extracurricular

Picture 6. The teacher distributed the
answer's sheet.

Picture 7. Student's performance in front of the class

Picture 9. A student wrote an answer
in answer sheet

Picture 8. The researcher labeled the
cassettes.

APPENDIX E

1. Students' consent forms
2. Students' member check forms

CONSENT FORM OF THE STUDENTS

I _____ (students' name) agree to participate in the study entitled "The Implementation of Communication strategies in English Speaking Skills of Class VIII A of SMP 1 Sleman" conducted by Ms. Dewi Agus Damayanti. The purpose of the study is fully explained to me by Ms. Dewi Agus Damayanti. I am understand what is being asked of me, Should I have any questions and I am aware that I can contact or ask any questions to Ms. Dewi Agus Damayanti at any time. And I am also understand that I am free no to participate in the study and quit the study at anytime I want and that no reference to my name or my identity will be made in any phase of this research study.

Name of the Student : _____

Signature   : _____

Date   : _____

MEMBER CHECK FORM

I _____ (students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "The Implementation of Communication strategies in English Speaking Skills of Class VIII A of SMP 1 Sleman" conducted by Ms. Dewi Agus Damayanti. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of the Student : _____

Signature   : _____

Date   : _____

APPENDIX F

Letters