



**AN ANALYSIS ON STRATEGIC COMPETENCE IN
TRANSACTIONAL CONVERSATION
(The Case of the English Department Students of UNNES
in the Academic Year of 2018/2019)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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2020

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DECLARATION OF ORIGINALITY

I, Desy Wulandari, hereby declare that this final project entitled "*AN ANALYSIS ON STRATEGIC COMPETENCE IN TRANSACTIONAL CONVERSATION (The Case of the English Department Students of UNNES in the Academic Year of 2018/2019)*" is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes or tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and list of references is given in bibliography.

Semarang, 25 November 2019



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MOTTO AND DEDICATION

You are beyond what you think

To:

My beloved late father

My beloved mother

My beloved sisters

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT for his bless hence I could finished this final project. Various obstacles and difficulties have been faced during completing this final project, therefore I would like to give my sincere gratitude to all people who have supported through their pray, motivation, and guidance. The gratitude is presented to:

1. The almighty Allah SWT for the blessing and mercy, hence I could complete my study in English Department Universitas Negeri Semarang.
2. Prophet Muhammad SAW and his family for the guidance in pursuing and achieving happiness in this world and the hereafter.
3. My beloved family for the sincere support and pray.
4. My beloved late father, Alm. Sukarman and my beloved mother, Nurhayati who give me the infinity love, pray, patience, and support hence I could complete my study.
5. Dean of Languages and Arts Faculty of Universitas Negeri Semarang, who has given permission to conduct this research.
6. Chairperson of English Department of Languages and Arts Faculty of Universitas Negeri Semarang, Widhiyanto, S.Pd., M.Pd., Ph.D., who has given permission to conduct this research.
7. Advisor I, Galuh Kirana Dwi Areni S.S., M.Pd., for her guidance and sugggestion to me, hence I could finish this final project.

8. Mrs. Girindra for giving a permission to conduct the research in her classroom.
9. Students of Transactional Conversation class A for the time.
10. All the lecturers of English Department Unnes for sharing their knowledge and experiences.
11. My best friends, Intan, Tika, Fisca, Debby, Tika Nur, for always holding my back, healing my pain, and never leave me behind.
12. My neighbor Aulia, Niken, and Puput who always cheer me up.
13. All of my friends at English Department in the Academic Year of 2015 especially class E for being great classmates.
14. All people who sincerly supporting me whose names I could not mention one by one.

This research requires more suggestions and criticism for it still lacks of perfection. I expect that this final project can be useful to all the readers.

ABSTRACT

Wulandari, Desy. 2019. *An Analysis on Strategic Competence in Transactional Conversation (the case of the English Department Students of UNNES in the Academic Year of 2018/2019)*. Final Project. English Department, Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Key words: *Strategic Competence, EFL Learners, Transactional Conversation*

In order to achieve the goal of English Language Teaching (ELT), EFL learners are required to develop five communicative competence. One of the language competencies which plays an important role in supporting learners' proficiency is strategic competence. The objective of the study was to display the profile of strategic competence that has been acquired by English Department students of UNNES in the academic year of 2018/2019 in their transactional conversation.

The study used descriptive qualitative research design. The type of data used in this study was observational data and more specifically recorded conversation. The subject of the study was EFL learners of class A in English Department Unnes in the academic year of 2018/2019. The research instrument used was worksheet. I used Celce-Murcia (1995) framework as the model to design the worksheet.

The findings of this study showed that students possessed all of the five strategic competence, but they majorly possessed on some components such as stalling (53%) and achievement (22%). During the conversation, students only applied fifteen percent (15%) of interactional strategies and five percent (5%) of avoidance and self-monitoring strategies. The results showed that the profile of strategic competence employed by the students was not fairly possessed. Students were not able to apply strategic competence effectively.

Based on the finding, I found that English Departement students still lack on some points and it may have some influences on their speaking skill since learners who can make effective use of strategies tend to learn languages better and faster than those who are strategically inept.

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CHAPTER I

INTRODUCTION

This chapter consists of six sections. The first section is background of the study. The second section is reasons for choosing topic. The third section is statement of the problem. The fourth section is objective of the study. The fifth section is significance of the study. The sixth section is the outline of the report.

1.1 Background of the Study

In learning English as a foreign language (EFL), English Department students' are required to acquire English better than other students. English Department students are required to possess four basic language skills, i.e., listening, speaking, reading, and writing. Speaking is one of four basic language skills and since it is considered a skill, it requires a high ability in producing good utterances as well as vocabulary, intonation, and fluency. Being able to be native-like speakers for EFL learners is a goal and even considered as the greatest achievement. From the point of view of English Department students, being fluent and natural in speaking is a must. Hence, the students have to listen and speak frequently so they can acquire the language properly. In order to acquire language, they have to pass through two processes in language learning. The processes are called explicit and implicit learning. Further explanation about implicit and explicit learning is defined by D. Anderson (2007, p.1) as the following statement:

Learning language is standardly held to involve both explicit and implicit psychological processes including explicit and implicit learning. Explicit learning is a learning process in which the learner will be consciously aware that he/she has modified his/her knowledge base. Whereas implicit learning is a learning process in which there will be a change in the learner's knowledge base but this will be outside his/her conscious introspection.

Both explicit and implicit learning are involved through students' psychological processes. Yet, implicit learning commonly becomes a problem for English learners since it is an invisible process which is unpredictable and hard to be learned especially in speaking. It is characterized by the fact that "implicit learning occurs without awareness or understanding of what has been learned." (Schmidt in Cook, 2006, p.1).

Krashen in Cook (2006, p.1) stated that "the term acquisition has been used to refer specifically to implicit learning of languages". The invisibility process of implicit learning further is discussed in language acquisition field. One of the discussions in language acquisition related to the topic is that in order to achieve the goal of English Language Teaching (ELT), EFL learners are also required to develop five communicative competencies namely linguistic competence, interactional competence, sociocultural competence, strategic competence, and discourse competence. As Hymes (1972) introduced the term communicative competence consists of five competence as mentioned before, Celce-Murcia (2007) proposed that communicative competence consists of five components: linguistic competence, strategic competence, sociolinguistic competence, actional competence, and discourse competence. This research will be focusing on strategic competence acquired by English language learners in

English Departement Unnes. According to Celce's Murcia Framework (2007), there are five types of strategies competence, they are (1) Avoidance, consists of message replacement, topic avoidance, message abandonment, (2) Achievement, consists of strategies of circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, word-coinage, literal translation from L1, foreignizing, codeswitching to L1 or L3, retrieval, (3) Stalling, consists of fillers, hesitation devices & gambits, self and other-repetition, (4) Self-Monitoring, consists of self-initiated repair, self-rephrasing, (5) Interactional consists of appeals for help, meaning negotiation strategies, indicators of non/misunderstanding, responses, comprehension checks. Terrel in Richard (1983, p.11) stated that "communication strategies are the essential part of language learning". Celce-Murcia (2007, p.50) also stated that "learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept."

According to Terrel and Celce-Murcia's statements which emphasize that strategic competence plays an important role in supporting learners' proficiency, I would like to analyze the profile of English language learners in English Department Unnes' strategic competence and display the common and the least strategies used as well as the problems and difficulties struggled by English Department students. Therefore, this research is entitled "AN ANALYSIS ON STRATEGIC COMPETENCE IN TRANSACTIONAL CONVERSATION BY ENGLISH DEPARTMENT STUDENTS OF UNNES".

1.2 Reasons for Choosing Topic

I choose this topic because of several reasons:

- 1) In order to be fluent in speaking English, English language learners have to acquire the language properly. It can be achieved by mastering five language competencies, one of the language competencies which plays an important role to support language learners' English ability is strategic competence. In addition, English learners' proficiency can be observed through strategic competence. From the analysis of students' strategic competence, we can make an assumption on how proficient English Department students' have acquired English.
- 2) As an EFL learner, I personally would like to present the result of the study as the reflection and help her and other students to learn more about communication strategies and how to apply them in daily English conversation practice since we often face difficulties to overcome communication breakdown.

1.3 Statement of the Problem

I present the statement of problem as “What is the profile of strategic competence that has been acquired by English Department students of UNNES in the academic year of 2018/2019 in their transactional conversation?”

1.4 Objective of the Study

The objective of the study is to display the profile of strategic competence that has been acquired by English Department students of UNNES in the academic year of 2018/2019 in their transactional conversation.

1.5 Significance of the Study

The study has several contributions theoretically, practically and pedagogically for English learners, teachers, and other researchers.

- a) Theoretically, the result of the study is expected to enrich new knowledge about strategic competence used by English language learners. Eventhough the study does not build a new theory in acquiring communicative competence, it is expected to be a reference for the next researchers and also for English teachers who would like to seek the profile of strategic competence that has been acquired by English language learners.
- b) Pedagogically, the research will give benefits to me and other students especially for English Education students as a prospective English teachers to start thinking on how important to teach strategic competence for students' acquisition to produce good English.

1.6 Outline of the Report

The research is divided into five chapters. Those five chapters consist of:

Chapter I, introduction of the research. It consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study and outline of the reports.

Chapter II, review of related literature. It consists of the descriptions of related literature such as the previous studies and theories used to support the research development. Theoretical framework is also presented in this chapter.

Chapter III, method of investigation. It focuses on discussing the research design, research site, participant, source of data, unit of analysis, instrument data analysis, procedure of collecting the data and the procedure of data analysis.

Chapter IV, findings. It presents a description of data analysis and the result by discussing the finding with related theories and previous studies.

Chapter V, conclusion and suggestion, is the last chapter in the research. The result of the data analysis will be briefly written in the conclusion. In this chapter, I also provide some suggestions for English language learners, teachers and next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews related literature of the study. This chapter consists of three discussions. The first discussion is review of previous studies in the same field and how the study is different from the previous studies. The second discussion is theoretical review. The third discussion is theoretical framework.

2.1 Review of the Previous Studies

A number of research studies have been performed to display the strategic competence used by students from different levels. These studies are conducted by Purbaningrum (2006), Hutama (2018), Maghfiroh (2010), Purnomo (2017), Christiyani (2010), and Zahroh (2009).

A research conducted by Purbaningrum (2006) on her final project focused on communication strategies employed by senior high school debaters to maintain their speech and how they construct the strategy. She applied the model of strategic competence proposed by Celce-Murcia et al. (1995). The research used audio transcription as data analysis. The research came with two conclusions. First, only four of the six strategies were employed by debaters. Those are avoidance or reduction strategy (3.56%), achievement or compensatory strategy (11.57%), stalling or time-gaining strategy (71.81%), and self-monitoring strategy (12.76%). Second, high school debaters used communication strategies with certain purpose or spontaneously whenever communication problems occur.

Another case of strategic competence employed by high school debaters is analyzed by Hutama (2018). Unlike Purbaningrum (2006), Hutama identified and classified students' strategic competence based on Tarone (1980)'s theory. She only focused on the types of strategic competence developed by the students during English debate activity. The research found that the highest frequency is Language Switch (24.03%), the second is Message Abandonment (14.29%), the third is Literal Translation with (13.63%), the fourth is Mime (12.99%), the fifth is Topic Avoidance (11.69%), the sixth is Appeal for Assistance with (8.44%), the seventh is Word Coinage (7.14%), the eighth is Approximation (4.54%), and the lowest frequency is Circumlocution (3.25%).

Another previous study was conducted by Maghfiroh (2010) on her final project. She used Celce-Murcia et al (1995) framework to identify the communication strategies employed by the students in the conversation. The result of the study shows that 47.90% of the total calculation of the strategies was stalling or time gaining strategies.

Another previous study was conducted by Purnomo (2017) on his final project. The subject of the study was young learners of a bilingual school. He used communication strategies taxonomy proposed by Celce-Murcia (1995). The result of the research shows that meaning and negotiation strategies were the most communication strategies used by the students. The percentage of other strategies were code switching (15.267%), non-linguistic means (9.924%), filler, hesitation devices and gambits (9.16%), literal translation from L1 (8.397%), self and other repetition (8.397%), message abandonment (6.87%), restructuring (6.87%),

appeals for help (3.81%), self-initiated repair (2.29%), foreignizing (0.763%), and retrieval (0.763%). According to the study, the use of communication strategy was influenced by extrinsic and intrinsic factors such as English knowledge inadequacy, forgetfulness, and environment.

Another previous study was conducted by Christiyani (2012) on her final project. The subject of the study were participants and trainers of conversation class at Primagama English Course. The study was aimed to describe the communication strategies applied by the subjects, to identify dominant communication strategies used by the subjects, and to explain the trainers' strategies to stimulate the participants to speak English. She used Celce Murcia framework to identify the participant's communication strategies and categorized the trainers' elicitation questions based on Slattery and Willis (2001). The result of the study shows that avoidance or reduction strategy (60.10%) was the most strategies used by the participants. Meanwhile, WH-question (32.52%) was frequently used by the trainers to stimulate the participants to speak.

Another previous study focusing on communication strategy was conducted by Zahroh (2009) on her final project. The research subject was English Department students in speaking class. She emphasized on the descriptions of conversations. The result of the study indicated that the students mostly used appeal to the authority and changed the code in the conversations.

A research conducted by Lasala (2014) focused on group discussions and structured oral interview between Philipines students with an American native speaker. The research findings show that the level of communicative competence

both in oral and writing skills of the students is acceptable. The average rate of students communicative competence in oral skill showed that in terms of grammatical competence, discourse competence they obtained 3.10, in sociolinguistic competence the students got 3.29, whereas in strategic competence students got an average rate of 3.12.

A thesis conducted by Selin (2014) examined the development of strategic competence used by EFL learner in oral interaction. He intended to explore the qualitative differences in the pupils' abilities to use strategic competence, particularly in the sense of adapting language to suit interlocutor and situation. He suggested that the use of strategic competence can be taught. He also claimed that strategic competence is better to acquire through natural conversation and it is not impossible to explicitly teach. Besides Per Selin, strategic competence research was also conducted by Dornyei and Thurrel (1991). They claimed that strategic competence is a crucial component of communicative competence for it largely determining the learner's fluency and conversational skills. They also suggested that strategy training facilitates spontaneous improvisation skills and linguistic creativity. On the other hand, in a research conducted by Paribakht (2016), the main problem addressed by the study was the nature of the relationship between speakers' proficiency level in the target language and their CS use. The subject of the study was adult learners, in this case, is Persian ESL students. The result of the study shows that strategic competence appears to develop in the speaker's L1 with the individual's increasing language

experience. He also suggested that the notion of strategic competence should be broadened to include all language related strategies.

2.2 State of the Art

Compared to the reviewed previous studies above, there are significant similarities and differences between the previous studies and the present study. The similarities are the competence analyzed in the study which is strategic competence and the framework used from Celce Murcia 1995. The first difference is that the present study analyze communication strategy used by EFL learners in English Department Unnes in the academic year 2018/2019, whereas the subject of the study from previous the studies are high school students, young learners, adult learners, and English Department students Unnes in the academic year of 2008/2009. The second difference is that the present study emphasizes on the profile of strategic competence employed by the students during conducting transactional conversation. There are two reasons why I emphasized on students' transactional conversation for the uniqueness of the study compared to the previous studies. First, I would like to see the naturalness occur during the conversation since transactional conversation is two ways communication which requires a longer response than other types of conversation. Second, in transactional conversation there is an exchange information between speakers in which they try to convey the meaning of their utterances which potentially emerges communication breakdowns hence their communication strategy will be clearly applied in the conversation to support their speaking.

By reviewing a number of previous studies above, I became interested to conduct the same topic with different research subject and object. By reading these studies as research references, I expect to give something new to the study.

2.3 Theoretical Background

Theoretical background of the study consists of relevant literature to support the present study. The relevant literature covers all elements involved in the study, i.e. what is speaking in EFL learning and how it connects to communicative competence which further is divided into several parts. This section also presents a specific discussion on strategic competence and types of conversation.

2.3.1 Speaking in EFL Learning

Speaking is one of four basic language skills that has to be possessed by English language learners. English language learners will never be capable to become a well-rounded English speaker if they failed to possess any of these skills. Speaking is considered as a skill for it produces utterances. A proper speaking skill contains a good possession of grammar, pronunciation, vocabulary (which is included as linguistic competence) and understands the context such as when, why and in what ways they produce a language (sociolinguistic competence). As stated by Chaney and Burk in Asfina (2017), “speaking is the process of building and sharing meaning through verbal and nonverbal symbols in various contexts”.

Burns & Joyce, 1997; Carter and McCarthy, 1995; Cohen 1996 also stated that:

Speaking is not only producing good utterances (verbal) but also aware of the context, specifically, they concern about the environment in when, why, and to whom they are speaking to as well as gestures, mimics and body language they use. In short, in certain factors, speaking is different

from a written language for speech has its own skills, structure, and conventions different from a written language.

The possession of linguistic competence and sociolinguistic competence helps language learners to convey the meaning of their speech. Such skills, definitely are only possible to be possessed by a well-rounded language speaker with a high ability to acquire language. In order to achieve these skills, it takes efforts like frequent training. Frequent training may be accomplished through a great deal of a learning process. Hence, English language learners have to learn stage by stage. English Department students in Unnes, for instance, have to take several subjects to help them acquire such competencies to support the advancement of their speaking skill. They have to take various courses in different levels in each semester. The students are not allowed to take the next level courses if their grade is under minimum. This regulation is applied because each level of these courses has different requirement of skill for the higher the level, the harder the course is. Besides, if the students have not mastered the previous course yet, they might not be able to follow the next level course. At the end of these courses, English Department students are expected to have improved their English proficiency. And in terms of speaking, English language learners should be able to express themselves on various topics in conversation. In addition, there are several elements for learners to manage, such as:

- 1) Using grammar structures accurately
- 2) Assessing characters of the target audience
- 3) Selecting vocabulary, the discussed topic, and the setting
- 4) Applying strategies

- 5) Using gestures or body language
- 6) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity (Brown, 1994)

(source: <https://www.fluentu.com/blog/english/advanced-english-conversation/>)

From the sixth elements mentioned above, there are some points which refer to other competencies besides linguistic and sociolinguistic competence. For instance, point number 1 (using grammar structures accurately) refers to discourse competence. Celce-Murcia (2007, p.46) defined that “discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message”. In addition, point number 4 (applying strategies) refers to strategic competence. Celce-Murcia & Thurrel (1995) defined that “strategic competence refers to the ability to overcome difficulties when communication breakdowns occur”.

As described before that speaking skill requires the mastery of linguistic competence and sociolinguistic competence, it also requires the ability of mastering discourse competence, strategic competence, and actional competence. Celce Murcia (2007) concluded that “these competencies (linguistic, strategic, sociolinguistic, actional, discourse competence) are what we called communicative competence”. A great speaking skill, therefore, is the integration of communicative competence.

2.3.2 Communicative Competence

A discussion on communicative competence is divided into several parts, they are the definition of communicative competence; models of communicative competence; strategic competence; and strategic competence framework proposed by Celce-Murcia 1995.

2.3.2.1 Definition of Communicative Competence

Refers to Bachman's (1990) definition of communicative competence, he emphasized that "communicative language ability is a concept of using knowledge and capacity for appropriate use of knowledge in contextual communicative language use". He emphasized that competence is dealing with the way how language is used for the purpose of achieving a particular communicative goal in a specific situation context of communication. As Bachman defined communicative competence as the ability to use knowledge and capacity, Canale and Swain (1980) and Canale (1983) in Bargaric (2007) defined communicative competence as "the concept of knowledge (conscious or unconscious) of an individual about language and about other aspects of language use". Canale and Swain (1980) also defined that "communicative competence is in four areas, such as words and rules, appropriacy, cohesion and coherence, use of communication strategies". Hymes (1995) also stated that "communicative competence helps someone to use a language effectively". From the definitions defined by linguists above, it can be elaborated that communicative competence is the ability to use knowledge effectively to achieve the communicative goal in language learning.

2.3.2.2 Models of Communicative Competence

Canale and Swain (1980) in Celce-Murcia (1995) proposed a comprehensive model of communicative competence by posited four components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Another model of communicative competence was also proposed by Bachman (1990) and Bachman & Palmer. They divided language into Organizational knowledge (Grammatical knowledge, textual knowledge), pragmatic knowledge (Lexical knowledge, functional knowledge) and sociolinguistic knowledge. Celce-Murcia (2007) stated that “the term ‘communicative competence’ has been in circulation for about forty years and in its development, communicative competence has been revised several times”. Celce-Murcia (2007) briefly summarized the evolution of communicative competence as the scheme below:

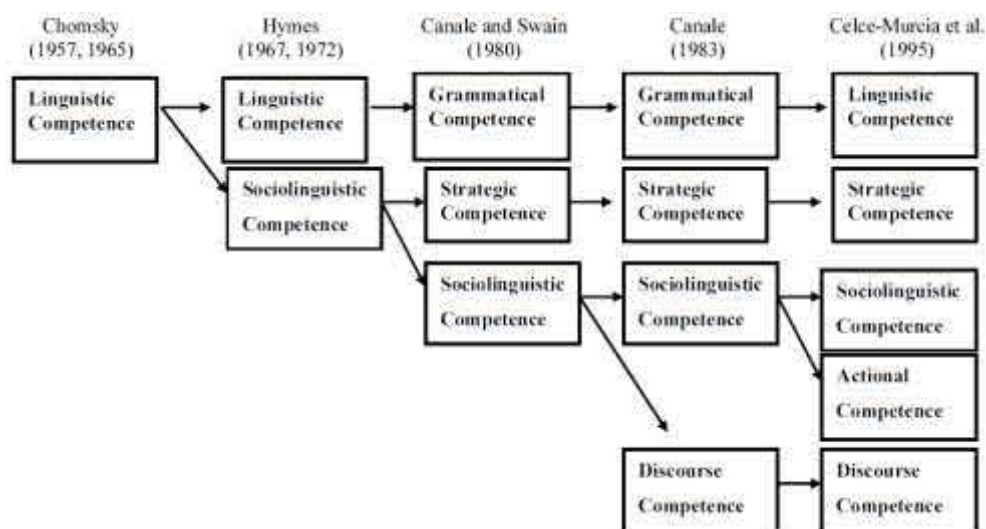


Figure 2.1 Chronological evolution of ‘communicative competence’
Source: Celce-Murcia (2007)

A communicative competence model proposed by Celce Murcia et al (1995) is divided into linguistic competence, strategic competence, sociolinguistic competence, actional competence, and discourse competence. She proposed that actional competence should be added to communicative competence. To describe the interrelationship between these components, Celce-Murcia (2007) proposed a new schematic of communicative competence components as follows.

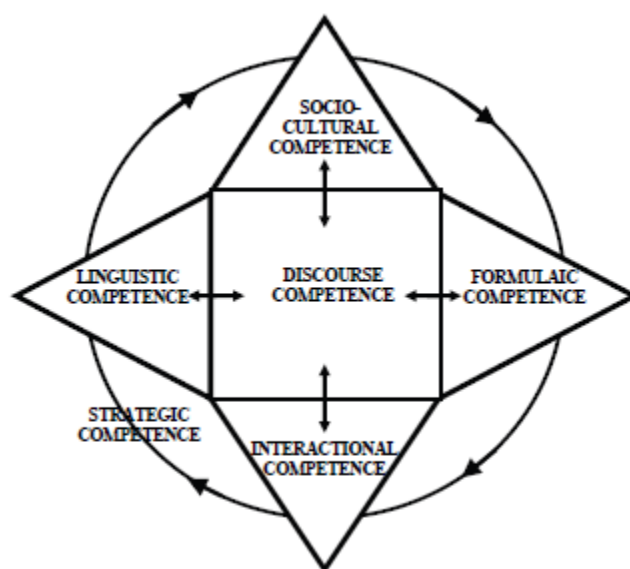


Figure 2.2 Revised schematic representation of 'communicative competence'
Source: Celce-Murcia (2007)

The circle in the middle of the scheme is discourse competence as the center of the communicative competence. The arrows show the interrelation between competences. Strategic competence is illustrated surrounding the four competencies. Here is the brief explanation about the components of communicative competence according to Celce Murcia 2007:

- 1) Sociocultural Competence refers to someone's knowledge about how to convey a message appropriately by concerning the cultural context of

communication. There are three most crucial variables of sociocultural competence, such as social context factors, stylistic appropriateness, and cultural factors.

- 2) Discourse competence deals with cohesion, deixis, coherence and generic structure.
- 3) Linguistic competence includes four types of knowledge, they are: phonological, lexical, morphological and syntactic
- 4) Formulaic competence refers to fixed and fabricated chunks of language. It deals with routines, collocations, idioms, and lexical frames.
- 5) Interactional competence contains three sub-components relevant to the current model, they are actional competence, conversational competence, and non-verbal/paralinguistic competence.
- 6) Strategic competence is the specific behaviors used by students to enhance their target language. The behaviors are learning strategies or communication strategies.

In the six types of communicative competence, Terrel in Richard (1983, p.11) stated that “communication strategies are the essential part of language learning”. Celce-Murcia (2007, p.50) also stated that “learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept”. In line with the statement, therefore, I would like to focus on the strategic competence that has been acquired by EFL learners in English Department Unnes.

2.3.2.3 Strategic Competence

Celce Murcia (1995) conceptualized strategic competence as “knowledge of communication strategies and how to use them”. Mariani (1994) also defined strategic competence as “the ability to solve communication problems despite inadequate command of the linguistic and sociocultural code can contribute to the development of an overall communicative competence”. According to the definitions, strategic competence is the ability to solve communication breakdowns by using communication strategies. In the forty years circulation of the communicative competence, strategic competence apparently has no significance remodeling in the components. Though some linguists purposely added new terms in communication strategies, the presence of strategic competence lies similar, that is the communication strategies used by the interlocutors whenever communication breakdowns occur. The presence of communication strategies is used to cope with communication breakdowns and helps the speaker to improve their speaking skill to be more effective. Canale (1983, p.11) stated that “it is possible to conceptualize communication strategies in a broader sense by also including attempts to enhance the effectiveness of communication”. Celce-Murcia et al (1995) claimed that:

Communication strategies has typically highlighted three functions of strategy use from three different perspectives:

- (a) Psycholinguistic perspective: Communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal; e.g., avoiding trouble spots or compensating for not knowing a vocabulary item (cf. Faerch & Kasper, 1984a).
- (b) Interactional perspective: Communication strategies involve appeals for help as well as other cooperative problem-solving

behaviors which occur after some problem has surfaced during the course of communication, that Tarone, 1980; Varonis & Gass, 1985 & Varonis, 1991).

- (c) Communication continuity/maintenance perspective: Communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans (cf. Dornyei, in press).

2.3.2.4 Strategic Competence Framework proposed by Celce-Murcia 1995

According to three main functions of communication strategies from three different perspectives, Celce Murcia (1995) described strategic competence by including five main parts as follows.

- 1) Avoidance or reduction strategies. Responding to one's message by either replacing message, avoiding topics, or abandoning message.
- 2) Achievement or compensatory strategies. Reaching communicative goal by manipulating available language.
- 3) Stalling or time-gaining strategies. Include fillers, hesitation devices, and gambits as well as repetitions.
- 4) Self-monitoring strategies involve correcting or changing one's own speech (self-repair) as well as rephrasing.
- 5) Interactional strategies, involve appeals for help and meaning negotiation strategies.

These categories are further broken into subcategories, as listed in the following table:

Components of Strategic Competence

AVOIDANCE or REDUCTION STRATEGIES

- Message replacement

- Topic avoidance
- Message abandonment

ACHIEVEMENT or COMPENSATORY STRATEGIES

- Circumlocation (*e.g., the thing you open bottles with for corkscrew*)
- Approximation (*e.g., fish for carp*)
- All-purpose words (*e.g., thingy, thingamajig*)
- Non-linguistic means (*mime, pointing, gestures, drawing pictures*)
- Restructuring (*e.g., The bus was very ... there were a lot of people on it*)
- Word-coinage (*e.g., vegetarianist*)
- Literal translation from L1
- Foreignizing (*e.g., L1 word with L2 pronunciation*)
- Code switching to L1 or L3
- Retrieval (*e.g., bro... bron... bronze*)

STALLING or TIME-GAINING STRATEGIES

- Fillers, hesitation devices and gambits (*e.g., well, actually..., where was I...?*)
- Self and other repetition

SELF-MONITORING STRATEGIES

- Self-initiated repair (*e.g., I mean ...*)
- Self-rephrasing (over-elaboration) (*e.g., This is for students.. pupils... when you're at school...*)

INTERACTIONAL STRATEGIES

- Appeals for help
 - direct (*e.g., What do you call...?*)
 - indirect (*e.g., I don't know the word in English.. or puzzled expression*)
- Meaning negotiation strategies
 - Indicators of non/mis-understanding*
 - requests
 - repetition request (*e.g., Pardon? Or Could you say that again please?*)
 - clarification requests (*e.g., what do you mean by ...?*)
 - confirmation requests (*e.g., Did you say...?*)
 - expressions of non-understanding
 - verbal (*e.g., Sorry I'm not sure I understand ...*)
 - non-verbal (*raised eyebrows, blank look*)
 - Interpretive summary (*e.g., You mean...?/So what you're saying is ...?*)
 - Responses*
 - repetition, rephrasing, expansion, reduction, confirmation, rejection, repair
 - Comprehension checks*
 - whether the interlocutor can follow you (*e.g., Am I making sense?*)
 - whether what you said was correct or grammatical (*e.g., Can I/you say that?*)

- whether the interlocutor is listening (*e.g., on the phone; Are you still there?*)
- whether the interlocutor can hear you

Source: Celce-Murcia, et al (1995)

2.3.3 Conversation

Brennan (2010) defined a conversation as “a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively”. Conversation is basically a part of communication. It also could be generally defined as a process of transferring information between individuals. In the process of transferring information, there is an exchange between interlocutors. The exchange of information could be in the form of direct or indirect. The advance technology nowadays supports conversation to occurs rapidly. Direct conversation, for instance, is a face to face communication between interlocutors and it could be done through video or phone call. Indirect conversation, on the other hand, could be in the form of written forms such as texting between two or more people through social network service. As stated by Brennan (2010), “conversation may also be mediated, such as when electronic technology is used for speech or text”. Further, some researchers have identified three types of conversations. Each type of conversations has different purposes. The identification of conversation purposes can be drawn as the following diagram:

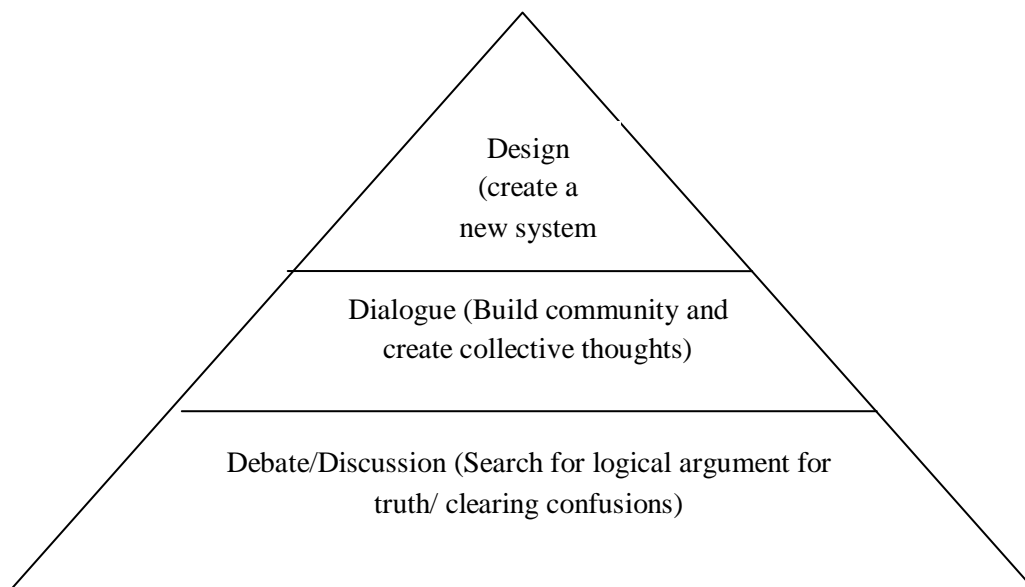


Figure 2.3 Diagram of Conversation Type

Source: <https://cte.smu.edu.sg/approach-teaching/interactive-delivery/modes>

- a) Debate is communication between groups to seek the truth about some issues. The conversation generally involves the defense of one's point of view. By using logical arguments, the winner defeats their opponents to contradict themselves. Discussion, on the other hand, is communication in the form of negotiating between a person with others. The purpose of the discussion is to convince the opponents to arrive at some decisions.
- b) Dialogue is conversation occurs between two or more speakers. While in debate and discussion occurs defense and negotiating process, in conducting dialogue there is an information exchange in which it potentially emerges some new understanding.
- c) Design focuses on creating something new, for instance, creating music, instrument, etc.)

Among the three types of conversation as mentioned above, dialogue seems more spontaneous for it happens in daily lives and the context is generally informal and rarely uses logical arguments and script as debate, discussion and design primarily need. In the real world, communication interlocutors generally use two types of dialogues, they are transactional and interpersonal dialogues. Brown (2000, p.273-274) defined transactional and interpersonal dialogues as follows.

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language (Brown, 2000, p.273). Whereas, interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information (Brown, 2000, p.274)

According to Brown's definition, transactional dialogue is more interactive compared to interpersonal dialogue since there is an information exchange and the interlocutors generally convey long responds. In other words, transactional conversation may also be defined as a communication between persons to get something done. Hence, two ways communication also occurs within this dialogue. Two ways communication somehow triggers interlocutor to use communication strategies to maintain the conversation. Therefore, from the two types of dialogue, instead of using interpersonal dialogue, I decided to use transactional dialogue. By conducting two ways communication, the communication strategies used by students will clearly appear since they speak spontaneously and highly depends on self improvisation to let the communication flows.

2.4 Theoretical Framework

This study concerns that English Language Teaching (ELT) goal is to achieve communicative competence. In addition, speaking as one of language skill requires the integration of communicative competence. Communicative competence according to Celce-Murcia (1995) is divided into five competence, i.e. discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. In 2007, Celce-Murcia proposed a new model of communicative competence by adding one competence, namely formulaic competence and revised actional competence into interactional competence. In the six types of communicative competence proposed by Celce-Murcia (2007), Terrel in Richard (1983, p.11) stated that “communication strategies are the essential part of language learning”. Celce-Murcia (2007, p.50) also stated that “learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept”. Based on these statements, I became interested to analyze only strategic competence because I would like to see whether students who possess strategic competence speak English better than those who are strategically inept. Besides, I would like to know whether or not English Department students can apply strategic competence effectively.

There are five categories of strategic competence, they are avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. By using strategic competence framework by Celce-Murcia (1995), I would like to see the

profile of strategic competence possessed by EFL learners in English Department Unnes through transactional conversation.

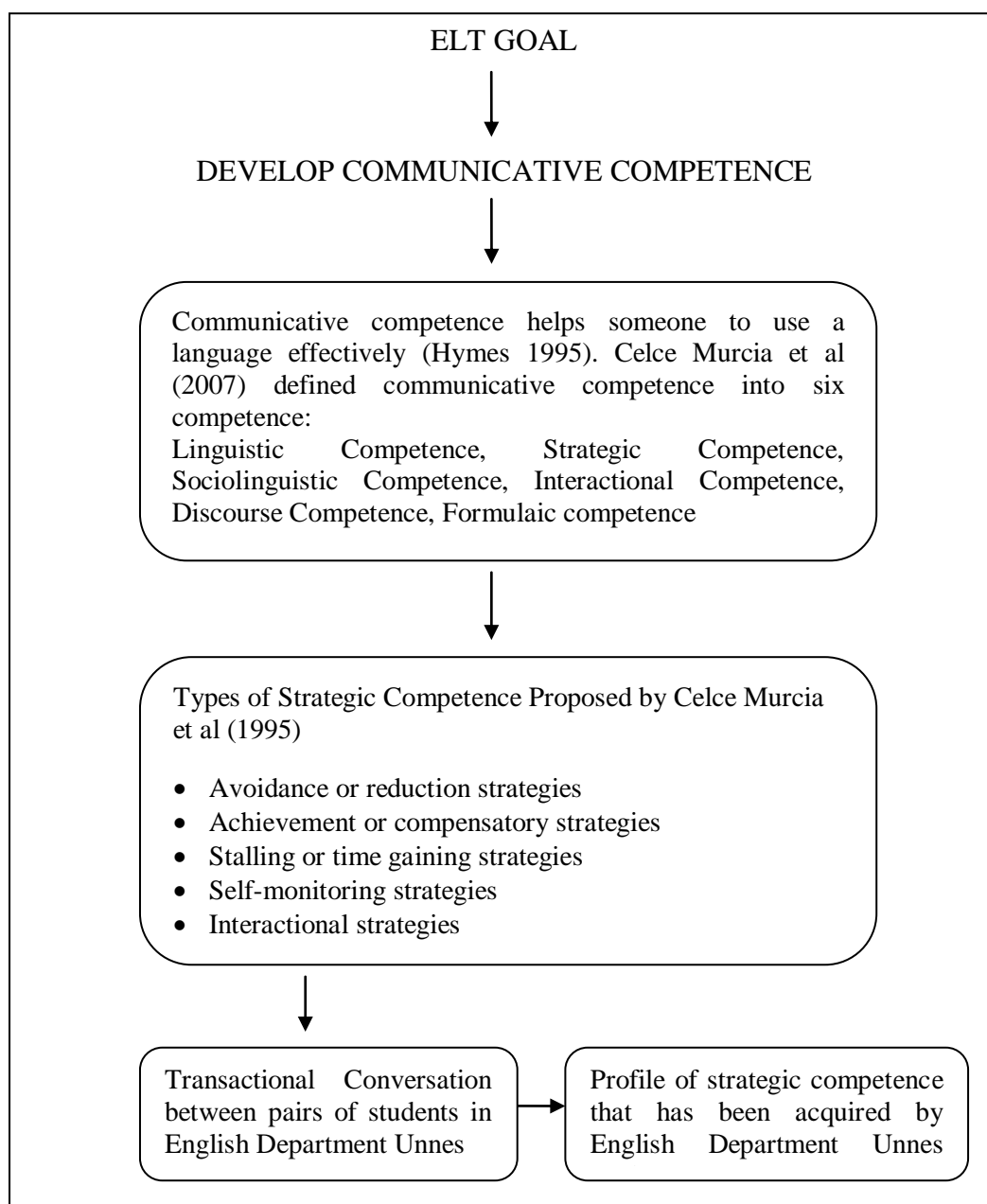


Figure 2.4 Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the method of investigation. This chapter consists of eight parts, they are: research design, type of data, research assumption, source of data, research instrument, procedures of data collection, procedures of data analysis, and technique of reporting data.

3.1 Research Design

In this study I classify, identify, analyze and describe the communication strategy used by English Department students in transactional conversation. These steps are used to answer the research question “what is the profile of strategic competence that has been acquired by English Department students”.

According to Helen (1993), “descriptive research design provides a systematic and accurate description also determining the frequency with which something occurs”. Descriptive research is the most suitable research design applied in the study since it helps I to answer to the research question of the study which is describing the profile of strategic competence that has been acquired by EFL learners in English Department Unnes. According to Lincoln (1985), “qualitative research is sometimes called naturalistic setting”. Since the research used transactional conversation between students which means the study involves unchanged natural environment, I, used qualitative research design as well.

In short, this study used descriptive qualitative as the research design for “the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.” (Lambert and Lambert, 2012, p.255).

3.2 Type of Data

The type of data used in this study is observational data and more specifically recorded conversation. The data were collected by using video recorder and it is recorded in real time, so it will be very difficult to re-create. The data is in the form of conversation transcript. The conversation was conducted by English Department students of class A in the academic year 2018/2019.

3.3 Research Assumption

There are two processes of communication, i.e. one way communication and two ways communication. According to Lunenberg (2010), “when feedback does not occur, the communication process is referred to as one-way communication, whereas two-way communication occurs with feedback and is more desirable.”. In other words, one way communication does not need any feedback since the purposes of one way communication is to inform, persuade, or command. Two ways communication, on the other hand, is a communication occurs within two or more interlocutors. In contrast with one way communication, two ways communication requires feedback for its purpose is to get something done. Lunenberg (2010) stated that “feedback occurs when the receiver responds to the

sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.” Lunenberg (2010) also stated that “since communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding.”

EFL learners in English Department UNNES often face communication breakdown during teaching-learning process. Students often stammer when they were asked spontaneously to response one's utterance. To overcome this problem, students use communication strategy so that the communication process runs smoothly and the message can be understood. The communication strategies they probably use are avoidance, achievement or compensatory strategies, stalling or time gaining strategies, self-monitoring strategies, and interactional strategies. Strategic competence employed by the students may be different and various, but there are some strategies which are mostly used by the students in English Department Unnes.

Hence, in this study I have the following assumption: In order to overcome the communication breakdown occurs in two ways communication, English Department students use certain kinds of communication strategies.

3.4 Setting and Participants

The subject of the study is EFL learners of class A in English Department Unnes in the academic year of 2018/2019. In the current academic year, English Department Unnes has four levels of students who still actively taking courses,

they are students in the second semester, fourth semester, sixth semester, and eight semesters. Since I concern on strategic competence employed by EFL learners in transactional conversation, I then specifically aim the students in the second semester who take transactional conversation class. In addition, as the suggestion of the supervisor, I did the research in transactional conversation class A. The class consists of 30 students. It has 26 local students and 4 international students. The class starts at 7 a.m on Tuesday.

3.5 Research Instrument

I used a video recorder as the the research instrument and I recorded the whole performance performed by the nine groups. Instead of using an audio recorder, I used a video recorder to portray students' nonverbal expression then the data will be more accurate since strategic competence includes both verbal and nonverbal interactions to support speakers' strategic competence. I used Celce-Murcia (1995) framework as the model to design the worksheet. I decided to draw Celce-Murcia (1995)'s strategic competence for it provides a clear explanation about components of communication strategies. Eventhough Celce-Murcia (2007) proposed a revised communicative competence, one of the components that is strategic competence, remains still and has no revision from the previous. The components are avoidance, achievement or compensatory strategies, stalling or time gaining strategies, self-monitoring strategies, and interactional strategies. The data were identified by using the following worksheet.

No	Utterance	Components of Strategic Competence					Communication Strategy
		Avoidance	Achievement	Stalling	Self-Monitoring	Interactional	
1.							
2.							
3.							
Etc							
TOTAL							

3.1 Worksheet of Data Analysis

3.6 Procedures of Data Collection

In collecting the data, the first step I did was asking permission to conduct the research to the lecturer. Before started recording the classroom activity, I had asked the lecturer about the current material that would be discussed in the class, i.e. at the library, at work, and at the post office. Soon after I got permission from the lecturer, I recorded students conversation with a video recorder. The data were taken twice on 2nd April 2019 and 9th April 2019. There were 6 groups performed on 2nd April 2019 and 3 groups performed on 9th April 2019. Each group was given certain themes i.e. at work, at the library, and at the post office. Before performing in front of the class, each group was given 10 minutes to practice. They purely used their creativity and some improvisations on their performance. To prevent any distractions or bias, I acted as an observer during the recording.

3.7 Procedures of Data Analysis

The data were analyzed through several steps such as recording, transcribing, identifying, classifying, quantifying, and then at the end of the analysis, I draw a conclusion and gives suggestions.

a) Transcribing

After the data were completely gathered, I transcribed every single interaction of the students during the conversation including *mmm*, *uhh*, *aaa*, etc. The interactions surely consist of both verbal and nonverbal interactions. To distinguish these interactions, I typed the interaction as the following example.

The complete transcript can be seen in Appendix 1.

A2 : Alright so .. uhm.. and then mmm... put up your jacket please.

B2 : Yes yes (taking off his jacket)

C2 : Mmm am I need to? (touching his shirt) *buka baju* sir?

(Conversation 2, 24-27)

Letters A, B, C stand for the speakers in the group. A refers to the 1st speaker, B refers to the 2nd speaker, and C refers to the 3rd speaker, whereas number 2 stands for the 2nd group in the class. The verbal interactions are typed regularly, nonverbal interactions are typed in the brackets, and other language utterances including *Bahasa* or Indonesian language are typed in italic.

b) Identifying

To see what type of communication strategies used in the conversation, each utterance of the transcribed conversation was identified by giving underlines on certain expressions which refer to communication strategies. Each utterance may consist of more than one communication strategies or not at all.

c) Classifying

The identified utterances are inserted into classification table. If the utterance contains communication strategies, I give a check on components of strategic competence's column depends on the communication strategy used. The underlined words then analyzed by mentioning what communication strategy applied by students. For example:

3.2 Classification Table						
No	Utterances	Components of Strategic Competence				Communication Strategy
		Avoidance	Achievement	Stalling	Self-Monitoring	Interactional
1.	A2 : We are from.. <u>a.. a..</u> ¹⁰ from Semarang.			✓		Fillers : gambit
2.	C2 : I know. <u>Where Semarang?</u> ¹¹		✓			Literal translation from L1
3.	A2 : <u>yes. and .. let me introduce myself.</u> ¹² My name is Thanto and this is my friend,		✓			Message abandonment

(Conversation 2, 1-3)

(Conversation 2, 1-3)

d) Counting and Tabulating

After classifying the data, I count the frequency of each strategy and the percentage of them and displays the percentage on pie charts. The counting of the data will be inserted into the following table.

3.3 Tabulation of Strategic Competence employed by English Department Students

Components of Strategic Competence	Frequency	Percentage
Avoidance or reduction		
Message replacement		
Topic avoidance		
Message abandonment		
Achievement or compensatory		
Circumlocution		
Approximation		
All-purpose words		
Non-linguistic means		
Restructuring		
Word-coinage		
Literal translation from L1		
Foreignizing		
Code switching		
Retrieval		
Stalling or time gaining		
Fillers, hesitation devices and gambits		
Self and other-repetition		
Self-monitoring		
Self-initiated repair		
Self-rephrasing		
Interactional		
Appeals for help		
- Direct		
- Indirect		
Meaning negotiation strategies		
<i>Indicators of non/mis understanding</i>		

- Request
- expressions of non-understanding

Responses

Repetition, rephrasing, expansion, reduction, confirmation, rejection, repair

Comprehension checks

The formula of percentage was presented below.

$$P = \frac{F}{N} \times 100\%$$

(Arikunto, 2008:251)

Explanation:

P = Percentage

F = Frequency of strategies developed

N = Total frequencies

For example:

$$\frac{\text{Frequency of self and other repetition}}{\text{Frequency of total Strategic Competence}} \times 100\%$$

$$\frac{18}{170} \times 100\% = 10.5\%$$

e) Concluding and giving suggestions

The last procedure of analyzing data is giving conclusion and suggestion. The conclusion is drawn by referring to the data calculation and analysis. The research conclusion supports some suggestions from the research to the readers, especially for English language learners.

3.8 Technique of Reporting Data

Most of the data were presented in non-statistical analysis. But in order to help I provides the accurate result, the data were analyzed by using percentage and frequencies displayed in pie chart and table.

CHAPTER IV

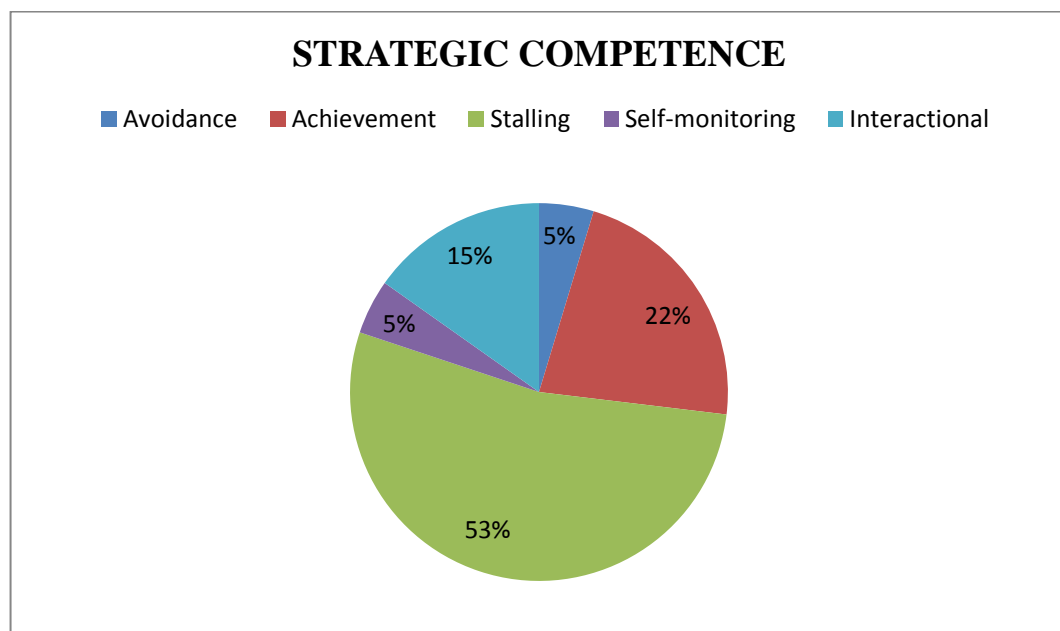
FINDING AND DISCUSSION

This chapter presents two core points of the study, they are finding and discussion.

This chapter provides an answer to the research question as proposed in the first chapter supported by statistical data analysis.

4.1 Findings

Referring to the research question as stated in the first chapter, the profile of strategic competence that has been acquired by English Department students of UNNES in the academic year of 2018/2019 in their transactional conversation can be seen through the following pie charts.



Pie Chart 4.1 The profile of Strategic Competence Employed by English Department Students

Pie Chart 4.1 shows that students possess all of the five strategic competence, but they majorly possess on some components such as stalling (53%) and achievement (22%). During the conversation, students only apply fifteen percent (15%) of interactional strategies and five percent (5%) of avoidance and self-monitoring strategies. Further details about communication strategies used by the students in each subcomponent can be seen through the following table.

Table 4.1 Frequency of Communication Strategies Used by English Department Students

Components of Strategic Competence	Frequencies	Percentages
AVOIDANCE or REDUCTION		
Message replacement	4	2.3%
Topic avoidance	1	0.5%
Message abandonment	3	1.7%
ACHIEVEMENT or COMPENSATORY		
Circumlocution	1	0.5%
Approximation	0	0%
All-purpose words	0	0%
Non-linguistic means	10	6.0%
Restructuring	1	0.5%
Word-coinage	4	2.3%
Literal translation from L1	5	3.0%
Foreignizing	2	1.0%
Code switching	7	4.0%
Retrieval	7	4.0%
STALLING or TIME GAINING		
Fillers, hesitation devices and gambits	73	43.0%
Self and other-repetition	18	10.5%
SELF-MONITORING		
Self-initiated repair	8	5.0%
Self-rephrasing	0	0%
INTERACTIONAL		
Apeals for help		
- Direct	0	0%
- Indirect	5	3.0%
Meaning negotiation strategies		
<i>Indicators of non/mis understanding</i>		
- Request	4	2.3%
- expressions of non-understanding	4	2.3%

<i>Responses</i>		
Repetition, rephrasing, expansion, reduction, confirmation, rejection, repair	13	8.0%
<i>Comprehension checks</i>	0	0%
TOTAL	170	100%

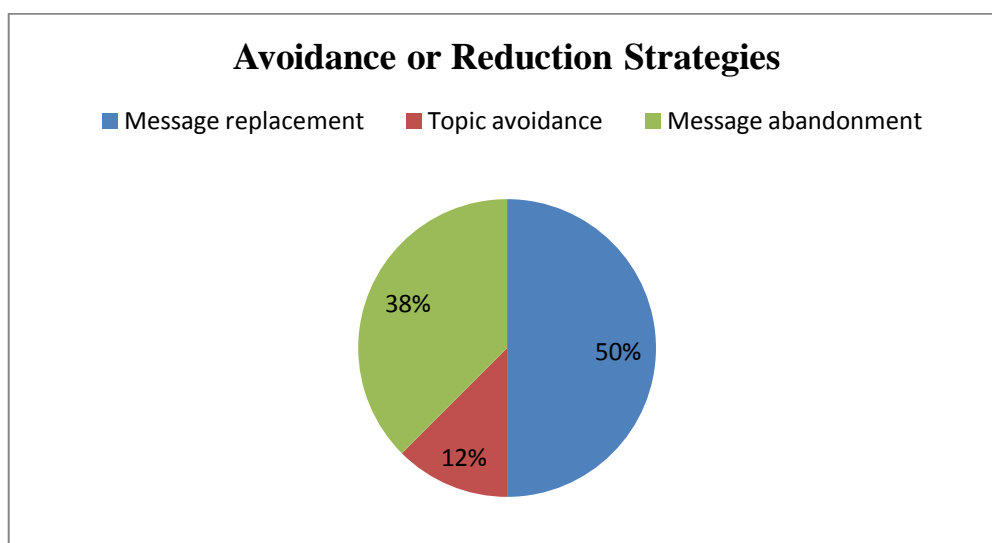
From table 4.1 above, we can see that some strategies were never applied by the students in their conversation. These strategies are approximation, all-purpose words, self-rephrasing, direct appeals for help, and comprehension checks. These strategies have 0 frequency (0%). From the table above we can also see that the number of frequency of each strategy was not evenly distributed. Among all of the components of strategic competence, fillers hesitation devices and gambits (43.0%) and self and other repetition (10.5%) are dominating the table. Fillers hesitation devices and gambits appeared 73 times out of 170 strategies, whereas self and other repetition appeared 18 times out of 170 strategies. Both of them are the components of stalling or time gaining strategy. The rest components were applied less than 15 times out of 170. They are responses (8.0%), non-linguistic means (6.0%), self-initiated repair (5.0%), code-switching and retrieval (4.0%), literal translation from L1 (3.0%), message replacement, word-coinage, indicators of non/misunderstanding (2.3%), message abandonment (1.7%), foreignizing (1.0%), and circumlocution and restructuring strategies were the least components applied in the conversation (0.5%).

4.2 Discussions

I analyzed students strategic competence by using Celce Murcia (1995) framework. The analysis is written by presenting a description of each subcomponent retrieved from some experts in this study to strengthen the data analysis. To make the finding more reliable, I provide statistical data and samples.

4.2.1 *Avoidance or reduction strategy*

Avoidance or reduction strategy consists of three subcomponents, they are message replacement, topic avoidance, and message abandonment. From the data analysis, I found that students applied all of the components. The following pie chart is the summarized calculation.



Pie Chart 4.2 Students Strategic Competence's Profile of Avoidance or Reduction Strategies

Pie chart 4.2 displays that students applied all of the subcomponents of avoidance or reduction strategy. However, compared to message abandonment and topic avoidance, 50% of avoidance strategy applied by the students was message replacement.

4.2.1.1 Message Replacement

Message replacement is a communication strategy in which the speakers “substitute the original message with a new one because of not feeling capable of executing it” (Dornyei & Scott, 1997, p. 188). When the speakers get stuck in the middle of conversation and are not able to continue, they face this problem by continuing their unfinished utterance with a new utterance. Message replacement is a substitution of utterances. Based on the data analysis, message replacement strategy is applied four times by the students. See the following samples.

- (1) C2: I want to browse something.
A2 : browse? **What kind of... blah. I see I see**
(Conversation 2, 34-35)
- (2) C3: I just forget to copy some agendas for the attendance. Okay I am going now. **I don't aaa ... I am going now to copy it.** Bye.
(Conversation 3,18)
- (3) B4: no no no, why **why you always ... I ... I just want to know why what are you doing here?**
(Conversation 4, 6)
- (4) A6: there is a package for Lilim and **the... come tomorrow or two days.**
(Coversation 6, 24)

In sample 1, the first speaker intended to ask the third speaker about what would he browse in the internet, but he faced a communication breakdown and he stopped in the middle of his utterance and let the utterance unfinished by continuing said “I see I see” which indicated that he wanted to end his utterance. In sample 2, the speaker found difficulty to continue her utterance. First, she said “I don't...” but then she left her message unfinished and continued her dialogue by saying another utterance “I am going now to copy it”. Her first message was

replaced by the new utterance. In sample 3, at the beginning, the speaker was asking “why you always” but he let his utterance unfinished because he could not continue what he intended to ask, therefore he asked a different question “what are you doing” his first question was replaced by a new question. In sample 4, the speaker did not complete her utterance. She missed the word “package” after saying “ there is a package for Lilim and the...” to overcome this breakdown, she straightly continued with a next utterance “come tomorrow or two days”.

4.2.1.2 Topic Avoidance

Dornyei & Scott (1997, p. 188) described topic avoidance strategy as “reducing the message by avoiding certain language structures or topics considered problematic language-wise or leaving out some intended elements for a lack of linguistic resources.” Based on the definition, topic avoidance is a strategy used to avoid certain discussion because of speakers incapability of linguistic resources. In doing conversation, sometimes interlocutors propose a difficult topic or discussion to answer. Hence, instead of uttering something uncertain and ruin the conversation because of poor linguistic resources, the speaker decide to distract it by uttering new discussion. In the data, I found only one topic avoidance strategy used by the student. See the following sample.

- (5) A2 : We are from.. a.. a... from Semarang.
 C2 : I know. Where Semarang?
 A2 : yes. Yes. And .. **let me introduce myself**. My name is Thanto
 and this is my friend,
- (Conversation 2, 1-3)

In sample 5, the second speaker asked which part of Semarang they live in, the first speaker abandoned the question. Instead of answering the question with a

relevant answer, he straightly introduced himself and his friend. He avoided a discussion about which part of Semarang they live in probably because he had no idea how to answer it or had no idea about Semarang city areas. So, he used topic avoidance strategy to let the conversation flowing.

4.2.1.3 Message Abandonment

Dornyei & Scott (1997, p. 188) defined message abandonment strategy as “leaving message unfinished because of some language difficulty”. Based on the definition, message abandonment is a strategy in which speakers tend to let their utterances unfinished or they suddenly stop because they find problems to find the vocabulary or next phrases. In the data, message abandonment strategy is spotted three times in some utterances as follow.

- (6) A2 : oh. don't try to open ... dangerous website
 C2 : no no no. Internet positive
 A2 : oke oke. **So, oke just..**
 B2 : oke thank you sir
 (Conversation 2, 37-40)

- (7) A4 : oh and don't bring that here.
 B4 : **oh. You too..**
 C4 : thank you, sir.
 (Conversation 4, 29 -31)

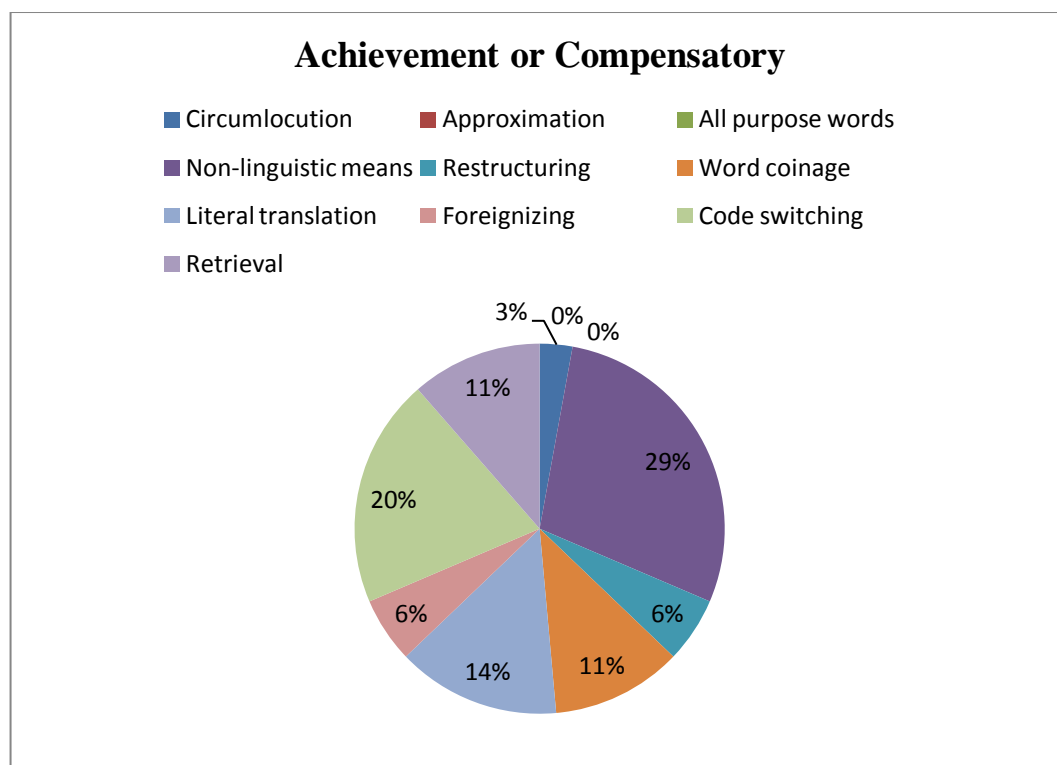
- (8) A7 : **is there anything...**
 B7 : oy ya! The staff will aaa will do... the instrumental for the ...
 you get for (indistinct talk)
 (Conversation 7, 23-24)

In sample 6, when he faced communication breakdown and had no idea what to say next, the first speaker suddenly stopped his utterance and let the second speaker responded to him. In sample 7, the second speaker let his utterance unfinished because he could not continue his utterance and were not able to find

the next precise words he was going to speak. And since there was a blank with the second speaker, the third speaker cut his conversation by saying “thank you, sir”. In sample 8, the speaker could not let finish his utterance. He was going to ask something more detail. He could have used the word “else” to complete his utterance but he let it unfinished and let the second speaker answered him instead.

4.2.2 *Achievement or Compensatory Strategy*

Achievement or compensatory strategy has ten subcomponents. They are circumlocution, non-linguistic means, literal translation, retrieval, approximation, restructuring, foreignizing, all-purpose words, word coinage, and code-switching. English Department students’ profile of achievement or compensatory strategy can be seen through the following pie chart.



Pie Chart 4.3 Students Strategic Competence’s Profile of Achievement or Compensatory Strategies

Pie chart 4.3 displays that students used almost all of the achievement or compensatory strategies. However, they mostly rely on non-linguistic means (29%) followed by code-switching (20%). Students rarely used literal translation (14%), word-coinage (11%) and retrieval (11%). The least subcomponents of achievement strategy applied in the conversation are restructuring (6.0%), foreignizing (6.0%), and circumlocution (3.0%). Students never used approximation and all-purpose words (0%) in the conversation.

4.2.2.1 Circumlocution

“Circumlocution strategy is applied by speaker through exemplifying, illustrating or describing the properties of the target object or action” (Dornyei & Scott, 1997, p. 188). When speakers have difficulty to find the vocabulary, they illustrate or describe it into a phrase. See the following sample occurred in students conversation.

- (9) A2 : and ... haha he is **a master all of .. them**. Let's start.
(Conversation 2, 7)

In sample 9, the speaker was intended to introduce his friend who was a leader among the group, but he had difficulty to find the word “leader”. Hence, to overcome this problem he applied circumlocution strategy by describing the word “leader” as “a master all of them”. This strategy supported his conversation and he was able to convey his message without any blanks or gaps. Circumlocution strategy only spotted once in the data.

4.2.2.2 Approximation

Dornyei & Scott (1997, p. 188) defined that “approximation strategy is a strategy by using alternative lexical items, such as a superordinate or a related term, which shares semantic features with the target word or structure”. Approximation strategy is quite similar as circumlocution strategy. But these two strategies are basically different. Circumlocution strategy focuses on describing a word into phrases or utterance, but approximation strategy is using a general term or word as a substitution of a specific term. For instance, speakers used the word “fish” when they actually intended to say “Carp” for “fish” or “plate” for “bowl”. There was no single approximation strategy found in the data. The students never applied this strategy.

4.2.2.3 All-purpose words

All-purpose word is “extending a general, ‘empty’ lexical item to contexts where specific words are lacking. For instance, the overuse of thing, stuff, make, do, as well as words like thingie, what-do-you-call-it” (Dornyei & Scott, 1997, p. 188). All-purpose word is very helpful when speakers have difficulty to find certain vocabulary or get stuck in the middle of conversation. Generally, speakers use all-purpose words strategy to fill the blank and help them to speak more fluently instead of neglecting their utterances unfinished. But unfortunately, the students never used all-purpose words to help them overcome communication breakdown. They prefer using avoidance strategy for the same case.

4.2.2.4 Non-linguistic means

Non-linguistic means is a strategy involving nonverbal action like showing gesture, pointing, or miming to help speakers conveying a message. I found non-linguistic means strategy in some utterances. This strategy is applied when speakers face difficulty to convey their message or find the precise word they intend to say. Most of the students used gesturing, drawing, and pointing in applying non-linguistic means strategy. Non-linguistic strategy was also used to express the speaker intentions when they could not utter it in English but they expected action or response. See the following samples.

- (10) A2 : alright so .. uhm.. and then mmm.. put up your jacket please.
 B2 : yes yes (taking off his jacket)
 C2 : mmm am I need to? (**touching his shirt**) *buka baju sir?*
 (Conversation 2, 24-27)

- (11) B4 : where's the librarian?
 C4 : there. Right there (**pointing the librarian**)
 (Conversation 4, 13)

- (12) A4: the journal is located in the back. You are so young but your ear is .. (**showing gesture touching his ears**)
 (Conversation 4, 20)

- (13) A4 : Good morning everyone. Today we would like to tell aaa the context of conversation. We are aaa visit the library. Yes. And.. yes... (**touching his B4's shoulder**) Pasojo he is a teen he is 18 year-old and he is Jojo he is 19 year-old Oke *disesuaikan* (**turning his back and showing gesture telling friends to stand by on their position**)
 (Conversation 4, 1)

- (14) B8 : I need a pen please? (**showing gesture, pointing his finger to the table**)
 (Conversation 8, 8)

- (15) A8 : and for Mr. Rafa seventy five thousand rupiah
 B8 : oh okay. *Langsung?* (**showing gesture. Taking out his wallet**)
 (Conversation 8, 34)

In sample 10, when the first speaker asked the second speaker to take his jacket off, the third speaker intended to give a joke by asking whether he needed to take off his shirt as well, but he could not utter it in English so he touched his shirt and say it in *Bahasa*. In sample 11, when the second speaker asked him where was the librarian, the third speaker described the librarian by pointing at him rather than describing him in words. In sample 12, the speaker could not find the precise word to complete his utterance. So, instead of mentioning the word “deaf or poor” he showed gesture by touching his ear to describe it. In sample 13, the speaker applied non-linguistic means twice in his dialogue. First, when he introduced his friend, instead of saying the common phrase like “let me introduce my friend”, he touched his friend’s shoulder and straightly mentioned his name. Second, when he asked his friend to get ready in their position, he did not say any words in English but he showed gesture telling his friends to stand by on their position. In sample 14, the speaker was intended to ask whether he could write on a desk, but he could not say it in English so he applied non-linguistic means strategy to help him expressed his intention. In sample 15, when the first speaker mentioned how much the cost for his package’s delivery, the second speaker meant to ask whether he needed to pay it right away. But he could not say it in English, so he used non-linguistic means strategy by showing gesture and took out his wallet. This strategy helped him to get an answer from the first speaker.

But sometimes, non-linguistic strategy is used to help the speaker find a precise word. See the following samples.

- (16) A3 : well, our new director have make mmm a new rule that if we are late for more time three.. for more time (looking at the lecturer)

oh iya for more than three times in a month you will not get any ...
(playing her hands) extra money.

(Conversation 3, 9)

(17) B4 : we don't need to.... (looking at his friend and **pointing the paper on desk**) fill the attendance?

(Conversation 4, 25)

(18) C6 : oh I see. Oh okay mmm there is a girl in here wants to (turning her back looking at B6) hahaha ask **(showing gesture grabing something)** package.

(Conversation 6, 19)

In sample 16, the speaker showed gesture before she finally found the precise word “extra money”. In sample 17, the speaker meant to asked whether he needed to fill in the attendance, but before he finally found the words in English, he used non-linguistic means strategy by pointing the paper on a desk. In sample 18, the speaker also used non-linguistic means strategy showing gesture to help her find the word “package”.

4.2.2.5 Restructuring

“Restructuring is abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan” (Dornyei & Scott, 1997, p. 189). Based on the definition, restructuring is a communication strategy in which speakers change their utterance's structure or describe a vocabulary. When uttering their utterance, the speaker feels confident at the beginning but in the middle of their conversation they cannot continue it because they forget the vocabulary or get distracted, therefore they use restructuring strategy to help them convey the message. Restructuring is quite different from message abandonment. When

applying message abandonment strategy, speaker tends to stop entirely or let their message unfinished. But when using restructuring strategy, speakers may stop their utterance but they continue with different utterance structure without changing the meaning of their message. Restructuring strategy appeared only once in the data. See the following sample.

- (19) B3 : forget about the bonus. But please aaa **don't forget about aaa... we have our meetings at afternoon** (indistinct talk).
(Conversation 3, 14)

In sample 19, in the beginning, the student said “don't forget about...” and then she could not continue her utterance. She could have directly said “meeting” but she used restructuring strategy by saying a new utterance with the same meaning as her first utterance.

4.2.2.6 Word-coinage

Word coinage is a strategy when speakers “creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word” (Dornyei & Scott, 1997, p. 189). Word coinage is used when speakers face communication breakdown and they cannot find the exact term or vocabulary in the middle of their conversation. Rather than using message abandonment or let their utterance unfinished or crippled, speakers use word coinage strategy to make up some terms or vocabulary on their own. Hence, their conversation is expected to sound more flowing and fluent. Word coinage strategy is spotted four times in the data. See the following samples.

(20) A8: okay. So here is your **evidence pay**. Thank you
(Conversation 8, 39)

(21) A9: we want to perform our conversation in post office aaa me
as **post officer** and Farah as Cory's aaa daughter and Cory as
Farah's mom.
(Conversation 9, 1)

In sample 20, the student could not find the English term for *bukti pembayaran* which is “payment receipt or cash receipt” hence, she created her own term “evidence pay” to substitute the words “payment receipt or cash receipt”. In sample 21, the student used her own terms to replace the word “post lady” by “post officer” for *petugas pos* in *Bahasa*.

4.2.2.7 Literal translation from L1

Dornyei & Scott (1997, p. 189) described literal translation strategy as “translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2”. Unlike word coinage, literal translation from L1 is not a makeup terms made by speakers. When speakers get stuck in the middle of conversation and cannot find a precise phrase, terms, or vocabulary, they translate L1 to L2 without changing the utterance structure or concerning its originality. Literal translation strategy is spotted five times in the data. See the following samples.

(22) C2 : I know. **Where Semarang?**
(Conversation 2, 2)

(23) B2 : oh which library? **There one or this one?**
(Conversation 2, 10)

(24) C9 : oh good morning. I would like to send a package with some
fragile items, **will you mind?**
(Conversation 9, 9)

In sample 22, the student meant to ask “which part of Semarang?” but he literally translated the word L1 “*Semarang mana*” into English. So, instead of saying “which part of Semarang?”, he said, “where Semarang”. The same case also happened in the sample 23, student literally translated L1 “*yang disana atau yang disini*” into English so it becomes “there one or this one”. He could have just ended his utterance with “which library?” so it would sound more natural. In sample 24, student literally translated L1 “*akankah kamu keberatan*” into L2 “will you mind?”. The phrase “will you mind” is commonly placed in front of the utterance even if it is used at the end of the utterance, the phrase “do you mind” will be changed into “if you don’t mind”.

4.2.2.8 Foreignizing

Foreignizing strategy is a strategy when a speaker “is using an L1/L3 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation) and/or morphology” (Dornyei & Scott, 1997, p. 189). Based on the description, foreignizing is quite different from word coinage or literal translation in which speakers create their own word or literally translate L1 to L2. Foreignizing is a strategy when speakers use L1 but they pronounce it in L2 to replace the correct vocabulary but still sound like English words. I spotted that foreignizing strategy was applied twice in the same context. See the following sample.

(25) A2 : oh yes. Welcome to the B3 library. Please fill the **identitis**.

(Conversation 2, 20)

In sample 25, student pronounced L1 “*identitas*” with L2 pronunciation. He pronounced “identity” with \i-den-ti-tis\ when it is supposed to be pronounced \ī-'den-tə-tē\.

4.2.2.9 Code-switching to L1 or L3

Code-switching strategy “includes L1/L3 words with L1/L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns” (Dornyei & Scott, 1997, p. 189). When speakers face communication breakdown, they sometimes slip out or intentionally utter the words in L1. Code-switching is a strategy used by saying L1 in the middle of conversation. Code-switching strategy is spotted seven times in the data. See the following samples.

- (26) A2 : alright so .. uhm.. and then mmm.. put up your jacket please.
 B2 : yes yes (taking off his jacket)
 C2 : mmm am I need to? (touching his shirt) ***buka baju sir?***
 (Conversation 2, 27)
- (27) A4 : oke, so in the afternoon of break time in school, P.. Mr. P was visiting for reference in library where when he accidentally met with Jojo. Oke ***disesuaikan*** (turning his back and showing gesture telling friends to stand by on their position)
 (Conversation 4, 1)
- (28) A8 : and for Mr. Rafa seventy five thousand rupiah
 B8 : oh okay. ***Langsung?*** (showing gesture. Taking out his wallet)
 (Conversation 8, 34)

In sample 26, the librarian asked the second speaker to take his jacket off, the third speaker meant to throw a joke whether he needed to take off his shirt as well, but he could not say it in L2 hence, he used codeswitching strategy by literally saying L1 “*buka baju*” for he could not find the words “taking off my shirt”. In sample 27, after explaining the context of the conversation, the student meant to end his

utterances by directly asked his friends to get ready, he also showed a gesture to start the dialogue. He used codeswitching strategy to overcome his problem to end his dialogue in L2 speech by saying L1 “*disesuaikan*” at the end of his dialogue. In sample 28, when the post lady mentioned the cost of his package delivery, the student was intended to ask whether he needed to pay on the spot, but he found difficulty to utter it in L2. Hence, he used codeswitching strategy by saying L1 “*langsung*” followed by non-linguistic strategy to emphasize that he meant to ask “do I need to pay it now?”. Codeswitching strategy somehow is used by speakers unconsciously. Speakers sometimes slipped out uttering L1 in the middle of L2 conversation. Generally, it is in the form of short phrases to response to one’s message. See the following sample.

- (29) A3 : (indistinct talk) it is on the attendance list you are late for more time *eh* for four time in a month. Weren’t you?
(Conversation 3, 7)

- (30) A3 : Well, our new director have make mmm a new rule that if we are late for more time three.. for more time (looking at the lecturer) *oh iya* for more than three times in a month you will not get any ... (playing her hands) extra money.
(Conversation 3, 9)

- (31) C6 : Lilim?
B6: *iya*
(Conversation 6, 10)

In sample 29, the student unconsciously used L1 “*eh*” in her L2. She used code-switching strategy to correct herself after realizing that she made a grammar mistake in her utterance. In sample 30, when she repeatedly made mistake in saying “for more than three times” and got help by the lecturer later, she used codeswitching strategy by saying L1 “*oh iya*” as the response of her lecture’s correction towards her speech. In sample 31, the second speaker used L1 “*iya*” as

a response towards the third speaker confirmation. She could have said “yes”, “right”, or “correct” to respond it, but she used L1 probably she was slipped out.

4.2.2.10 Retrieval

Dornyei & Scott (1997, p. 189) described retrieval strategy as “an attempt to retrieve a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form”. Based on the description, retrieval strategy is used when speakers have some problems with an overlapping vocabulary occurs in their head. When it happens, people tend to be stammering as long as it takes until they finally get the correct words. They may retrieve the same syllable or phrase and even change the structure. I found seven retrieval strategies in the data.

See the following samples.

- (32) B1: **did you.. did you.. he did a.. he.. did you.. did he ..** do that to you?

(Conversation 1, 7)

- (33) A3 : Well, our new director have make mmm a new rule that if we are late for **more time three.. for more time** (looking at the lecturer) *oh iya* for **more than three times** in a month you will not get any ... (playing her hands) extra money.

(Conversation 3, 9)

- (34) Pasojo he is a teen he is 18 year-old and he is Jojo he is 19 year-old and I am.. me as a as the **lib-libra- bla bla librarian**

(Conversation 4,1)

- (35) A8: oh, for Mr. Parahat you send from Pekanbaru so it costs aaa **th-no thirty... thirty thousand rupiah.**

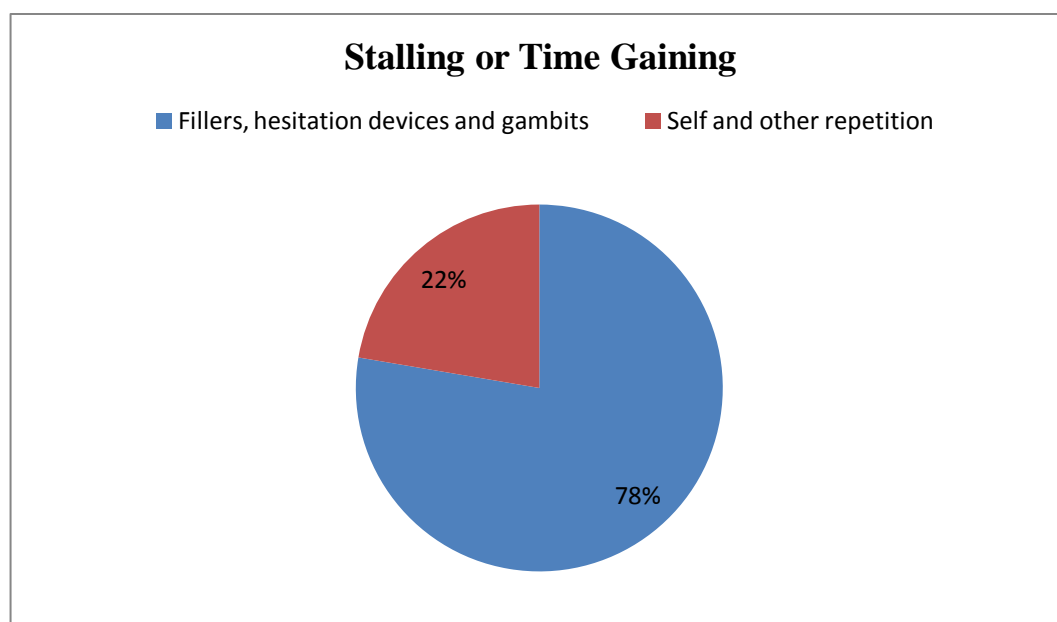
(Conversation 8,31)

In sample 32, the student used retrieval strategy when she had difficulty to say “did he” by retrieving the same couples of word and change the structure until she was finally able to say the correct form. In sample 33, the speaker retrieved the words by reducing it. She said the incorrect structure and used retrieval strategy

by reducing it. There was a short blank until the lecturer helped her with the correct phrase and she repeated after her lecturer. In sample 34, the speaker only retrieved the same front syllables of librarian twice without changing the structure of the words. In sample 35, the speaker used retrieval strategy because she was not sure about the number. She hesitantly said thirty at the beginning by retrieving the same syllable until she was certain to say thirty thousand rupiah at the end.

4.2.3 Stalling or Time-gaining Strategy

Stalling or Time-gaining strategy only has three subcomponents, i.e. fillers, hesitation device & gambit, and self and other repetition. Stalling or time-gaining strategy is the most strategy used by the students. The details of English Department students' profile of stalling or time-gaining strategy can be seen through the following pie chart.



Pie Chart 4.4 Students Strategic Competence's Profile of Stalling or Time-gaining Strategies

Pie chart 4.4 displays that students applied fillers, hesitation devices & gambits strategy more often (78%) compared with self-repetition strategy (22%). I found that stalling or time gaining strategy was applied 94 times out of 170 strategies applied in the data. It means that stalling or time gaining strategy was the most strategy applied by the students.

4.2.3.1 Fillers, hesitation devices and gambits

Speakers are “using gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty” (Dornyei & Scott, 1997, p. 190). Based on the description above, speakers tend to fill the gap whenever they face communication breakdown with time-gaining strategy until they are finally able to overcome the difficulty. Based on the data, students either used hesitation devices or gambits or even both of them in one utterance. See the following samples.

- (36) A1: are you sure you are not ... taking excuse month for reflection?
 C1: **maybe...** i am not yet get scored.. ha ha ha
 (Conversation 1, 11-12)
- (37) C3 : **mmm.. and.. aaa..** is there any kind of new regulation?
 (Conversation 3, 10)
- (38) A2 : **All right so .. umm.. and then mmm..** put up your jacket please.
 (Conversation 2, 24)

In sample 36, the student used gambit. She used gambit to start her dialogue simply because she was not sure about her statement. The words like maybe, actually, well, so, etc. include as gambits. Commonly, these words are used by the students to start a conversation or they use them in the middle of their utterance if they are not sure about their ideas. In sample 37, the student used hesitation

devices “mmmm... and... aaa...” as a time-gaining strategy before she actually uttered her utterance. In sample 38, the student used both gambits “all right, so” and hesitation device “umm and then mmm” to start his dialogue. Fillers, gambit and hesitation devices are the common strategy found in the data. Based on the three examples above, it can be seen that students took some times to collect their ideas before they spoke confidently.

4.2.3.2 Self and Other Repetition Strategy

Dornyei & Scott (1997, p. 190) described self and other repetition strategies as “repeating a word or a string of words immediately after they were said or repeating something the interlocutor said to gain time”. Besides using fillers, hesitation device and gambits, gaining time strategy could be done by repeating the same words both from oneself or the interlocutor. Self and other repetition help the speaker to gather the ideas about what to respond or to say. I found that self and other repetition was applied eighteen times. Some students used this strategy quite often and it helped their conversation flowing. See the following samples.

(39) B2: yes. It’s not allowed. **Oke it is not allowed.** So we get in.

(Conversation 2, 18)

(40) B4 : **no no no, why why** you always ... I .. I just want to know why what are you doing here?

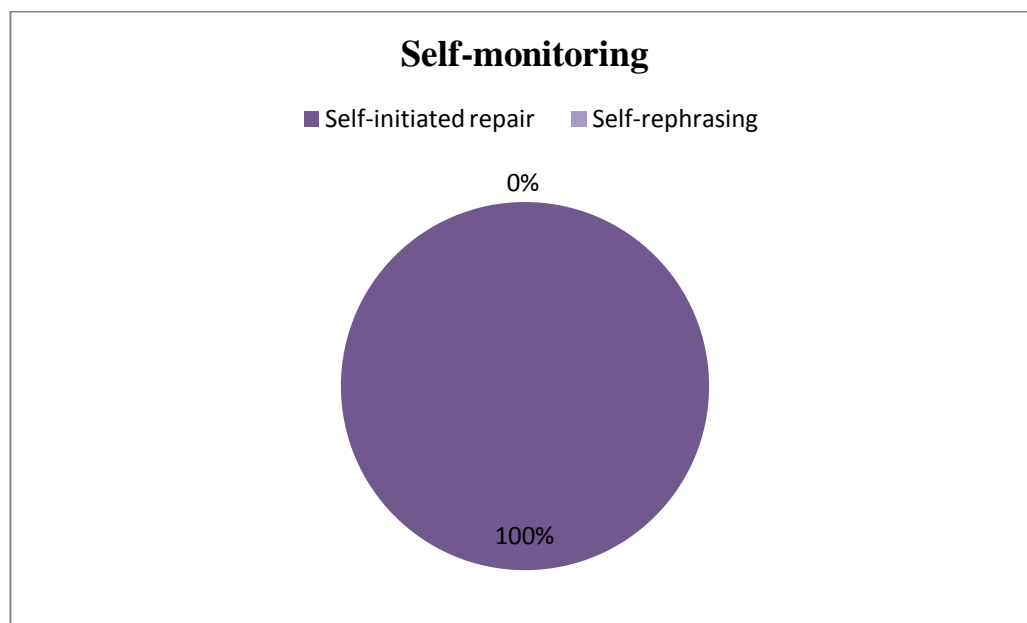
(Conversation 4, 6)

In sample 39, the student repeated the same words “it is not allowed” twice before he decided to get into the library. Self-repetition could be done by repeating the same phrase, words, or even a single word as displayed in sample 40. The student repeated the word “no” three times and “why” twice. Those examples show that

repeating strategy is used by the student to gain time until they gather the idea about what to say next. Based on the data analysis, I found that students used self-repetition strategy more often than other repetition. Students tend to repeat a single word twice or three times in a utterance.

4.2.4 Self-monitoring Strategy

Self-monitoring strategy has two subcomponents, i.e. self-initiated repair and self-rephrasing. The profile of self-monitoring strategy employed by English Department student can be seen through the following pie chart.



Pie Chart 4.5 Students Strategic Competence's Profile of Self-monitoring Strategy.

Pie chart 4.5 shows that students only applied self-initiated repair strategy in their conversation. They never used self rephrasing. Based on the frequency table, self-initiated repair strategy is applied 8 times out of 170 strategies. Self-monitoring strategy is the least strategy possessed by the students (5.0%).

4.2.4.1 Self-initiated Repair

Dornyei & Scott (1997, p. 190) described self-initiated strategy as “making self-initiated corrections in one’s own speech.” Self-initiated repair strategy is applied when speakers realize that they made a mistake in their speech. Generally, they will say some words like “I mean” or directly utter the correct speech. Based on the data analysis, I found that students tend to directly correct themselves without using words like “I mean” at the beginning. See the following samples.

- (41) B4 : no no no, why why you always ... I .. I just want to know **why**
what are you doing here?

(Conversation 4, 6)

- (42) Therefore, they are going to the **photocopy machine** *eh* the
photocopy center near their office.

(Conversaton 5,1)

In sample 41, the student made a direct correction. At the beginning, he said “why” and then he corrected himself by saying “what”. He realized that a phrase like “why are you doing here” is less common in English, hence he changed it into “what are you doing here”. In sample 42, the student was supposed to say “photocopy center” but she slipped out saying “photocopy machine” at the beginning. Realizing that she made a mistake, she unconsciously codeswitched L1 “*eh*” and corrected herself later. I found that using codeswitching before made self-repair is common in the data.

4.2.4.2 Self-rephrasing (Over-elaboration)

Self-rephrasing is described by Dornyei & Scott (1997, p. 190) as “repeating a term, but not quite as it is, but by adding something or using paraphrase”. Self-rephrasing is a strategy used by mentioning the different word with the same

meaning (e.g. pupils and students). There is an over-elaboration applied in a utterance when speakers used self-rephrasing strategy. Based on the data analysis, students never applied self-rephrasing strategy in their conversation. They do repeat the same syllable, words, or phrase to gain time but not rephrase the words.

4.2.5 Interactional Strategy

Interactional strategy consists of two core components namely appeals for help and meaning negotiation strategies. These two core components are divided into several divisions. Appeals for help strategy can be in the form of direct or indirect, whereas meaning negotiation strategies are divided into three components, i.e. indicators of non/misunderstanding, responses, and comprehension checks. The profile of interactional strategy employed by English Department student can be seen through the following pie chart.



Pie Chart 4.6 Students Strategic Competence's Profile of Interactional Strategy.

Pie chart 4.6 shows that meaning negotiation strategy was applied more often (81%) compared to appeals for help (19%). Based on table 4.1 only indirect

appeals for help was applied by the students. It appeared 5 times out of 170 strategies. On the other hand, meaning negotiation strategy has three subcomponents, i.e. indicators of non-understanding, responses, and comprehension checks. In the three subcomponents, indicators of non-understanding applied 8 times out of 170 strategies, responses strategies applied 13 times out of 170 strategies, and only comprehension checks were not applied by the students in their conversation (0%).

4.2.5.1 Appeals for help

Appeals for help is divided into direct and indirect forms. Direct appeals for help is described by Dornyei & Scott (1997, p.191) as “turning to the interlocutor for assistance by asking an explicit question concerning a gap in one’s L2 knowledge,” whereas indirect appeals for help is described as “trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally”. Based on the data analysis, students never used direct appeals for help, instead, they tended to use nonverbal action like looking at their peers and gave a signal for asking help when they stuck in the middle of the conversation. Appeals for help strategy was found five times applied in the data. See the following samples.

(43) B2 : actually, we need the.. uhm.. **(slightly looking at the C2)**

C2 : the computer?

B2 : yeah. The computer.

(Conversation 2, 31)

(44) A3 : Well, our new director have make mmm a new rule that if we are late for more time three.. for more time **(looking at the lecturer)**

oh iya for more than three times in a month you will not get any ...
(playing her hands) extra money .

(Conversation 3, 9)

In sample 43, the student used indirect appeals for help when he lost his word to say “computer”. He slightly looked at the third speaker, and later the third speaker helped him by saying what he was intended to say and he repeated after him. Indirect appeals for help was also applied by the student as shown in sample 44. She used retrieval strategy at first before the lecturer helped her correcting her utterance. She got help by the lecturer right after she looked at the lecturer. The same strategy was applied in the rest three utterances in the data.

4.2.5.2 Indicators of non/mis-understanding

When someone does not understand about the interlocutors’ speech, they tend to express it by showing gesture or expression of non-understanding both verbally (e.g., sorry I’m not sure I understand), non-verbally (e.g., raised eyebrows, blank look) or they could simply use interpretive summary (e.g., you mean...?/ so what you’re saying is...?). Besides showing such expressions, speakers can simply ask for repetition or what we call as repetition request (e.g., pardon?), clarification requests (e.g., what do you mean by...?), or confirmation request (e.g., did you say...?). Among the kinds of strategies above, only repetition request and expression of non-understanding were applied by the students in the conversation.

Based on the frequency table, each strategy appear four times in the data.

4.2.5.2.1 *Repetition request*

Dornyei & Scott (1997, p.191) described repetition request as “requesting repetition when not hearing or understanding something properly”. Based on the

data analysis, students used the word like “what” or “huh” when they could not hear the interlocutor’s speech properly. See the following samples.

(45) A4 : oh, the journal collection is located from the .. from the back here

B4 : **what?**

A4: the journal is located in the back. You are so young but your ear is .. (showing gesture touching his ears)

(Conversation 4, 19)

(46) B7 : okay. Oh hey. What are you doing here?

B7 : what are you doing here?

C7 : **huh?**

B7 : what are you doing here?

(Conversation 7, 8)

Both samples show that students asked for repetition since they could not hear the interlocutors’ speech clearly. They used words like “what” and “huh” when they want the interlocutors to repeat their speech.

4.2.5.2.2 *Expression of non-understanding*

Expression of non-understanding is an action of “expressing that one did not understand something properly either verbally or nonverbally” (Dornyei & Scott, 1997, p.192). Based on the data analysis, students only expressed their non-understanding by showing a blank face or staring at each other for seconds. See the following samples.

(47) B4 : Oh, I am here for... looking for my.. looking for my journal and then think a difficulty of my journal.

C4 : okay.. (**blank face**)

B4 : no no no, why why you always ... I .. I just want to know why what are you doing here?

(Conversation 4, 4-6)

- (48) A7 & B7 : (starring each other (**blank face**))
 Lecturer : finish?
 A7 : not yet.
 C7 : aaa may I go first?

(Conversation 7, 26)

In sample 47, the third speaker showed that he lost his words. He expressed it by showing a blank face before he finally got help from his friend. Seeing the awkward situation they had, the second speaker initiated to break the silence right after the third speaker showed a blank face. He started a new topic by asking him what was he doing at the library. In sample 48, students stuck in the middle of their conversation. The second speaker could have just said “you’re welcome” or “anytime” to response the first speaker. But it seems that the second speake faced communication breakdown and they starred at each other for seconds before the lecturer assumed that it was the end of their conversation. To break the silence, the third speaker initiated to end their conversation by saying “may I go first”.

4.2.5.3 Responses

Responses strategy is commonly used as a tool for conducting flawless communication. It could also be used to response one’s speech or a strategy used when a speaker finds it hard to understand one’s speech. Based on Celce’s Murcia Framework (1995), there are seven types of response strategy, i.e. repetition, rephrasing, expansion, reduction, confirmation, rejection, and repair. Among seven types of response strategies, only two strategies were applied in conversation i.e. repetition and confirmation.

4.2.5.3.1 Repetition

Dornyei & Scott (1997, p.192) described repeating response as “repeating the original trigger or the suggested corrected form (after an other-repair)”. Repeating one’s speech as a response is commonly found in the data. I found that students repeated the interlocutor’s speech as an emphasis of what they said. Based on the data analysis, students only repeated some of the interlocutor’s front or last words. See the following samples.

(49) B2 : and then we arrive at the library.

C2 : yes. **We arrive.**

B2 : we.. uhm.. no shoes no shoes.

(Conversation 2, 15)

(50) A2 : oh no problem. Just fill it. Just fill it.

C2 : **oh just fill it.**

(Conversation 2,15)

(51) C4 : oke thank you.

A4 : **oke, thank you.** Don’t forget to put your bag.

(Conversation 4,24)

In sample 49, the student used repetition as a response when the second speaker stated that they finally arrived at the library. This repetition was used as an emphasis that he got the interlocutor’s mean. Considering the context, the student applied this strategy because he was not able to state a new idea. The moment the second speaker said that they arrived at the library, they could have ended the discussion and started a new topic. But the third speaker used repetition response and let the interlocutor uttered new topic. From the sample, we can see that students were hesitate with the current dialogue. In sample 50, the student repeated the interlocutor’s last speech. Instead of saying simple words like “okay” or “sure”, he repeated the interlocutor’s last speech to respond to him. The same

case was also spotted in sample 51. The student repeated the interlocutor's speech as a response. Generally when someone says "thank you", people respond it by saying "you're welcome", "anytime", "no problem", etc. However, repeating the word "thank you" itself as a response is acceptable and considered as response repetition strategy.

4.2.5.3.2 *Confirmation*

Dornyei & Scott (1997, p.192) described confirmation response as "confirming what the interlocutor has said or suggested". Confirmation response was spotted in some utterances in the data. Students used this strategy to confirm one's speech. Confirmation response is quite similar with repetition response but different in function. Both responses used one's front or last speech to be uttered again, however in confirmation response they repeated such words as a confirmation or conviction. See the following samples.

(52) B6 : Lilim Halimatul

C6 : **Lilim?**

B6 : *Iya*

(Conversation 6, 9)

(53) A8 : and for Mr. Parahat, your full name is Atabayev Parahat

C8 : **yes Atabayev Parahat.**

(Conversation 8, 18-19)

In sample 52, the second speaker mentioned her name and the third speaker would like to confirm whether she heard correctly by mentioning again her name. In sample 53, the third speaker repeated the interlocutor's speech since she would like to confirm whether his name was correctly heard by her. He mentioned again his name to confirm that she was correct.

4.2.5.4 Comprehension checks

Dornyei & Scott (1997, p.192) described comprehension check as “asking questions to check that the interlocutor can follow the speaker”. Based on the Celce-Murcia (1995) framework, comprehension check is applied whether the interlocutor can follow the speaker, whether what the speaker said is correct or grammatical, whether the interlocutor is listening, whether the interlocutor can hear the speaker. Even though the students conducted two ways communication, they never applied any of comprehension check strategy in their conversation.

From the result of data calculation above, the I found that stalling and time gaining strategy was mostly applied by the students (53%). The same result was also found in study conducted by Maghfiroh (2010) and Purbaningrum (2006). Maghfiroh (2010) found that students tend to utter fillers to fill the gap between utterances instead of just keep it silence. The use of this strategy is supposed to be the easiest way to avoid a long pause during the conversation which is the indication of a communication breakdown. Purbaningrum (2006) also stated in her study that “fillers, which comprise hesitation device and gambit, are proven able to bridge the use other strategies such as avoidance or reduction strategy and achievement or compensatory strategies”. There is similarity between Purbaningrum (2006) and Maghfiroh (2010)’s findings with the present study that speakers tend to fill the gap whenever they face communication breakdown with time-gaining strategy until they are finally able to overcome the difficulty. The present study found that students either used hesitation devices or gambits or even

both of them in one utterance. Students took some times to collect their ideas before they spoke confidently.

Besides using fillers, hesitation devices and gambits, another way to steal the time is by applying self repetition strategy. Maghfiroh (2010) found in her study that the students applied repetitions strategy consciously in order to give emphasis in certain part of the speaker's statement. They also applied this strategy unconsciously to fill the blank while they take the time to think. On the other hand, Purbaningrum (2006) found that the speakers applied repetition strategy consciously to convince the interlocutor about the message of their utterances. The present study also found that repeating strategy is used by the student to gain time until they gather the idea about what to say next. Based on the data analysis, I found that students used self-repetition strategy more often than other repetition. Students tend to repeat a single word twice or three times in a sentence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusion of the study is drawn based on statistical data analysis. The conclusion presents a general answer to the research question of the study. I also present some suggestions for the students and the next researcher.

5.1 Conclusions

Based on the finding, I found that English Department students possess all of the five components of strategic competence but they majorly possess on certain strategies, i.e. stalling (53%) and achievement (22%). Students only apply fifteen percent (15%) of interactional strategies and five percent (5%) of avoidance and self-monitoring strategies.

In addition, students rely heavily on fillers hesitation devices and gambits (43.0%) and self and other repetition (10.5%) strategies. The rest components were applied less than 15 times out of 170, they are responses (8.0%), non-linguistic means (6.0%), self-initiated repair (5.0%), code-switching and retrieval (4.0%), literal translation from L1 (3.0%), message replacement, word-coinage, indicators of non/misunderstanding (2.3%), message abandonment (1.7%), foreignizing (1.0%), and the least is circumlocution and restructuring strategies were the least components applied in the conversation (0.5%). Some strategies were never applied by the students in their conversation. These strategies are

approximation, all-purpose words, self-rephrasing, direct appeals for help, and comprehension checks. These strategies have 0 frequency (0%).

The results showed that the profile of strategic competence employed by the students was not fairly possessed. Students were not able to apply strategic competence effectively. They still lack on some points and it may have some influences on their speaking skill since learners who can make effective use of strategies tend to learn languages better and faster than those who are strategically inept.

5.2 Suggestions

Based on the finding, I address some suggestions for the readers, especially English language teacher and learners, and also the next researchers in the related study.

Teaching strategic competence somehow is not very familiar in the classroom we have seen so far, but it would be so much better if teachers support the teaching-learning process by giving some knowledge or exposure to the students about strategic competence. English teachers also can encourage students to be more confident and use communication strategy more often whenever they have communication breakdowns.

The second suggestion is for EFL learners, especially English Department students in Unnes, they should be more active and effectively applied communication strategies in their communication. Instead of relying heavily on some sub components of strategic competence, it would be so much better if they

apply various communication strategies in their conversation. Their utterances would sound more natural and fluent. Students should expose themselves more often about communication strategies and confidently apply them whenever they face communication breakdown.

The third suggestion for the next researchers in related study is to conduct the same study which focuses on strategic competence effectiveness in English conversation. The next researcher may use other theories besides Celce-Murcia's. The study will contribute to the effective teaching-learning process and help students to get more references to possess a good speaking skill.

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