

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The research data were collected from March 3<sup>rd</sup> to April 12<sup>th</sup>, 2018 in one of an Islamic Boarding School for Girls in Ponorogo. The first step in collecting the data was selecting the subjects of the research. These subjects were recommended by teachers of the Language Department of the Islamic Boarding School for Girls. The teachers recommended twelve students who were good at speaking and were experienced in speech competitions. However, due to the limited time, the researcher could observe only eight students, four of whom were MTs students and the rest four were MA students. The researcher observed two students each week as the speech extracurricular activity was held once a week.

After selecting the subjects of the study, the researcher, in cooperation with the supervisor of the speech extracurricular activity and the teacher of LAC managed to work out the students' schedule of preparing a speech. These student were not inform previously that their speech would be observed in the consideration that observation would affect the students' performance in delivering their speech.

The next step was observation. In this phase, the researcher video recorded the students' performance in delivering their speech. This observation was conducted to find out the communication strategies used by students in their speech. Furthermore, the researcher observed not only the students' speech performance but also the situation and condition during the the speech

extracurricular activity as they might influence the students' use of communication strategies. Moreover, the researcher conducted the semi-structured interviews to find out the students' reasons and objectives of using communication strategies in their speech.

### **1. Students' Communication Strategies on the Speech Extracurricular**

#### **Activity**

The observation on students' communication strategies on the speech extracurricular activity was done in the following steps. Firstly, the researcher entered the class and observed the process of the speech extracurricular activity. This was done seven times during the research beginning from Saturday, 3<sup>rd</sup> March 2018 to Saturday, 31<sup>st</sup> March 2018. In this observation, the researcher used some field notes and observation checklist to help her focus on the observation. She also video recorded and voice recorded the students' speech performance in order to obtain appropriate data.

The video and audio recorded data were transcribed, coded and analyzed using the typology of communication strategies used in the present study. In general, the result showed that the most frequent communication strategies used by the students was *self repair or restructuring* (158 times). The second most popular communication strategy among students was *Pause, using fillers and hesitation devices*. As seen in Table 8, students used it for 121 times.

**Table 8.** Communication Strategies Used by Students in Speech Extracurricular activity

No	Strategies	Total
1	Self Repair (Restructuring)	158
2	Pause, Using filler or hesitation devices	121
3	Word Coinage	12
4	Literal translation	12
5	Code switching	11
6	Appeals for assistance	9
7	Generalization	8
8	Message Abandonment	6
9	Smurfing (use all of the purpose words)	3
10	Paralinguistic strategies	1
11	Paraphrase	1
TOTAL		342

*Word coinage* and *literal translation* were used by students 12 times and *Code switching* was used 11 times. Students also used *appeals for assistance* 9 times and *Generalization* 8 times. Meanwhile, as the only one reduction strategy used by students, *Message abandonment* was employed by students 6 times. *Smurfing or all of purpose words* was used 3 times. Lastly, both *paralinguistic strategies* and *paraphrase* were employed by students only once.

Students mostly used *compensatory strategies* rather than *reduction strategies*. They used only *message abandonment* as one of *reduction strategies* 6 times. This finding indicated that the students prefer to preserve their communicative goal, especially the message based on the speech concept that they have written beforehand. Table 8 also revealed that the students did not apply all of the communication strategies. They used only 11 types out of the 21 taxonomies of communication strategies.

In order to understand the students' ways of employing communication strategies in the speech extracurricular activity, examining each communication strategy in detail was valuable.

**a. Self repair or restructuring**

When speakers failed in delivering their intended message completely, they tended to restructure their speech using *self repair or restructuring*. Usually students repeated some words or phrases until they constructed the complete speech so that the audience can understand their intended message well. All of the students mostly used this strategy in their speech.

**Example 1.1**

“**We can study, we can study, we can study** everywhere, not only in school home or in room, **but we can study from, we can study from our** environment and from any people outside.”

(SC.T3.28)

**Example 1.2**

“Of course, **they will, they will do all, they will do all** what they need by effort, struggle”.

(SE.T5. 37)

From example 1.1 and 1.2 above, the students used *self repair or restructuring* by repeating some words or phrases many times before they completed the full utterances. Furthermore, students also frequently used *restructuring* when they wanted to repair their mistakes during their speech performance. This finding indicated that they were aware of their mistakes during their speech performance. As seen in the example below.

### Example 1.3

“**Examp** (/eksʌm/) **except** face and palm of hand”.

(SA.T1.44)

After realizing her mistake of saying an unproprate term “Examp” (/eksʌm/), student A restructured her speech and corrected it directly by saying “except”. She was aware of her mistake so she corrected it directly.

#### b. Pause, Using Fillers and Hesitation Devices

*Pause, using fillers and hesitation devices* refers to strategy of *Stalling or Time-Gaining Strategies*. This strategy was used by students in order to maintain the communication at times of difficulty. Sometimes, students needed more time to think about the correct utterances. Thus, the students used some non-lexical fillers such as "er.." and "eum" and also pause their speech. The examples of using this strategy were shown below.

#### Example 2.1

“**eum.., eum..** from, from that from those examples **er..** from those example can make us **er..** radiance people (**paused 8'**)”

(SA.T1.45)

#### Example 2.2

“**er..** narcotics, free sex, corruption and another western culture **er..** and that isn't in accordance with our behavior and our culture, isn't right?”

(SH.T8.16)

From the above examples 2.1 and 2.2, it can be seen that students filled in the pause by using filler “er..”, “eum” and also pause for 8 seconds in the end of the utterance (Example 2.1). Furthermore, the researcher found that both *pause, using fillers or hesitation devices* and *self repair or restructuring* were often used simultaneously. When students tried to

restructure or repair their speech, they also used fillers and paused their speech. These two strategies could help them in gaining more time to think about the correct speech.

### **Example 2.3**

“Second, **er..** we must, we must have **er..**, we must have **er..** positive mind and idea **er..** so be con, be confident people and planning what will we do for.. for the future”.

(SC.T3.29)

The above example 2.3 showed that student C used both *pause, using fillers or hesitation devices* and *self repair or restructuring* together in her speech. Student C used filler “er..” to help her in gaining more time to think as an attempt to restructure her speech.

### **c. Word Coinage**

This strategy is another achievement strategy that refers to the students' attempt to keep the communication in the target language running well by creating a new word or idiom in the target language. This new word was unavailable previously in both the native language and the target language.

### **Example 3.1**

20 SD: “Somebody has different mental and **confidentaly** too, but with this three mottos we can face the world together and face our own challenges”.

21 SD: “These are: The first, Repeat after me ‘*Man jadda wajada*’”

22 A: “*Man jadda wajada*”.

23 SD: “The means is, when there is a will there is a way”.

24 SD: ” And second is, *Jarrib wala*, a sorry. “*Man sobaro dzofiro*”.

25 A: “*Man sobaro dzofiro*”.

26 SD: “Repeat once more”.

- 27 A: "Man sobaro dzofiro".  
 28 SD: "The mean is, who's patienest luckiest.  
 29 SD: "And the third is, "*min haitsu laa yahtasib*".  
 30 A: "*Min haitsu laa yahtasib*".  
 32 SD: "Its mean, Allah is the best unpredictable maker".

(SD.T4.20-32)

From the above example, it was found that student D wished to tell the audience that "everyone had different confidence", but student D used "*confidentialy*" (confident + ly) instead of "*confidence*".

### Example 3.2

- 41 SE: "And Allah also create us with our **differenity**, with our different character and with our different destiny".  
 42 SE: "Do you know because of what?".  
 43 SE: "Because Allah ever said in the Holy Qur'an Chapter Al-Ahzab, Verse: 13)".  
 44 SE: "A`uudzu billaahi minas-syaitaanir-rajiimi".  
 45 SE: يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِّنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ  
 أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾ (Al-Hujurat:13)  
 46 SE: "My God. My friends! The mean, the mean of this chapter is, Allah create us with our **differenity**, with our different character, and with er.. and with our different potency".  
 47 SE: "Its, is mean, it means because of Allah need we can, we can understand between each other".

(SE.T5.41-47)

In the example 3.2, student E wanted to explain about how Allah created human with the differences, for instance different characters and different destiny. In lines 41 and 43, student E used the word "*differenity*" (different + ty) to express the word "differences". Student E made up a new

word creatively (*differentity*) to explain a certain vocabulary based on familiar morphological rule.

#### **d. Literal Translation**

*Literal translation* is translating a lexical item, idioms or compound literally from the native language to the target language. Only five out of eight students were found using this strategy. The examples of this strategy are presented below.

#### **Example 4.1**

34 SB: “We, we mu../(mΛ:/) (wanna say must but canceled), we as, er.. we as Muslim, er.. we must loyal for both parents and take care for both”.

35 SB: “Because who.. eh because they who take care is we, is we seat take care we eat, we want eat, we want drink and always wake up when we sleep”.

36 SB: “Our, our mother who has, our mother who has pregnancy er.. of us er.. for us in nine yea.. (wanted to say years) er.. in nine months in her pregnancy and suckling in two years”.

37 SB: “And our fathers who look for the permitted er.. who look for the permitted, the permitted livelihood from, from from, sunrise until sunset”.

38 SB: “We, we’ll er.. we must speak for both of parents by, by er.. by impoli (/Impə’lɪ/), **by polite**”.

(SB.T2.34-38)

In example 4.1, student B wanted to explain to the audience how to respect parents. In line 38, student B wanted to remind the audience to speak politely to both parents. Student B used the term "by polite" instead of an adverb of manner "politely". Student B translated it literally from Bahasa Indonesia from “*dengan sopan*” (*dengan* = by, *sopan* = polite) into "by polite". This proved that student B translated it literally. Moreover, in this



example, student B also used another strategy such as *restructuring* and *using fillers* which has been explained previously in section 1.a and 1.b.

Another example of using *literal translation* was exposed in this next example.

#### **Example 4.2**

41 SE: “And Allah also create us with our differenity, with our different character, and with our different destiny”.

42 SE: “**Do you know because of what?.**”

(SE.T5.41- 42)

In the above example 4.2, student E asked the audience the reason Allah created human with differences. She expressed her question by translating it literally from *Bahasa Indonesia* "Karena apa?" into "because of what?" in line 42. She translated it literally from *Bahasa Indonesia* instead of using "What is the reason?".

#### **e. Appeals for Assistance**

*Appeals for assistance strategy* refer to the students' attempt to ask others' help when they encountered some difficulties in their speech. The observation result revealed that most of students used *implicit appeals for assistance*. The examples of student using this strategy are presented below.

#### **Example 5.1**

After the student A explained her speech about radiance people, the Supervisor of speech training (M) asked her,

49 M: “What the mean of radiance people?”

50 SA: “*Orang yang bersinar*”.

51 M: “Hm?”

52 SA: “*Orang yang bersinar*”.

“***Bersih?***” (she speak softly)

(SA.T1. 49- 50)

In the example 5.1, student A spoke in *Bahasa Indonesia* when she said "*bersih?*". She was trying to make sure that she said the correct term and it was understood well by the supervisor of extracurricular activity. This finding indicated that student A used *checking question of appeals for assistance* strategies.

### **Example 5.2**

51 N: "I will ask to you. You said er.. we must loyal, loyal of parents. But of eh for parents but if you raise by a adultery parents. Are you honor for both of parents? And give your reason".

52 N: "Thanks, Wassalamu'alaikum warahmatullahi wabarakaatuh".

53 A: "Wa'alaikumsalam Warahmatullahi wabarakatuh.."

54 SB: "Yes, I, I will loyal for both of parents because parents is eh parent who tea.. eh". [pause 27']. **(Student A silent for 27 seconds and looked at the audiences, but because there is no one who helped her, she get off the stage and opened the dictionary which has been provided for speakers).**

55 SB: "Yes, I will loyal for both of parent and I will remain, remain for both of parents is the er.. is the.."

(SB.T2.51-55)

It can be seen from the example 5.2 above that student B tried to use *implicit appeals for assistance*. She did not ask for the audiences' assistance directly but she used her gesture or intonation and paused her speech in order to give a sign that she needed assistance. In line 54, she paused for 27 seconds, looked at the audience and hoped that the audience would help her. Nevertheless, because no one helped her, she decided to look for the vocabulary from the dictionary. After that, she continued to explain as seen in line 55. It seemed that she had difficulties in expressing her speech because of her limited vocabulary.

## f. Generalization

In order to maintain the original communicative goal, students may apply *generalization* by substituting the missing item using certain item which has similar meaning. The student assumed that the substitutive item was suitable to convey the intended meaning.

### Example 6.1

27 SA: “We must er.. moslem, we as moslem we must keep our part of body which may not be visible er.. be visible while performing a rifa two.. two genitals all, except face and palm of hand”.

26 SA: “Ablution before sleep, before pray or afting or,, after taking a bath”.

28 SA: “That, that **do** is making radiance people from those, from those are example can make us er.. can make us radiance.”

(SA.T1.27-28)

In example 6.1, student A explained about some deeds to make someone become good people and in line 28 she used “do” to express the term “deed”. In *Bahasa Indonesia*, “do” means *mengerjakan, melakukan, membuat* and “deed” means *perbuatan*. As a matter of fact, both these terms have similar meanings but they are of different part of speech; “Deed” is a noun and “do” is a verb. Student A did not seem to understand about part of speech well.

### Example 6.2

29 SF: “No sweet without sweat”.

30 SF: “[pause 8’] er.. as a baby, baby don’t just walk, baby don’t just cry, but they er.. but they try they fall dawn and ya.. and there are”.

31 SF: “er.. If baby, if baby er.. if baby will try for walking but they, but they just give up not maybe will can walking now.

32 SF: “As bird, bird don't just fly they fall down and there are”.

33 SF: “Let’s we, let’s we take er.. lets we take a **knowledge** from them [pause 7’]”.

(SF.T6. 29-33)

In explaining about "no sweet without sweat", student F explained to the audience about the effort of a baby walking and a bird flying. The baby and the bird also experienced failure so they could take lessons from them. In her speech, she used the word "knowledge" instead of "lesson" in asking the audience to take lessons from everyday life examples. She used an inappropriate choice of word in delivering her speech.

In both examples 6.1 and 6.2, the researcher found that the students used *generalization* as they were trying to keep their original message. They used words that lexically has similar meanings to convey their intended messages but their choice of words were not appropriate.

#### **g. Code Switching**

*Code switching* means using native language or other than target language while communicating in the target language, for instance using Bahasa Indonesia or Javanese during the conversation in English. The use of *code switching* is illustrated in the examples below.

#### **Example 7.1**

After explaining his speech which contains the term "conceited person" student F asked to the audience whether the audience knew or not the meaning of it but the audience said they did not know it.

20 SF: "You know what is conceited?"

21 A: "No"

22 SF: "The mean is *sombong*."

(SF.T6.20-22)

#### **Example 7.2**

Student B asked to the audience:

16 SB: "Do you know what the mean of rude character and foolish?"

17 A: "No.. not yet"

18 SB: “Rude character the mean of, rude character the mean *perilaku yang kasar dan* foolish and foolish the mean is *bodoh*”.  
(SB.T1.16-18)

Both examples 7.1 and 7.2 showed that student F and student B used *Bahasa Indonesia* instead of English in order to explain the meaning of a certain term to the audience. Student F used the term "*sombong*" to explain the meaning of the word "conceited". Student A used the term "*perilaku yang kasar*" to explain the meaning of "rude characters" and used the term "*bodoh*" to express the meaning of "foolish".

Another example that showed the use of code switching strategy is presented in example 7.3 below.

### **Example 7.3**

The supervisor of speech training asked the audience whether they understood or not about student A's explanation. In this case, student A explained it to them in *Bahasa Indonesia* because they have not understood it yet.

52 SA: “Audience, do you know about radiance people?”

53 A: “Not yet”

54 SA: “*Kita, er.. ss.. er.. se.. er.. kita, sebagai Muslim harus er.. menjalankan kewajiban kita sebagai muslim*”.

55 SA: “er... *sebagai muslim kita ti kita harus bisa menjaga bagian tubuh kita yang tidak boleh terlihat oleh orang lain kecuali muka dan telapak tangan.*”

56 SA: “*Dari contoh-contoh tersebut kita bisa menjadi seorang yang berguna bagi orang lain*”.

57 SA: “er... (Pause 22’) *kita, kita harus er.. ber.. ber.. kita sebagai muslim harus melaksanakan apa yang Allah perintahkan kepada kita dan meninggalkan apa yang Allah larang kepada kita*”.

(SA.T1.52-57)

In the above example 7.3, student A used *Bahasa Indonesia* in delivering her speech. The MM asked her to retell her speech because the audience had not understood the message she was delivering. Nonetheless, because the audience still could not understand her second explanation, she decided to explain it in *Bahasa Indonesia*.

The students may have some language deficiency because they are still learning. Thus, some of them could not explain their speech clearly to the audience. Therefore, probably student A cannot explain her speech clearly due to language deficiency.

#### **h. Message Abandonment**

*Message abandonment* is one of the types of *reduction strategies*. The students employed this strategy by leaving the message unfinished or discontinuing the complete message when some difficulties occurred. The examples of using *message abandonment* were exposed as follows.

##### **Example 8.1**

Student B answered the question from one of the audiences,

57 SB: "Yes, I will loyal for both of parent and I will remain, remain for both of parents"

58 SB: "**is the er.. is the.. we as we as Muslim, we forbi, forbidden to us to, forbidden to us to, eh forbidden to us to er.. er..**"

59 SB: "And I, I want eh, I will remain, remain for both of parent is the Muslim es, Muslim is the best decision, Muslim is the be, is the best of people in the world."

(SB.T2.57-59)

From the above example, it could be seen that student B used *message abandonment*. In line 58, she wanted to tell the audience about the things

they should not do to their parents. She left the message unfinished and began a new utterance in line 59 with a different message.

**Example 8.2**

25 SE: “We must, we need an understand, we need an understanding between me and you all, may be someone between each other”.

26 SE: “And so we must understand the different potency or may be the different character of some peoples”.

27 SE: “And because of it, because of it, we also must know if... **Ok, I will give the example for you.**”

28 SE: “If may be we study in this class, maybe I will study and I will study what the teacher teach to me by quickly”.

29 SE: “It can be also sometimes, may be in another lesson I will receive, the.. another lesson by slowly”.

(SE.T5.25-27)

In example 8.2, it could be seen that student E wanted to explain that students have to understand “others’ different potency” (line 25 and 26). In line 27, she wanted to explain the reason for understanding the potency, but she left it unfinished and changed the message by offering an example about the different potencies.

From the example above, it can be concluded that some students stopped their speech and left it unfinished because they were not able to continue their message due to some difficulties. It seemed that they decided to stop their message instead of continuing it in order to maintain the original message.

**i. Smurfing (Use all of Purpose Word)**

*Smurfing or use all of purpose word* is a strategy of using a meaningless word to fill the vocabulary gap, such as “what is it..”, “what do you call it”, or ”thing”, “that”, and others.

### **Example 9.1**

34 SD: “So, everybody is made by challenges and chances in their life”.

35 SD: “Challenges that sometimes Allah made for we face it well”.

36 SD: “er.. it’s just like problems and matters is to increase our degree between mankind and heaven’s occupants”.

37 SD: “And chances is, and chances are sometimes that Allah give er.. for upgrading ourself”.

38 SD: “It’s a probability to upgrading ourself. Its just take a time, we just can er.. move, that we can’t stop it or return it back”.

39 SD: “So we must used it very well because later we can regrets it. Isn’t right?”

40 A: “Yes”

41 SD: “So, in here, in this Boarding School for Girls, we have many things especially for troubles and matters, but er.. let’s realize it, Allah give us troubles and matters to.. **what..** to be our trainee, to be our trainee. That we must can take some.. **thing..** some benefit from it. And Allah will help us.”

(SD.T4.34-41)

In line 40 of example 9.1 above, student D used the empty or meaningless words such as “what” and “thing”. She used the empty word “what” to fill the gap in the phrase “be our trainee” and used the empty word “thing” to fill the gap for the word “benefit”. Student D also used *self repair strategy* after using those empty words. The use of *self repair* could help students to repair the gap directly by saying the intended vocabulary and phrase.

### **j. Paralinguistic Strategies**

Paralinguistic strategies refer to nonlinguistic strategies such as mime, facial expression, gesture, or hand movement. Students used them to describe something non-verbally.



### Example 10.1

20 SC: “And Allah SWT have give, have give us er., have give us, have give us.. have give us.. [pause 13’]”.

21 M: “The brain”.

22 SC: “a mind (whispering) Allah SWT have give us mind er.. to think, to think of in this life”.

(SC.T3.20-22)

In example 10.1 above, student C restructured and paused her speech for 13 seconds. She paused her speech in order to get help from others. Then, one MM gave her a clue by saying “the brain” in line 21. Before continuing her speech (line 22), student C pointed out her forehead and whispered the word “a mind” to MM. She might use hand movement while whispering in order to confirm that she said the correct vocabulary.

### k. Paraphrase

*Paraphrase* refers to the attempt to fill the gap by describing or exemplifying an item based on the students’ interlanguage system. Students could focus on describing or exemplifying the characteristic or the function of the proposed reference.

### Example 11.1

20 SE: “My sister in the happiness”.

21 SE: “We live in this world have, of course we has many a dreams, and also we have many potency, and because of it, er.. we er., we also must know the potency of our life.

22 SE: “We have.. we have many friends, families, or may be **some peoples around us that we don’t know**”.

23 SE: “And of course, all of people in this world are need a peaceful are.. or need er.. good relationship between each other”.

(SE.T5.20-22)

In above example 11.1, student E explained about someone's potency. In line 22, students E wanted to convey that friends, families and strangers have their own potencies. Because she did not know the appropriate term to express the word "strangers", she preferred to use *paraphrase* by describing the characteristic of "strangers" as "some peoples around us that we don't know". Student E might use this strategy due to her limited source of vocabulary.

## **2. The students' Reason for Using Certain Communication Strategies**

After doing the observation, the researcher interviewed the students using semi-structured interview. They were asked about their use of communication strategies and the reasons of using those strategies. The interview processes were audio recorded, transcribed, segmented and coded by the researcher. The focus of this analysis was to reveal the students' reasons on using communication strategies.

As explained in Chapter II, communication strategies are the devices which enable students to overcome communication problems. Hence, students could use certain communication strategies to conquer their problems in speech. In order to find out students' reasons on using certain communication strategies, some of the interview data were presented as follows.

### **a. Self repair or Restructuring**

The observation data revealed that *self repair or restructuring* was the most frequent communication strategies used by students in their speech. Through the interview, most of students also admitted that they often used it

to think or to memorize their speech concept. As student A and student E confirmed it in the interview below.

**Interview 1.1 (Student A)**

53 R : *Jadi misalkan kayak didalam satu kalimat itu ada A,B,C,D nah.. pas waktu anti ngomong sampai B itu anti lupa. Terus anti ngulang lagi dari A, B, baru C baru D gitu pernah?*

(so for example, like in a sentence there is a, b, c, d, well when you talk until B, then you forgot. Then you repeat again from A, B, then C, then D. Have you done that?)

54 SA : *Pernah*

(Yes, I have)

55 R : *Nah kayak gitu biasanya kenapa?*

(Why did you usually do that?)

56 SA : *Kan soalnya itu ustadzah, kebanyakan kan kalok nga.. kayak gitu tu hafalannya kan yang depan ustadzah.*

(Well because Miss, mostly well if not something like that the memorization is the front part miss)

57 R : *Hmm..*

58 SA : *Ini kan nanti kalok ada yang diulang, itu nanti inget lagi.*

(If it is a repeated part, (I) might remember again)

(SA.W13.53-58)

From above interview 1.1, student A stated that she would use *self repair or restructuring* when realizing that she could not continue her speech because of forgetting some part of her speech. She used it in order to recall her memory or to memorize her written speech concept. Usually, she would repeat the front word of the sentence because the most remembered one was the front part of the sentence. Student A seemed to rely on her speech concept when she delivered her speech.

### Interview 1.2 (Student E)

63 R : *Terus kalau misalkan anti tiba-tiba blank gitu, terus diem, istilahnya bingung mau ngelanjutin pidato anti biasanya gimana?*  
(So if for example you suddenly become blank something like that, then silent, I mean confused in continuing the speech. what do you usually do?).

64 SE : *Biasanya ana agak ngambil yang dari sebelumnya. Ana jadi ntar biasanya agak ngulang itu gak seluruhnya, jadi diulang dikit kalok gak gitu biasanya agak mikirin ini aja, step setelahnya istilahnya habis ini enaknya njelasin apa gitu.*

(Usually I rather take from the previous one. So later on I usually rather repeat not all of them. So little bit repeat, if not like that usually I rather think like this, the next step I mean after this, what should I explain?)

(SE.W8.63-64)

In accordance with student A's statement, student E also admitted in the previous interview 1.2 that she usually used *self repair or restructuring* in order to think about the next part to be explained when her mind was blank or when she was confused in the middle of her speech.

### Interview 1.3 (Student D)

93 R : *Biasanya, kayak gitu, misalkan ya.. seperti "I want to.. I want to.." Mungkin, karena bisa jadi untuk melanjutkan gitu?*  
(Usually, like that, for example ya... like "I want to..". Maybe, because perhaps to continue some thing like that?)

94 SD : *Ingin menjabarkan lagi, jadi mencari kata-kata selanjutnya apa gitu.*

(I wanted to explain more about it, so I tried to look for the next words something like that).

95 R : *A... jadi mencari habis ini kata apa ya.. akhirnya ngulang lagi?.*  
(um.., so looking for what word after this.. Then (you) repeated again?)

96 SD : *Iya. (Yes)*

(SD.W12.93-96)

In above interview 1.3, student D admitted that she used *restructuring* in order to look for an appropriate word in completing the utterance or

explaining more about a certain topic. The main purpose of using *restructuring* was probably to prolong or to gain more time to think when looking for the appropriate utterance or memorize the concept.

#### **b. Pause, using fillers or Hesitation devices**

*Pause, using fillers or hesitation devices* was the second most popular strategy used by students in the speech extracurricular activity. All of the students employed this strategy. The interview data that revealed some reasons and purposes on using this strategy were presented as follows.

##### **Interview 2.1 (Student G)**

65 R : *Pernah gak misalkan berhenti atau misalkan “er..”, “er..” pernah kayak gitu, sering?*

(Have you ever paused your speech or said “er..”, “er..” in your speech?)

66 SG : *Kalau itu sering.*

(Yes, I do that often)

67 R : *Nah, itu biasanya anti “er..” maksudnya anti, dengan seperti itu, sebenarnya anti kenapa, kok kayak gitu.*

(well that’s usually you “er..” I mean you, by doing that. Actually why would you do that?)

68 SG : *Biasanya, apa ya..*

(Usually, What is it?)

69 R : *Atau mungkin sambil berfikir?*

(Or maybe while thinking?)

70 SG : *Iya, sambil berfikir kayak, nyari sambungan yang pas, walaupun out of concept gitu.*

(Yes. While thinking like... looking for an appropriate connection, even though out of concept something like that.)

(SG.W7. 65-70)

##### **Interview 2.2 (Student A)**

154 R : *Terus tapi biasanya kalau misalkan diem gitu kenapa?*

(Then why usually, if.. for example like silent, Why?)

155 SA : *Lagi... itu ustadzah, lagi mikir.*

(I was.. that’s miss, I was thinking)

156 R : *Mikir, yang mau diomongin apa.. gitu?.*

(Thinking, What do you wanna say. something like that?)

157 SA : *Iya* (Yes)

158 R : *Ow... ya ya. Sering pakai ini gak, a.. a.. gitu?*

- (Ow.. ya..ya.. Do you often use “er..”, “er..” . something like that?)
- 159 SA : *He'eh.* (Yes)
- 160 R : *Kenapa kok sering pakai itu?*  
(Why do you use it often?)
- 161 SA : *Karena kan di depan nervous ustadzah, jadinya agak blank*  
(Because well in the front nervous miss, so rather blank.)
- 162 R : *Iya,, terus pakai itu maksudnya untuk apa? Untuk berfikir juga, atau untuk apa?*  
(Yes.. So what is the intention of using that (filler)? For thinking or something else?)
- 163 SA : *Kalok ana, jadi buat mikir ustadzah.*  
(If me, so for thinking Miss)
- 164 R : *Jadi seperti, “a...”, “a...” sambil berfikir begitu?*  
( So like “er..”, “er..” while thinking something?)
- 165 SA : *Iya.* (Yes).

(SA.W4.154-167)

In both interviews 2.1 and 2.2 above, both student A and student G confessed that they used fillers to gain more time to think in order to look for an appropriate phrase to keep the communication flowing well. Student A also added that, she used fillers to look for an appropriate term or structure when she was nervous, although it might be out of the concept. Furthermore, in order to gain more time to think, students would also pause her speech.

Another interview revealed that students used fillers not only to gain more time to think, but also to divert the audience’s attention away from the difficulty that the speakers’ was facing in delivering their speech at that time. As student E reported in the interview 2.3 below.

### Interview 2.3 (Student E)

- 87 R : *Nah, terus anti sering menggunakan kata, misalkan “a..”, “mm..” kayak gitu, pernah gak?*  
(Well, than you often use the word for example “er..”, “mm..”, something like that? Have you ever done that?)
- 88 SE : *Pernah, tapi tidak terlalu. Mungkin kalau lagi agak bingung bagaimana menjelaskannya.*  
(Yes, I have, but not too often. Probably if I was confused of how to explain something)
- 89 R : *Jadi itu intinya, sebenarnya tujuan ngomong “er..” itu apa sih?*  
(So, that’s the point, what was the purpose of using “er..”?)
- 90 SE : *Mungkin untuk pengalihan perhatian penonton. Mungkin itu kan seperti membuat agar kita tidak terlihat diam banget.*  
(Maybe, It’s to divert the audiences’ attention. Maybe it’s well like making so that we don’t seem to be really silent.)  
(SE.W8.87-90)

Interview 2.3 below informed that student E preferred to use fillers in order to divert the audiences’ attention and to fill the gap in the communication process so that she did not look speechless. By doing so, she thought that the audience would not be aware of her mistake or gap in her speech. On the other hand, she might use fillers not only to maintain her speech flowing but also to hide her lack of language competencies.

However, the interview data indicated that the students used *pause, using fillers or hesitation devices* not only for gaining time to think in order to look for appropriate sentences, but also for distracting the audiences’ attention in order to hide their mistakes in front of audience.

#### c. Literal translation

In order to identify deeper about the students' reason on the use of *literal translation*, the interview data were displayed below.

### Interview 3.1 (student C)

92 R : *Nah.. terus kalo misalkan ngomong terus ni ya.. misalkan anti menerjemahkan, anti lebih suka atau biasanya menerjemahkan perkata atau keseluruhan. Langsung dilihat, kan dalam bahasa Inggris itu beda ketika kita memaknai perkata dengan keseluruhan itu maknanya beda. Anti biasanya memaknai perkata dulu atau langsung satu kalimat?*

(Well.. Then if for example talking continuously ya.. For example you translate, you prefer translating word for word or all. It can be obviously seen, well in english it is different when we make meaning word for word or all, the meaning is different. Do you usually make meaning word for word or directly all in a sentence ?)

93 SC : *Kalau misalnya sudah belajar, sudah tahu seperti istilah lughohnya (common expression) gitu lo ustadzah, ya saya akan berusaha pakai ustadzah, tapi kalau tidak terlalu ya saya ijarah perkata.*

(If for example I had studied, had known the common expression something like that miss, Yes I will try to use it miss, but if it is not too sure, well i used word for word.)

(SC.W2. 92-93)

Student C stated that she would have translated her utterances literally if she had not known the common expression or the term for expressing a particular object. In order to enrich the students' vocabulary and improve their language competency, language department of Boarding School gave the students some vocabularies and common everyday expressions. The students could use them in their daily conversation and in the speech extracurricular activity as well. Thus, students usually used *literal translation* when they did not know the vocabularies or the common expression to convey what they intended to say.



### **Interview 3.2 (student E)**

24 R : *Nah terus, kalau misalkan ngomong secara harfiah, kamu pernah gak?. Misalnya seperti kamu ngomong “want go where?” “kamu mau kemana?” gitu misalnya. Kamu pernah tidak menggunakan seperti gitu pada saat pidato? Mengartikan secara harfiah seperti itu?*

(Well then, if for example speaking literally, Have you ever done that? For example like you said “want go where?” instead of “Where do you go? Something like that for example. Have you ever done that in your speech?)

25 SE : *Leterlek? (Literally?)*

26 R : *Iya, leterlek. (Yes, literally)*

27 SE : *Mungkin.. tergantung sih kalau misalkan udah gak tau ngomong apa mungkin pernah sekali dua kali gak sadar.*

(Maybe.. well it depends, if for example I don't know what else to say, Maybe yes I have, once or twice unconsciously)

28 R : *Jadi seperti, ya.. kepepet gitu ya?*

(So, like ya.. urgent, something like that?)

29 SE : *Iya. (Yes)*

(SE.W15.24-29)

Above interview 3.2 informed that student E would use *literal translation* automatically in urgent situation when she did not know how to express something in the target language correctly.

All the interview data above indicated that some students encountered language resource problems for instance vocabulary problems and grammatical problems. Thus, the students translate the speech literally when they did not know the vocabulary or they could not arrange the speech which was grammatically correct.

#### **d. Appeals for assistance**

The observation data revealed that some students used *appeals for assistance* by asking the audiences' help implicitly. Furthermore, in the interview, students admitted that sometimes their friends helped them

because they paused their speech. As the student A and student G affirmed in the interviews below.

#### **Interview 4.1 (Student A)**

148 R : *Nah, kalau misalkan ini, tiba-tiba blank gitu, pernah gak bisik-bisik temennya, gitu?*

(Well, if for example like this, Suddenly blank like that, Have you ever whispered to your friend?)

149 SA : *Pernah.*

(Yes, I have).

150 R : *Biasanya kenapa kayak gitu. Biasanya nanya apa ke temannya?*

(Usually, Why did you do that? Usually, What did you ask to your friends?).

151 SA: *Biasanya temennya yang bantu.*

(Usually my friends help)

(SA.W4.148-151)

#### **Interview 4.2 (Student G)**

92 R : *Nah pas ditengah-tengah pidato itu anti misalkan, pernah gak, anti pas pidato tiba-tiba anti berhenti terus memberi clue (tanda) ke temannya, misalkan anti lupa vocab apa gitu pernah?*

(Well, In the middle of the speech, you.. for example, have you ever. You, during the speech suddenly you stop then give clue to your friends, For example you forgot what vocabulary you used. He you ever done that?)

93 SG : *Pernah.*

(Yes, I have)

94 R : *Itu biasanya gimana, semisal apa anti melirik seperti itu atau bagaimana?*

(That is usually, *How do you do that? For example whether you glance like that or how?*)

95 SG: *Itu kayak gini ustadzah.*

(It was like this Miss)

96 R : *Iya.(Yes)*

97 SG: *Biasanya ustadzah, temen ana sendiri ustadzah, jadi sebenarnya saya gak nglirik ke dia, tapi mata ana tu juga ke dia. Jadi gak begitu kelihatan gitu lo ustadzah.*

(Usually Miss, my own friends miss, so actually I did not glance at her, but my eyes also to her. So it was not really like that Miss.)

(SG.W7. 92 -97)

From both interviews 4.1 and 4.2, student A and student G informed that sometimes the audience helped them when they paused their speech in

order to think of some utterances. Furthermore, student G affirmed that in order to get the audiences' assistance, she would glance at the audience and give them a sign implicitly to inform them that she needed a help.

#### **Interview 4.3 (Student C)**

44 R : *Terus kalau misalkan pas tidak menguasai kosa kata atau misalkan ada vocab yang tidak tahu, itu gimana? Mungkin, nanya ke temen, pernah tidak? Atau misalnya memancing audience.. misalkan "What do you.. ?" "Do you know the mean A?" gitu pernah?*

(Then, if for example when you did not master the vocabulary or for example there was vocabulary you did not know, how was it? Maybe, asking to friends, have you ever done that? Or for example triggering the audience.. For example by asking "what do you...?" "do you know the mean of A? Have you ever done that?")

45 SC : *Kalau seumpama buat nanyain ke audience sih pernah ustadzah, cuman kalau seumpama ana sendiri lupa vocabnya gitu ustadzah udah disediakan kamus kan ustadzah.*

(If for example for asking to the audience, I have done that Miss, but if probably I my self forgot the vocabulary like that Miss the dictionary was actually available Miss).

(SC.W2.44 -45)

Different from other students' opinion, in interview 4.3, student C confessed that the availability of dictionary was useful when she forgot the vocabulary. The interview data showed that student B tended to use the dictionary rather than to ask the audiences' assistance. In conclusion, the interview data indicated that students used appeals for assistance not only by asking the audiences' help but also by consulting the dictionary.

#### **e. Generalization**

*Generalization* refers to generalizing the term based on the similarity of the lexical meaning. The students' reasons of using this strategy were presented in the interviews below.

**Interview 5.1 (Student D)**

- 108 R : *Nah kalau misalkan ada kesulitan vocab gitu pernah gak merasa?*  
(Well if for example there is difficulty in vocabulary, Have you felt that?)
- 109 SD : *Pernah. (Yes, I have).*
- 110 R : *Nah solusinya gimana?*  
(Well, How was the solution?)
- 111 SD : *Mencari..pasti ada bahasa lain yang biasanya dipakai.*  
(Looking for.. there must be other languages that were usually used).
- 112 R : *Ow... anti biasanya menggunakan bahasa-bahasa yang memiliki makna yang dekat dengan itu?*  
(Oh.. you usually use the language term which had similar meaning with that one?)
- 113 SD : *Iya. (Yes).*

(SD.W11.96 - 101)

**Interview 5.2 (Student D)**

- 11 SD : *Biasanya kan kalau memang lupa vocabnya kan nyari yang mendekati kata-kata itu apa. Tapi kalau sudah bener-bener lupa, diucapkan pelan-pelan sambil makai... (bahasa Indonesia).*  
(Usually, well if indeed I forgot the vocabulary, I will look for the word that had the closest meaning with that vocabulary. But if i really really forgot I usually say it slowly while using (Bahasa Indonesia).

(SD.W12.11)

Both interviews 5.1 and 5.2 above revealed that the students used *generalization* when they encountered vocabulary difficulties. In order to maintain the speech flowing smoothly and to deliver the message clearly, the students could try to look for another vocabulary that lexically had similar meaning with the intended vocabulary.

**f. Code Switching**

Sometimes students used their native language or other foreign languages when they were speaking in English. It means that they were applying *code-switching* strategy. Both student B and student C admitted in

the interview that they would accidentally use *Bahasa Indonesia* when they did not know the vocabularies.

#### **Interview 6.1 (student B)**

139 R : *Nah, pernah gak kalau tiba-tiba diam, karena gak tahu bahasa Inggrisnya trus pakai bahasa Indonesia gitu?*

(Well, Have you ever used if suddenly silent, because you did not know its English word then you used Bahasa Indonesia, something like that?)

140 SB : *Mungkin satu dua tiga kali nyeplos gitu.*

(Maybe, once or twice I blurted it like that)

141 R : *A... gitu, itu tapi gak sengaja berarti?*

(Ah.. *I see. So, did you do it accidentally?*)

142 SB : *He'eh gak sengaja.*

(*Yes, I did it accidentally*)

(SB.W5.139-142)

#### **Interview 6.2 (student C)**

50 R : *Nah, pernah gak karena gak tahu vocabnya ya udah pakek aja bahasa Indonesianya?*

(Well, have you ever because you did not know the vocabulary. Well then just used the Indonesian?)

51 SC : *Enggak pernah ustadzah, keceplosan mungkin.*

(Never miss, I blurted it maybe)

(SC.W2.50 -51)

Interview 6.1 and 6.2 indicated that student B and student C used this strategy accidentally when they encountered vocabulary problems. It can be assumed that the students used *code switching* in order to overcome the language deficit problem especially the lack of vocabulary.

#### **g. Message Abandonment**

From the observation data, it was found that students used *message abandonment* 6 times. Conversely, the interview data gave the information that the students never employed *message abandonment* in their speech.

They admitted that they would try to continue their speech rather than leave the message incompletely.

#### **Interview 7.1 (Student D)**

37 R : *Nah, terus kalau misalkan anti blank gitu, bingung mau ngomong apa. Nah itu anti biasanya gimana solusinya? Anti tiba-tiba “duh.. ngomong apa ya?”. Anti kayak gitusolusinya gimana?*

(Well, then if for example you were blank something like that, did not know what to say, how did you find the solution? You suddenly, “what am I going to say ya?” How was the solution? )

38 SD : *Aa.. tetap melanjutkan dengan, dari bahasa, mencari topik yang sama tapi dengan bahasa yang sudah difahami.*

(Er... still continuing with, from the language, looking for the the same topic with the language which is already understood)

39 R : *Intinya dengan mungkin dengan bahasa yang, ya anti faham, maksudnya anti enak lah gitu menyampaikannya, gitu?*

(The point was, maybe with the language which, ya.. you understand, I mean is it comfortable for you to deliver it, something like that?)

40 SD : *Iya (Yes)*

(SD.W16.37-40)

From the above interview 7.1, it could be assumed that student D would try to continue her speech rather than use *message abandonment*. She would try to keep the original message. Furthermore, students preferred to use other strategies rather than use *message abandonment*.

#### **Interview 7.2 (Student E)**

65 R : *Misalkan nih, anti mau menjelaskan satu kalimat gitu, tiba-tiba ditengah tu anti lupa, nah anti memilih untuk berfikir untuk melanjutkan atau ganti yang lain?*

(For example, you want to explain one sentence something like that, suddenly you forgot, well did you prefer to think for continuing or change to something else?)

66 SE : *Ganti yang lain kalau semisal ana lupa.*

(Change to something else if for example I forgot)

67 R : *Jadi berhenti gitu. Ganti topic lain gitu?*

(So, stop like that. Change to other topics something like that?)

68 SE : *Itu masih dalam satu kata kan? Kalau misalkan lupa, nanti ganti yang lain tapi perumpamaan yang agak mirip gitu.*

(That was still in one word right? If for example I forgot, later I change it to another one that had similar meaning).

69 R : *Kalimatnya yang ganti. Hmm tapi intinya, pesannya sama?*  
(It's the sentence that change, mm.. but the point was, the message was the same?)

70 SE : *Iya. (yes).*

(SE.W8. 65 – 70)

Interview 7.2 showed that student E intended to use *generalization* rather than leave the message incompletely or changed the topic when she encountered difficulties. However, both examples demonstrated that students tried to look for the solution to continue their message and they would not leave the message incompletely.

#### **h. Smurfing (Use all of Purpose Word)**

*Smurfing* or *use all of purpose word* refer to the use of an empty word in order to fill the gap in vocabulary command. The interview data concerning the students' reason on using *smurfing* would be explained later.

#### **Interview 8.1 (Student D)**

45 R : *Nah kalau kayak misalkan, pernah menggunakan kata-kata yang umum seperti sering menggunakan "so", "that". Jadi kayak, "that..", "that..", "that..". Jadi menggunakan kata-kata itu sebenarnya bukan karena srukturnya seperti itu, jadi kayak buat tambahan aja gitu.*

(Well if for example, you have used common words such as "so", "that". So it was like "that.. that.. that". So you used those words actually was not because the structure was like that, so it was like only for addition something like that.)

46 SD : *Lumayan.*  
(quite often).

47 R : *Itu biasanya, maksudnya kenapa kayak gitu?.*  
(It was usually, I mean why did you do that?)

48 SD : *a.. kadang untuk menjabarkan. Ya mencari (tertawa), mencari.. sambil mencari kata-kata, sambil berbasa basi. Intermezzo.*  
(er.. Sometimes for explaining. Ya.. looking for (laughing), looking for.. while looking for the words, while doing a small talk. Intermezzo).

(SD.W16.45 – 48)

The above interview gave an information that student D used *smurfing* strategy in order to initiate a small talk with the audience while she was looking for an appropriate vocabulary. The reason of using *smurfing* was because of the students' vocabulary problem so that in order to fill the gap, they would use *smurfing* rather than leave it blank or silent.

#### **i. Paralinguistic Strategies**

From the observation data, it was reported that the students only used this strategy once. *Paralinguistic strategies* are the non-linguistic strategies such as body gesture, mime, hand movement, and facial expression. Students stated that using hand movement was really useful to make their speech more expressive as student E reported in the interview 9.1 below.

#### **Interview 9.1 (Student E)**

41 R : *Atau kalau gerakan tangan gitu. Ada maksudnya, mungkin ada yang gerakan tangan itu untuk menjelaskan sesuatu tertentu gitu ya?*

(Or if using hand movement something like that. There was an intention, maybe there was a hand movement for explaining about a certain matter something like that?)

42 SE : *Iya. (Yes).*

43 R : *Iya, berarti kayak a.. apa ya istilahnya, untuk kata, untuk sebagai penunjuk?*

(Yes, it means er... what is the term, for the word, was it for a clue?)

44 SE : *Biasanya kan ya buat mengekspresikan supaya kan katanya kalau pidato biar, ya udah harus lebih diekspresikan gitu.*

(Usually, well ya.. for expressing so that well.. it was said that if delivering a speech in order to, ya.. it must be more expressed something like that).

45 R : *Hmm.. terus ya berarti intinya, buat lebih ekspresif, gitu?.*

(eum... So ya.. it means the point was, for making it more expressive, something like that?)

46 SE : *Iya. (Yes)*

(SE.W8.41 – 46)



Student E admitted that she used *paralinguistic strategies* especially hand movement in order to make her speech more expressive. It seemed that she did not use this strategy for a problem solver, but as the completion to make her speech more expressive.

Furthermore, student C added that she used hand movement if she had prepared the material beforehand. She used it to convey some certain messages to the audience as she said in the interview below.

**Interview 9.2 (Student C)**

- 22 R : *Jadi ya.. mungkin gerakan tangan gitu ya? Nah, sebenarnya gerakan tangan itu, anti ada maksud tertentu untuk menyampaikan sesuatu atau ya.. reflek aja gitu?.*  
(So, ya.. maybe hand movement something like that ya? Well, actually that hand movement, you had a certain intention to convey something or ya.. reflex something like that?)
- 23 SC : *(ketawa) Kalau semisalnya sudah benar-benar persiapan gitu ya.. ada maksud tertentu, kalau enggak ya.. reflek aja.*  
(laughing) If for example have been really prepared something like that ya.. there was certain intention, if there was not ya.. just reflex).

(SC.W2. 22 – 23)

Both of the students' reports above indicated that the students used *paralinguistic strategies*, such as using hand movement, in order to explain certain term and to make their speech more expressive. By considering the statements from both interviews above, it seemed fair to conclude that the reason on using hand movement was to make the speech clearer and easier to be understood by the audience. The students wanted to deliver their speech more expressive so that the audience could understand the message easily.

## **j. Paraphrase**

*Paraphrase strategy* was used by students only once in their speech.

The interview revealed that the students possibly used *paraphrase* due to vocabulary problems, as student A reported in the interview 10.1 below.

### **Interview 10.1 (Student A)**

47 R : Maksudnya karena gak tahu artinya, akhirnya gimana caranya anti menjelaskan itu tetep menggunakan bahasa inggris tapi dijelasin gitu, gak langsung menyebut itu kata apa, pernah?

(It means because you did not know the meaning, finally how the way you elaborating it persistently using english but it was elaborated something like that, not directly mentioning what word it was, have you ever done that?).

48 SA : *Pernah.*(Yes, I have)

49 R : *Nah, kayak gitu biasanya kenapa?*  
(Well, Why did you do that?. )

50 SA : *Ya.. karena kan itu ustadzah, kurang menguasai vocabnya.*  
(Ya.. Because well that was Miss, the lack of vocabulary mastery)  
(SA.W13.47 – 50)

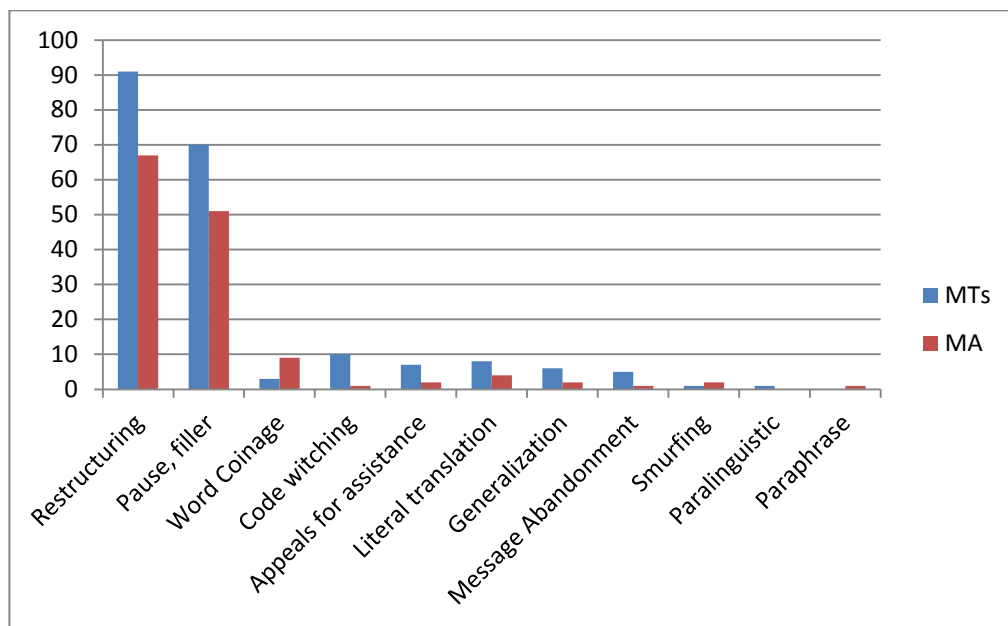
From above interview 10.1, student A reported that she used *paraphrase* because of the lack of vocabulary mastery. When she did not know the vocabulary she would try to elaborate it in English. She would paraphrase the vocabulary in order to make sure that the audience understood what she intended to say.

## **3. The Different Communication Strategies Used by MTs and MA**

### **Students**

By dealing with observing two levels of students (MTs and MA students), the different performances on using communication strategies were possible to be found. Both MTs and MA students' experiences in studying English in school were perhaps different. In accordance with Permendikbud (2016), the material of English of Senior Secondary School is more complex

than Junior Secondary School in spite of the same approach on both of them. It was possible for both groups to have different language abilities and they might also employ communication strategies differently.



**Figure 3.** the different use of communication strategies of MTs and MA students

Figure 3 above showed that both of MTs and MA students almost employed the same types of communication strategies. Only *paralinguistic* and *paraphrase* strategies were not used by both of MA and MTs students. *Paralinguistic strategy* was only used by MTs students, meanwhile *paraphrase* was only employed by MA students.

However, in order to identify the different uses of communication strategies between MA and MTs students, identifying table 9 and table 10 below were suggested.

**Table 9.** Communication strategies used by MTs Students in speech

No	Strategies	SA	SB	SC	SD	Total
1	Self Repair (Restructuring)	18	40	25	5	91
2	Pause, using fillers or hesitation devices	20	26	17	8	71
3	Word Coinage	-	-	-	3	3
4	Code switching	8	2	-	-	10
5	Appeals for assistance	1	3	3	-	7
6	Literal translation	4	2	-	2	8
7	Generalization	1	3	-	2	6
8	Message Abandonment	-	4	1	-	5
9	Smurfing (use all of the purpose words)	-	-	-	1	1
10	Paralinguistic strategies	-	-	1	-	1
11	paraphrase	-	-	-	-	0
TOTAL		43	75	58	22	203

**Table 10.** Communication strategies used by MA Students in speech

No	Strategies	SE	SF	SG	SH	Total
1	Self Repair (Restructuring)	27	22	9	9	67
2	Pause, Using fillers or hesitation devices	10	23	10	8	51
3	Word Coinage	9	-	-	-	9
4	Code switching	-	1	-	-	1
5	Appeals for assistance	1	1	-	-	2
6	Literal translation	1	1	2	-	4
7	Approximation (Generalization)	1	1	-	-	2
8	Message Abandonment	1	-	-	-	1
9	Smurfing (use all of the purpose words)	-	-	2	-	2
10	Paralinguistic strategies	-	-	-	-	0
11	paraphrase	1	-	-	-	1
TOTAL		49	46	23	15	140

As shown in Table 9 and 10, both groups mostly used the same types of communication strategies. On the whole, there was no considerable difference on the use of communication strategies by both groups. The conspicuous

differences on the use of communication strategies between MTs and MA students were its quantity. MTs students used more communication strategies than MA students. They used communication strategies 203 times; meanwhile MA students used it only 140 times.

## **B. Discussions**

Referring to the observation results in the speech extracurricular activity, all of the eight students employ 11 various communication strategies. The interview results, nevertheless, reveal that the students have some reasons why they use certain strategies. The discussions cover the types of communication strategies use by the students and the reasons behind the implementation of those strategies. Further discussions are elaborated as follows.

It has been explicated in Chapter II that there are two kinds of actions related to communication problem encountered by students. They are *reduction strategies* and *achievement strategies*. In this part of the discussion, the students' use of *achievement strategies* is explained first.

*Self repair or restructuring* is the most favorable strategy applied by all of the students. Students repeat some words or reiterate the initial words many times. *Restructuring* and *self repair* are similar which both refer to students' effort to set up a new speech-plan when the original one is failed (Willems, 1987: 355). Students admit in the interview that they use *self repair or restructuring* to recall their memory when they forget some part of their speech. They apply this strategy by repeating the front part of the sentence since the most remembered one is that front part. A potential explanation about this finding is that the students already

have what they intend to say in their memory since they have written their speech concept beforehand. However, students have stored all the information of their written concept either in their short-term memory or in their long-term memory and students need to recall it. According to Owens (2012: 73), the best way to recall the memory is by processing the information deeply which include semantic interpretation and elaboration and relating to the existing knowledge. Sometimes, students need more time to recall their memory. Thus, when they fail to construct a complete sentence they repeat some part of their speech in order to stall time because they need more time to process and elaborate the information which have been stored in their memory. Moreover, this finding is in line with Maldonado (2016: 82) who states that in order to gain time to think the word needed and to keep continue communicating, students need to use *self repair*. In the same vein, Ghout-khenoune (2012: 775) also finds out that using *self repair or restructuring* may cost a lot of time.

Furthermore, findings on the use of *self-repair and restructuring* illustrate that students also use *self-repair* to self correct their own speech (Dörnyei & Scott, 1997: 190). When students made some mistakes or errors, for instance mispronunciation or grammatical errors, they directly correct it by repeating it. This finding indicates that students are aware of their own mistakes and they are monitoring their grammar. Students tend to often monitor their performance because they are afraid of making mistakes (monitor over-user). Therefore, they self-correct their mistakes and errors in the middle of their utterances (Krashen, 2009: 19).

*Pause, using fillers or hesitation devices* is found to be the second most favorable communication strategies used by students. The research data reveal that students use most of non-lexicalized fillers such as “er..”, “eum..”, sort and long pause in their speech to stall time in order to look for an appropriate vocabulary and to determine the correct structure. However, this finding is aligned to Mariam (2014: 173) who confirms that the students employ fillers in order to fill the gaps while thinking some ideas to explain their messages. Furthermore, the use of fillers “er”, “um” (non-lexical fillers) is not only for filling the gap in communication, but also for leading the listener to expect new information independently of other character of disfluency of speaking (Barr & Seyfeddinipur, 2010). This disfluency occurs because students may be unfamiliar with the topic (Corley & Stewart, 2008: 590).

Pertaining to the disfluency of non-lexical fillers, the teacher can teach the students more about other fillers, for instance lexicalized fillers such as “*how do I say this*” and “*what should I say*”. The use of lexicalized fillers will help students to employ their vocabulary to fill the gap in communication while thinking about the appropriate utterances. It also indicates that the students are willing to take a risk of using the target language (Mariam, 2014: 173). However, fillers are like two sides of a coin. On one hand, fillers can give a negative perspective as a disfluency of speaking, but on the other hand, fillers can also show that the speakers are trying to convey the message and taking a risk on using the target language.

With regards to the result above, both *Self repair or restructuring* and *pause, using fillers or hesitation devices* function as strategies to maintain the communication channel open accordingly with time pressure related problems. Therefore, students often use these two strategies simultaneously. When students want to look for an appropriate term or to think about the word needed, they will prolong the time by restructuring their speech and use fillers or pause their speech to keep continue communicating.

When students do not know the vocabulary, they use the terms that are not normally used in the certain context. Students use *generalization* as they think that it is possible to use the term to convey the intended meaning (Færch & Kasper, 1984: 50). For example, student use the terms “do” instead of “deed” and “knowledge” instead of “lesson” in their speeches. Through the interviews, the students admit that they use *generalization* in order to keep the speech flow smooth once they encounter difficulties due to vocabulary limitation. This finding is similar to what is discussed by Al alawi (2016: 7) who reveals that students look for alternative terms which express the meaning as closely as possible to the target lexical in order to convey the expected meaning.

The next strategy used by students is *word coinage* where the students creatively construct a new L2 word based on the supposed rule (Dörnyei, 1995: 58). In the present study, students produce unavailable English word to express something based on the familiar pattern. They think that some words have the same pattern as shown by the data in student E’s speech. She uses the word “*differeneity*” to express “differences” (noun). She believes that the suffix “*-ity*”



can be added to the adjective “different” which forms a noun: “differenity”. The word “differenity” is not available in both English and Bahasa Indonesia. Contrary to this finding, the previous research reveal that students seldom use *word coinage* because they are afraid of being laughed by their friends (Nakatani, Makki, & Bradley, 2012: 73). They can also make more errors and mistakes if they employ *word coinage* in their utterances. Romadlon (2016: 20) adds that to apply *word coinage* students need to think it twice to construct the new word. One possible explanation relating to this finding is that by applying this strategy in their speech, the students are brave enough to take a risk. Moreover, it also proves that the students have high self-esteem. Risk taking factor can also connect closely to self-esteem. When student with high self-esteem make a mistake, he/she will not be afraid of being laughed at (Brown, 2007: 161). So, students are not afraid to use word coinage in their speech.

*Appeals for assistance* are also employed by students. Willems (1987: 355) explains that this strategy is divided into three types; *implicit*, *explicit* and *checking question*. The observation results show that most of students use *implicit appeals for assistance* where the students implicitly ask the audiences’ assistance by pausing their speech, taking a glance to the audience, and giving the audience a hint that they need help. Students try to make it not too obvious that they encounter difficulties and need help. One of students also use *checking question of appeals for assistance* by asking the audience to verify whether she says the correct speech or not. Moreover, another student also uses the assistance of dictionary to help her find the difficult vocabulary. Accordingly, the interview

data reveal that sometimes the audiences help the speaker willingly without being asked by the speaker. One student adds that she prefers to open the dictionary rather than asks the audiences' assistance. This finding is in line with Kellerman & Bialystok (2014: 37) and Brown (2007: 140), who propose that students may directly ask for teachers' or friends' help to verify the correctness of their utterances. They may also consult to the dictionary if they encounter difficulties regarding words or phrases in their speech.

Students also employ *literal translation*. Literal translation means students translate a lexical item, idiom or compound words literally from native to the target language (Dörnyei, 1995: 58). The observation data reveal that students translate literally from *Bahasa Indonesia* when they do not know the common English expression or they never learn the English term before. It is indicated that students' vocabulary mastery need to be improved. The strong influence of their native language also give an effect on the use of a literal translation (Al alawi , 2016: 7). They pick up the similiar meaning words from their native language and translate it word for word. Moreover, the students' grammatical mastery may also affect the use of *literal translation*; they still do not master the rules on applying the correct sentence well (Simbolon, 2015). If students understand well the rules of arranging the correct sentence, they will translate it correctly.

Another strategy employed by students is *code-switching*. Students use this strategy by explaining the meaning of an English word to the audience using their native language (*Bahasa Indonesia*) in order to make sure that the audience understand what they (the speaker) say. Sometimes students use *code-switching*

by changing just one or two words so that the listener understand what is being talked about (Brown, 2007: 139). In this finding, the speaker use Bahasa Indonesia to explain difficult English vocabulary to the audience because both speaker and audience have the same native language background which is Bahasa Indonesia. This finding is in line with Sukirlan's (2014: 2036) study who states that students who have the same native language background commonly use *code-switching* when they encounter communication problem. They may use their native language as an utterance initiator because they have limited target language vocabulary (Krashen, 1981). Contrary to this finding, the interview data reveal that the students will not use *Bahasa Indonesia* to explain the meaning of difficult vocabulary. They will try to paraphrase the difficult vocabulary rather than use their native language.

The next strategy implemented by the students is *smurfing* which refers to the use of empty lexical to fill the vocabulary gap (Dörnyei, 1995: 58). The observation data show that students use an empty or meaningless word such as “what..” and “that” in their speech. In the interview, students admit that smurfing is used to look for an appropriate term in explaining the content of the speech and to initiate a small talk with the audience. Surprisingly, students use *smurfing* and *self repair* simultaneously. After filling the vocabulary gap with an empty word, they restructure their speech and replace the vocabulary gap by using the intended vocabulary or phrase. Students use *smurfing* in order to maintain the sustainability of their communication when they encounter vocabulary difficulties (Nakatani et al., 2012: 75). Students may use *smurfing* due to the lack of vocabulary.

*Paralinguistic strategies* are the least strategy used by students. This strategy refers to the use of nonlinguistic strategy such as gesture, mime, facial expression, sound imitation and other body languages (Dörnyei, 1995: 58). Students use it in order to make sure that what they are saying make sense and is correct. In accordance to this, students state in the interview that they use hand movement in order to make their speech more expressive so that the audience understand their speech easily. Thus, students use specific body language to illustrate certain difficult word in order to explain it to be understood (Hardianti, 2016: 30). Students may use this strategy when the audiences do not seem to understand what the speaker is saying. The minimum use of this strategy indicate that the audience understand the speakers' speech well.

*Paraphrase* is another strategy least employed by students. Willems (1987: 355) classifies this strategy into three categories; description, circumlocution, and exemplification. Students seldom use *paraphrase* because it needs more complex skill to produce the target language (Nakatani et al., 2012: 79). In contrast, some students claim that they possibly use *paraphrase* by explaining difficult or missing vocabulary using the target language when they encounter some language difficulties, especially due to insufficient vocabulary. This finding supports Sukirlan's research (2014: 2036) which finds out that in order to overcome some language difficulties, students describe the characters of action or object instead of using a proper target language terms or structure.

Related to *avoidance strategies*, students only use *message abandonment*, and none use *topic avoidance* in their speech. Students use *message abandonment*

by leaving the sentence incompletely and generate a new sentence. Students admit that they use this strategy when they feel nervous and do not know the vocabulary. This may happen due to the students' language problems. This finding is in correlation to Nakatani et al., (2012: 73) who state that students employ *message abandonment* due to the limited language capability so that they cannot continue their speaking effectively.

The low occurrences of *message abandonment* and the absence of *topic avoidance* in the students' speech indicate that students are trying to keep the original message rather than to change it. They tend to use *compensatory strategies* rather than *reduction strategies*. Corresponding to this, Omar, Embi, & Yunus (2012: 542) also claim that among the several communication strategies, students use more compensatory strategies rather than reduction strategies in order to grasp the original message.

Moreover, the main purpose of using communication strategies is to solve some problems in communication namely *problem-orientedness* which consists of four types of problems: *own performance problem*, *other related problem*, *time-pressure related problem* and *resource deficit problem* (Dörnyei & Scott, 1997: 182–183). According to the aforementioned discussions, the students' reasons in using communication strategies is due to the *resource deficit problem*.

*Resource deficit problem* relates to the speakers' deficit knowledge of vocabulary, intonation, pronunciation, spelling and others in the target language (Dörnyei & Scott, 1997: 183). As reported by students in the interview, due to vocabulary limitedness, students use some strategies such as *literal translation*,

*appeals for assistance, substitution, generalization, code switching, topic avoidance, message abandonment, smurfing and paraphrase.* However, the students' vocabulary mastery influence the students' speaking ability (Dewi & Jimmi, 2018, p. 82). Students with good vocabulary mastery communicate better than those who do not master the vocabulary well. Moreover, the students' lack of grammatical understanding also causes students to use communication strategies such as *Literal translation, topic avoidance, and message abandonment.*

Another problem that brings effect on the students' use of communication strategies is *own performance problem.* This problem is related to the problem encountered by students because of their self performance. Students realize that sometimes they make a mistake when delivering their speech such as mispronunciation and choosing incorrect words or phrases. The findings show that students apply *self repair or restructuring* when they realize that they are not able to continue their speech because of forgetting their speech concept or making mistake. They are aware of their own mistake and try to solve the problem by employing *self repair* strategy.

Some communication strategies are also used by students to solve *time-pressure related problem.* Several students use these strategies in order to gain more time to think. In order to explain a topic to the audience clearly and make the audience understand, the language use in a speech should be clear as well. With this consideration in mind, students need to think carefully about what they say. Students use some strategies such as *self repair or restructuring, pause, using fillers or hesitation devices* and *smurfing* in order to gain more time to think. As

student F and student G use fillers to prolong time to think and student D use *smurfing* to have a small talk with the audience while looking for appropriate vocabulary. They need more time to look for appropriate vocabulary or structure in order to keep the communication running well.

The last communication problem that also becomes one of students' reasons in using communication strategies is *other-related problem*. This problem deals with the speakers' view on the interlocutors' issues in their speech. Sometimes it refers to some strategies related to meaning negotiation. In the interview, some students report that they may use *paralinguistic strategy* because they want to make their speech more expressive so that the audiences understand their speech easily. Possible rationalization about this is that students may use *paralinguistic strategy* when the speaker considers that the audiences are having difficulties in understanding the speech.

Furthermore, the two different levels of students are observed in this research. The first are Junior Secondary School (MTs) students and the second are Senior Secondary School (MA) students. According to the observation data, it is shown that both groups have different frequency in the use of communication strategies. If we link it to the students' language competency, MA students tend to have more competency than MTs students. Possible explanation about this is that students with better language competency use less communication strategies rather than those who have lower competency. This findings is in relation to Hua et al., (2012: 841) who said that the low-level-proficiency students use communication strategies more frequent than the higher-level-proficiency

students. The result shows that the different level of students has an effect on the use of communication strategies in the quantity and not the quality. It is because both of groups used the same types of communication strategies, where MA students produced less frequently communication strategies than MTs students.

### **C. Limitations of the Research**

Some limitations in this research should be taken into account. The first one is that this research was conducted in a small scale sample. The research was conducted in one of Bilingual Islamic Boarding Schools. The subjects of research were MTs and MA students who used English as their second language. Due to limited time, the researcher could not observe a lot of students. The data collection can only carried out once a week because the speech extracurricular activity only takes place weekly.

Another limitation which was needed to be considered is that what have been discussed in this research is only a small part within the insight of communication strategies. The results of this research tend to focus on the use of communication strategies as problem solver. Students use most of the strategies in order to help them deal with their own problems in delivering their speech because the direct interaction between the speaker and the interlocutor is very limited.

To extend the understanding of communication strategies, especially for bilingual students, further research needs to be conducted in different contexts in wider population for instance the use of communication strategies in different task types or different activities. The research on the teaching of communication



strategies to the students need to be conducted also in order to find out how communication strategies are able to be taught for students and what is the appropriate way to teach communication strategies in a certain context.