



**THE EMPLOYMENT OF COMMUNICATION STRATEGIES IN  
INTERPERSONAL CONVERSATION**

**(A Case of English Club Members at the Faculty of Math and Sciences  
at Universitas Negeri Semarang in the Year 2018/2019)**

**a final project**

**submitted in partial fulfilment of the requirements**

**for the degree of *Sarjana Pendidikan***

**by**

**Azfa Adid**

**2201415124**

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI SEMARANG**

**2020**

## APPROVAL

This final project entitled *The Employment of Communication Strategies in Interpersonal Conversation (A Case of English Club Members at the Faculty of Math and Sciences at Universitas Negeri Semarang in the Year 2018/2019)* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on June 2020.

### Board of Examiners

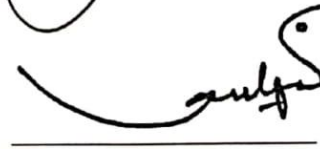
1. Chairperson

Dr. Sri Rejeki Urip, M. Hum.  
NIP. 196202211989012001



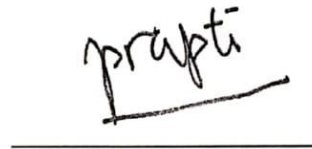
2. Secretary

Zulfa Sakhiyya, S. Pd., M. Tesol., Ph. D.  
NIP. 198404292012122002



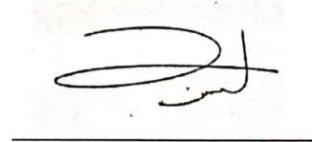
3. First Examiner

Dra. Sri Suprapti, M. Pd.  
NIP. 195911241986032001



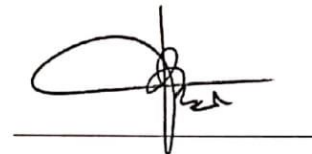
4. Second Examiner

Arif Suryo Priyatmojo, S. Pd., M. Pd.  
NIP. 198306102010121002



5. Third Examiner as First Advisor

Widhiyanto, S. Pd., M. Pd., Ph. D.  
NIP. 197309052005011001



Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M. Hum.  
NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

I, Azfa Adid, hereby declare that this final project entitled *The Employment of Communication Strategies in Interpersonal Conversation (A Case of English Club Members at Faculty of Math and Sciences at Universitas Negeri Semarang in the Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 07 July 2020



Azfa Adid

**PATIENCE**

**NEEDS**

**PASSION**

To my family  
and teachers

## **ACKNOWLEDGEMENTS**

First and foremost, I am sincerely grateful to Allah SWT for the blessing during the writing of this final project.

I would like to give the biggest appreciation to:

1. My advisor, Widhiyanto, Ph. D. for their guidance and suggestions to me so I can accomplish this final project.
2. The head of the English Department and all the lecturers in the English Department of Universitas Negeri Semarang for sharing their knowledge and experiences.
3. The head of the English Skill Development Department of MEC who lets me attend at their speaking practice session and take a record for my research data and gave me many suggestions and supports.
4. My beloved parents and family, for being my constant source of unconditional love.

Azfa Adid

## ABSTRACT

Adid, Azfa. 2020. *The Employment of Communication Strategies in Interpersonal Conversation (A Case of English Club Members at the Faculty of Math and Sciences at Universitas Negeri Semarang in the Year 2018/2019)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Supervisor: Widhiyanto, Ph.D. NIP. 197309052005011001

Keywords: *communicative competence, communication strategies, interpersonal conversation.*

This study aims at identifying and exploring communication strategies in the interpersonal conversation done by members of the English Club in the Faculty of Math and Science, Universitas Negeri Semarang (MEC). Qualitative design is applied in conducting the research in which observations and interviews are used in collecting data. The objectives of this study are (1) to find out the employment of communication problems faced MEC members and (2) to find out how they employ communication strategies to overcome the problems. Three steps in finding out the way the members employ communication strategies are recording, transcribing, and analysing. The categorisation of Dornyei and Scott (1997) helps the researcher analyse the employment. Besides, interviews are also necessary to find out some communication problems in the conversations and to clarify some reasons behind the employment of each communication strategies. The result shows that the MEC members employed various communication strategies and the dominant strategies were processing time pressure-related strategies: use of fillers with the percentage of 26.25% and repetition with 22.25%. Some strategies did not occur in the conversations such as message replacement, foreignizing and circumlocution. It shows that they are familiar with such 'actually', 'well', 'so' and the likes to gain time when they lack vocabularies. The research suggests that the members should aware with the communication strategies so that they employ more various communication strategies without doubt.

## TABLE OF CONTENTS

APPROVAL.....	ii
DECLARATION OF ORIGINALITY .....	iii
ACKNOWLEDGEMENTS .....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES .....	ix
LIST OF TABLES .....	x
CHAPTER I.....	1
1.1 Research background .....	1
1.2 Reasons for choosing the research topic .....	4
1.3 Research questions .....	4
1.4 Research purposes .....	5
1.5 Research significance .....	5
1.6 Definitions of terms.....	6
1.7 Thesis outline .....	6
CHAPTER II.....	9
2.1 Theoretical background.....	9
2.1.1 Communicative competence.....	10
2.1.2 Communication strategies .....	13
2.1.3 Interpersonal and transactional conversation.....	19
2.2 Review of previous studies.....	21
2.3 Framework of the present study .....	27
CHAPTER III .....	30
3.1 Object of the study .....	30
3.2 Roles of the researcher .....	31
3.3 Procedures of collecting the data.....	31
3.4 Procedures of analysing data.....	32
3.4.1 Listening to the recorded conversations .....	32
3.4.2 Transcribing the recorded conversations into written form.....	32

3.4.3 Identifying the communication strategies used by the students .....	32
3.4.4 Analysing and interpreting the data.....	32
3.4.5 Drawing the conclusion .....	33
3.5 Procedures of reporting the findings .....	33
3.6 Triangulation .....	33
CHAPTER IV .....	35
4.1 Findings .....	35
4.1.1 Communication problems faced by the subjects .....	35
4.1.2 Communication Strategies Employed by the subjects.....	40
4.2 Discussion .....	51
CHAPTER V.....	75
5.1 Conclusions .....	75
5.2 Suggestions.....	76
References.....	78
Appendices.....	84
Part 1.....	84
Part 2.....	89
Part 3.....	93
Part 4.....	97
Part 5.....	104



## **LIST OF FIGURES**

Figure 2.1 Revised schematic representation of communicative competence in Celce-Murcia (2007: 45)

Figure 2.2 Framework of the present research analysis

## **LIST OF TABLES**

Table 4.1 Responses to the questions related to communication problems

Table 4.2 The result of communication strategies categorisation based on the taxonomy of Dörnyei and Scott (1997)

# **CHAPTER I**

## **INTRODUCTION**

The first chapter has a very crucial function in reporting the research. It gives a brief description as an introduction to the research conducted. It begins with presenting research background in which the importance of communication strategies (CSs) in language learning, especially in English learning as a foreign language, the history – some previous research related to the present research from Tarone’s to the newest one – are concisely explained. In the second section, it includes some reasons that bring the researcher towards the topic. It puts, in the third section, the research problems or questions that the researcher needs to describe. It also tells the research objectives or purposes for each of the research questions in the fourth section. In the sixth section, it draws the significance of the research which stresses how the research supports and makes benefits theoretically, practically, and pedagogically. In the fifth section, it defines some terms related to the research topic. In the last section, it gives a brief outline of the research thesis which delivers the sequence of how the thesis is written.

### **1.1 Research background**

Why is it more difficult to speak than to write in English? And why is a conversation in English still going on even though the speakers have some problems in conveying the meanings?

Speaking is very important in learning English as a second language (ESL) or as a foreign language (EFL) as Nunan (1995) said that learners do not succeed in learning a second language nor a foreign language unless they can perform the language in their conversations, therefore, speaking skill is important as well as reading, writing and listening skill. It shows that the main aim of English language teaching is to give learners the ability to use English effectively and correctly in communication (Davies & Pearse, 2000). It encourages English teachers to develop their teaching methods so that they focus on the speaking aspects. However, according to Leong and Ahmadi (2016), language learners are still not able to communicate fluently and accurately because they do not have enough knowledge in the speaking aspect such as how to express something correctly because they usually learn only the structure. Besides, some speaking problems like inhibition, lack of topical knowledge, low participation and mother-tongue use (Tuan & Mai, 2015) obstruct the improvement of learners' speaking ability.

English learners, especially EFL learners in Indonesia tend to put the development of writing skills instead of speaking skill. Priyatmojo (2014) even stated that a traditional approach was still used in teaching and learning process where learners still focused on sentence construction rather than on functional objective and they were accustomed to speaking using their own native language in any context. Moreover, they rarely spoke in English in their classrooms and even some of them preferred keeping quiet. That was one of the causes why most learners cannot communicate well in spoken language.

However, EFL learners still can deal with their conversations even though they cannot communicate well and get some difficulties in conveying meaning. They can also keep the conversation going until the end without keeping any long silence. There must be any CSs to keep the flow of the conversations. With or without their consideration, English learners employ CSs in their conversations. With this research, their consideration hopefully can be increased so that they employ more CSs without doubt, they can be more confident and more native-like in speaking English.

CSs are techniques of coping with difficulties in communicating in an imperfectly known second language (Stern 1983:411). As a non-native language, English can also be considered as an imperfectly known second language which is learnt by Indonesian students in varied ways and levels of familiarity. The stranger it is for them, the more difficulties they find in learning it. Therefore, CSs become important to breakdown those difficulties since communicating English in spoken form always happens with problems.

Several studies have attempted to relate CS use to different variables, including different learner proficiency levels, the effects of elicitation task type (Bialystok and Fröhlich, 1980), L1 influence (Kellerman, 1978), and personality (Tarone, 1977).

In this research, the researcher tries to find out how members of English Club FMIPA UNNES employ CSs in their interpersonal conversations. He refers to communication strategy taxonomy of Dörnyei and Scott (1997) since it is the

newest taxonomy that combines other previous considerable taxonomies and that is the easiest-to-understand taxonomy among others. Also, it is widely used in many kinds of research related to CSs

## **1.2 Reasons for choosing the research topic**

The research comes with two reasons that are related to each other. The first reason is that conversation is a technique that can effectively improve English mastery of English club members at the Faculty of Math and Science at Universitas Negeri Semarang in the year 2018/2019 (hereinafter referred to MEC). Even though they do not speak in English in every weekly meeting, they hold annual sections in which they must speak in English to each other and, sometimes, do some role-plays so that they can correct each other's mistakes. It can be said that conversation is the most important way to improve their speaking skills. Therefore, finding out how they maintain the conversation and how far they employ CSs can be interesting and valuable so that this research can make the best suggestions about how important teaching and learning CSs are.

The second reason is the need for speaking skill development. Although MEC members are used to speaking in English to each other, it is still necessary to improve their speaking skills. One of the ways to do it is employing CSs.

## **1.3 Research questions**

This research was conducted based on the following research questions.

- a. What are communication problems faced by MEC members?
- b. How do they employ CSs to overcome those problems?

#### **1.4 Research purposes**

Based on the research questions, the research is supposed to be conducted with the following purposes.

- a. To find out communication problems faced by MEC members.
- b. To find out the way they employ CSs to overcome communication problems.

#### **1.5 Research significance**

Theoretically, it is expected that the result of this study will enrich new knowledge about the use of CSs used by speakers, especially by Indonesian non-majors of English. It also gives more comprehension about the realization of CSs to speak fluently.

Practically, this research is expected to be useful for teachers to improve the awareness of students' ability to communicate smoothly. By knowing the CSs used by students, the teacher knows the importance of speaking competence mastered by students and provide them with the solution in CSs.

Pedagogically, this study is expected to give benefit for English learners to improve English speaking ability by finding out which communication strategy is mostly used. It also can help teachers to encourage students to achieve good communication competence by applying CSs during the learning process. It also can be a reference for other researchers who are interested in improving students' speaking skills, especially in CSs.

## **1.6 Definitions of terms**

In order to focus on the research limitation, it is necessary to define some terms related to the research topic as below.

CSs are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a communicative goal (Faerch and Kasper 1980:81, 1983c:36). It means that employing CSs is one of the ways to face problems in reaching communicative goals. Based on the definition above, CSs have two criteria: problem-orientedness; and potential consciousness. Both criteria reflect an epistemological interest in delimiting those aspects of learners' communicative competence which are essential for coping with new, unforeseen situations (hence "problem-orientedness"), and which at the same time can be influenced by teaching (hence "potential consciousness").

Interpersonal conversation is to establish or maintain social relationships, such as personal interviews or casual conversation role plays, says Ulin Nuha (2014) citing from Celce-Murcia et al (1995).

## **1.7 Thesis outline**

In order to give a clearer understanding, it is necessary to make an outline of this research.

Chapter I is an introduction that contains the background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, definitions of terms and outline of the thesis. It mostly describes anything that meets the need for conducting the research and short



explanation of what is related to the research topic as the opening before further going in the core so, it is hoped that the readers can easily understand what the research will be and how it looks like, step by step.

Chapter II presents previous studies, theoretical background, and framework of the present study. It delivers the supportive evidence that the current topic is important to discuss by showing some most-related previous studies, including international and national journal articles and some undergraduate research thesis. It also gives a more detailed explanation about what theory or communication strategy taxonomy is used, including the explanation of every single component of CSs proposed by Celce-Murcia. Besides, it tries to resume the whole steps of research by presenting the framework of the study.

Chapter III presents the object of the study, roles of the researcher, procedures of collecting data, procedures of analysing the data, procedures of reporting the findings and triangulation. It mostly illustrates the way the research is conducted technically including the methodologies of the research.

Chapter IV deals with findings and discussions. It is the most crucial part of the thesis because it delivers the results of the research. It answers the questions of the research. It describes the percentage of the use of CSs, delivers some opinions related to problems the subjects face in their communication and the reasons for the dominance of CSs.

Chapter V presents the conclusions of the study and suggestions. It gives a brief explanation of the problem in the research and suggested solution based on the observation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter concerns with the review of related literature which are to help readers understand what the present research is about. In the first section, it presents the theoretical studies. It focuses on the explanation of CSs, especially that of every strategy proposed by Dörnyei and Scott (1997). In the second section, it delivers several previous studies related to the present study, some of which are international and national journal articles to support the present research. It elaborates such as the summary, the strengths, and the weaknesses of every single previous study in the hope that the present research can develop them and cover what are missed in them to give better significance theoretically, practically, and pedagogically. The last section is the research framework in which a diagram of process list of the present research.

#### **2.1 Theoretical background**

Humans use their language to communicate to each other to live their lives. Human language is the most unique and complex among other creatures' languages. Hammarström (2016) defined human language as the only communication system that allows its users to learn with conventionalized form-meaning pairs capable of expressing the entire communicative needs of a human society. As humans live in various regions around the world, their cultures and languages vary according to

their different regions. So do the systems of the languages from the simplest to the most complex ones.

The most popular language around the world is English. It is learned by most humans in the world either as a native language, a second language (ESL) or a foreign language (EFL). From year to year, the English learning is oriented to several theories developed by experts until the terms communicative competence is carried out by Dell Hymes opposing what had been popularised for so long by Chomsky that learning a language is about learning its grammar and structure.

### ***2.1.1 Communicative competence***

Based on the Encyclopaedic Dictionary of Applied Linguistics, communicative competence (hereinafter referred to as CC) is the knowledge which allows someone to use a language effectively and the ability to use their knowledge for communication. The term is carried out by Hymes.

Hymes begins his attack on Chomsky (1965:4) who had distinguished between competence (the knowledge of a language) and performance (the actual use of a language in concrete situations). Considering the narrowness of Chomskyan linguistics, he points that there must be other kinds of knowledge, 'rules of use', which enable actual speakers to use the language effectively: not only the competence aspect matters. He also questions why Chomsky (1965) neither claims to deal with only the competence of an idealized speaker-hearer instead of actual users nor denies that actual individuals may also possess another knowledge to communicate. It leads him to develop Chomsky's term "competence" into four

CC sectors. He proposes CC to answer the need for a theory that can deal with a heterogeneous speech community, differential competence, the constitutive role of sociocultural features, socio-economic differences, multilingual mastery, the relativity of competence in various languages, expressive values, socially determined perception, contextual styles and shared norms for the evaluation of variables. (p. 277)

Hymes distinguishes two very different conceptions of performance: the actual data of speech which is rule-less in contrast to the nature of linguistics and the behaviour governed by underlying rules of use. He also proposes four questions the additional knowledge must answer:

- a. Whether (and to what degree) something is formally possible.
- b. Whether (and to what degree) something is feasible in virtue of the means of implementation available.
- c. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
- d. Whether (and to what degree) something is in fact done, actually performed, and what the doing entails.

Canale and Swain (1980) further present a three-part competence consisting of grammatical competence, sociolinguistic competence and strategic competence, and sociolinguistic competence is further broken down into sociocultural competence and discourse competence.

Canale (1983) separates discourse competence from sociolinguistic competence, to make it an autonomous fourth sub-competence. He expands the definition of strategic competence to include ‘efforts to enhance the effectiveness of communication’.

There are, in addition, some studies considerably influenced by Hymes’s original paper such as some studies that focus on overall approach (Widdowson, 1978; Brumfit and Johnson, 1979), syllabus design (Johnson, 1982), methodology (Johnson and Morrow, 1981) and testing (Spolsky, 1989; Bachman, 1990).

Widdowson (1989) develops the original formulation of Hymes’s CC with the consideration that each of the four sectors of Hymes’s CC has both a competence aspect and a performance aspect.

Bachman (1990) proposes an elaboration of the Canale & Swain model on communicative language abilities. They are organizational knowledge (grammatical and textual knowledge), pragmatic knowledge (lexical and functional knowledge) and sociolinguistic knowledge.

Celce-Murcia, Dörnyei & Thurrel (1995) divide Canale’s sociocultural competence into sociocultural competence and actional competence. They develop the grammatical competence into linguistic competence. Celce-Murcia (2008) adds formulaic competence in her 1995 model.

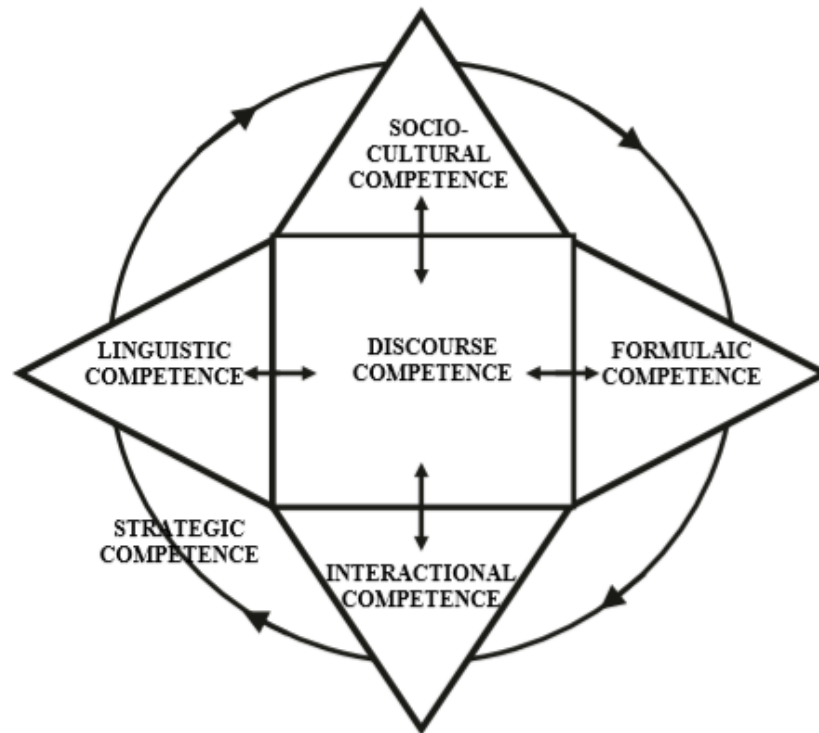


Figure 2.1 Revised schematic representation of communicative competence in  
Celce-Murcia (2007: 45)

### ***2.1.2 Communication strategies***

According to the Encyclopaedic Dictionary of Applied Linguistics (1999), CSs are firstly introduced by Tarone (1977). She comes with her typology of CSs which becomes an influential early one to some following communication strategy studies. The typology is developed out of a study which involves nine intermediate-level subjects. The study observes their ways to describe various drawings and illustration, not only in their own language but also in English. It identifies problems by comparing their L1 (in which there are no linguistic barriers) and L2 production. It results a typology which is further described in the next chapter.

At the same time, Varady's taxonomy of CSs is developed more restrictedly. One that differentiates his taxonomy to Tarone's is the notion of message adjustment whereby an intended message is changed to make it expressible by means of available resources.

In 1983a, Færch and Kasper introduce a new model of CSs whose central distinction is between avoidance or reduction strategies and achievement strategies. The reduction strategies are divided into two: formal reduction in which learners communicate in a reduced system in order to avoid non-fluent or incorrect utterance production and functional reduction in order to avoid a problem. Meanwhile, the achievement strategies include compensatory strategies such as code-switching, transfer, and paraphrase.

A newer taxonomy is carried out by Bongaerts et al (1987) which is based on the observation to fifteen Dutch learners of English at various proficiency levels which are given four tasks of varying difficulty. The study is known as Nijmegen project as it is undertaken in Nijmegen. It results a main distinction between conceptual and linguistic strategies both of which can be manipulated by learners so that the concept becomes expressible through learners' available linguistic resources, or the language becomes as close as possible to expressing their original intention.

Bialystok (1982) claims processes that provide a model for the way L2 learners develop CSs. Citing Clark's (1983) she states three main child strategies for filling lexical gaps: overgeneralization (for example using building for all things



that have doors, walls, roof, and others); the use of all-purpose words (for example, thing, do for unknown lexical items); and word creation (for example he's googling for some journals).

Celce-Murcia (1995) categorizes, into five, CSs by which strategic competence, one of communicative competence components proposed by her, is realized. Those five categories are avoidance or reduction, achievement or compensatory, stalling or time-gaining, self-monitoring, and interactional strategies.

Outlining the history of CS research and discussing problem-orientedness and consciousness as defining criteria for CSs, Dörnyei & Scott (1997) offered a comprehensive list of strategic language devices and described the major CS taxonomies, noting key trends, with special attention to current and future research orientations.

- 1) Message abandonment: leaving a message unfinished because of some language difficulty.
- 2) Message reduction (topic avoidance): reducing the message by avoiding certain language structures or topics considered problematic language-wise or by leaving out some intended elements for a lack of linguistic resources.
- 3) Message replacement: substituting the original message with a new one because of not feeling capable of executing it.
- 4) Circumlocution (paraphrase): exemplifying, illustrating or describing the properties of the target object or action.

- 5) Approximation: using a single alternative lexical item, such as a superordinate or a related term, which shares semantic features with the target word or structure.
- 6) Use of all-purpose words: extending a general, “empty” lexical item to contexts where specific words are lacking.
- 7) Word-coinage: creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.
- 8) Restructuring: 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.
- 9) Literal translation (transfer): translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2.
- 10) Foreignizing: using an L1/L3 word by adjusting it to L2 phonology (i.e., with an L2 pronunciation) and/or morphology.
- 11) Code-switching (language switch): including 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.
- 12) Use of similar-sounding words: compensating for a lexical item whose form the speaker is unsure of, with a word (either existing or non-existing) sounding words which sounds like the target item.
- 13) Mumbling: swallowing or muttering inaudibly a word (or part of a word) whose correct form the speaker is uncertain about.

- 14) Omission: leaving a gap when not knowing a word and carrying on as if it had been said.
- 15) Retrieval: retrieving a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form.
- 16) Self-repair: making self-initiated corrections in one's own speech. Other repair: correcting something in the interlocutor's speech.
- 17) Self-rephrasing: repeating a term, but not quite as it is, but by adding something or using paraphrase.
- 18) Over-explicitness (waffling): using more words to achieve a communicative goal than what is considered normal in similar L1.
- 19) Mime (non-linguistic/ paralinguistic strategies): describing whole concepts nonverbally or accompanying a verbal strategy with a visual illustration.
- 20) Use of fillers: 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.
- 21) Self-repetition: repeating a word or a string of words immediately after they were said. Other-repetition: repeating something the interlocutor said to gain time.
- 22) Feigning understanding: trying to carry on the conversation in spite of not understanding something by pretending to understand.
- 23) Verbal strategy markers: using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code.

- 24) Direct appeal for help: turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge. Indirect appeal for help: trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally.
- 25) Asking for repetition: requesting repetition when not hearing or understanding something properly.
- 26) Asking for clarification: requesting explanation of an unfamiliar meaning structure.
- 27) Asking for confirmation: requesting confirmation that one heard or understood something correctly.
- 28) Guessing: Guessing is like a confirmation request, but the latter implies a greater degree of certainty regarding the keyword, whereas guessing involves real indecision.
- 29) Expressing non-understanding: expressing that one did not understand something properly either verbally or nonverbally.
- 30) Interpretive summary: extended paraphrase of the interlocutor's message to check that the speaker has understood correctly.
- 31) Comprehension check: asking questions to check that the interlocutor can follow you.
- 32) Own-accuracy check: checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.
- 33) Response: repeat: repeating the original trigger or the suggested corrected form (after an other-repair).

Response: repair: providing other-initiated self-repair.

Response: rephrase: rephrasing the trigger.

Response: expand: putting the problem word/issue into a larger context.

Response: confirm: confirming what the interlocutor has said or suggested.

Response: reject: rejecting what the interlocutor has said or suggested without offering an alternative solution.

It can be concluded that CSs have received considerable attention in recent process-oriented interlanguage studies (Faerch and Kasper, 1983) and the development of CSs is getting better. Some other researches that are related to each other are also conducted, such as Paribakht (1985), Poulisse (1987), and Nakatani (2006) in which classification may be generated from their own investigation; and reviews and modification other research works such as Willems (1987).

### ***2.1.3 Interpersonal and transactional conversation***

Transactional conversation is conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates. It is an interaction which has an outcome, for example, buying something in a shop, saving money at a bank. While interpersonal conversation is to establish or maintain social relationships, such as chatting with friends, gossiping. According to Murcia (Murcia et. al. 1995), interpersonal conversations are usually used to express: greeting and leave-taking, making introductions, identifying oneself, extending, accepting and declining invitations and offers, making and breaking engagement,

expressing and acknowledging gratitude, complimenting and congratulating, reacting to the interlocutor 's speech, and showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.

This kind of conversation can be done to fulfil the social interaction to the society like in socialization. The topic is free, and people just produce the talk to involve in the community.

Conversation is an approach within the social sciences that aims to describe, analyse and understand talk as a basic and constitutive feature of human social life. In addition, conversation is a verbal activity which can be taken for granted. It can be used for research data which is transcribed to be analysed. Conversation analysis is a branch of linguistics which investigates the structure and social significance of patterns within conversational data. Conversation analysis shares many features with discourse analysis in that both are interested in structures beyond sentence level and the way stretches of language cohere and relate to one another. However, whereas discourse analysis in its early forms at least, is concerned with "rule-like" constraints on patterns of turns in conversation, conversation analysis tends to be more purely descriptive in nature.

Conversation analysis is the study of recorded, naturally occurring talk-in-interaction. Principally, the purpose of studying this interaction is to discover how the speakers understand and respond to one another in their turns at talk, with a central focus on how sequences of action are generated. To put it another way, the objective of communication analysis is to uncover the often-tacit reasoning

procedures and sociolinguistic competencies underlying the production and interpretation of talk in organized sequences of interaction.

According to the statement above, conversation analysis gives purer descriptive observation on people talk. It can be used to analyse components or factors in conversation. One of the components which can be analysed is CSs.

## **2.2 Review of previous studies**

In order to support the present research of CS employment, it is necessary to understand some previous researches related to CSs in varied taxonomies by different authors or proponents. Some are about CS employment; the others deal with the effects of CS and teachability of CS. Some are published in international journals, others on national journals.

There are some research using Tarone (1970)'s typology of CSs to analyse CSs employed by learners which include learners from elementary school students to college students (Ting & Lau, 2016; Ahmadian and Yadgari, 2011; Buri and Bautista, 2014; Herawati, 2015; Thi Thu, 2016; Ramadhan, 2018; Aziz, Fata and Balqis, 2018; Sabri T.S. Ahmed, 2018; Maria, Francisco and Basterrechea, 2019).

While the others involve EFL learners in their studies, Ting & Lau (2016) make some differences in theirs. In his studies, some ESL learners aged between 20 to 40 with low English proficiency enquire products or services in simulated telephone conversations. The frequent restructuring done by the learners indicates that negotiation/interaction strategies dominate in bridging their communication

gap. While the research involves learners in Malaysia, which learn English as their second language, the present research involves EFL learners in Indonesia.

There is one research that is a little bit different from others. This concerns with the relationship between extraversion/introversion personality dimension and the use of strategic competence. In Ahmadian and Yadgari (2011) the two groups of 50 sophomore English students of Arak University (in Iran) are selected to be the subjects. The extravert students tend to use more interactional strategies than the introverted students do.

Meanwhile, considering the insufficiency of studies about CSs among Vietnamese learners, Thi Thu (2016) conducts research which involves 20 non-English majors whose English proficiency is intermediate between the ages of 20 to 22. As a result, not all the strategies are employed by the students.

Supporting the research before, Ahmed (2018) examines the CSs employed by Radfan College EFL students (in India) in their classroom interactions. Most students tend to stop and switch to the mother language. Only few of them employ effective strategies such as paraphrasing of meaning.

Those research above use Tarone's CS taxonomy since the taxonomy is the most basic one which allows the researchers analyse communication in easier ways. In addition, it is considered as the most popular one which leads to a great amount of research related to CS using the taxonomy. Consequently, references about the employment of CSs based the taxonomy are easily found by researchers. However, since the taxonomy was published in 1977 and there are some other newer



taxonomies, it is cliché to use the taxonomy. There has been a huge development of the taxonomy. Therefore, to make the present research better, the researcher relies on the taxonomy of Dörnyei & Scott (1997).

There are some other researches that focus on the way Indonesians learn EFL such as the research conducted Herawati (2015) which focuses on EFL learners in junior high school. It concludes that the whole strategies proposed by Tarone are completely employed. Wondering learners with higher English ability, Ramadhan (2018) describes that eleventh graders in SMA 1 Susukan which are represented by XI MIPA 2 students employ only five of nine communication strategies in Tarone's typology. Trying to find out how well the employment of CSs among boarding senior high school students, Aziz, Fata and Balqis (2018) investigate 52 students of the successful group and 24 learners of the less successful group. the result is not dissimilar with most of the research about CSs which is that approximation, literal translation and code-switching are frequently used by less successful learners. Those research above differ from the present research which involves a smaller number of university students with higher English ability as the subjects.

The CS typology proposed Celce-Murcia, Dörnyei and Thurrel (1995) is also popular since there are many kinds of research using the typology to analyse primary, secondary and college students' employment of CSs (Ting & Lau, 2016; Abdullah, 2011; Syahdan, 2012; Syailendra, 2014; Mahardika, Suparman and Sudirman, 2015; Supartini, Seken and Suamajaya, 2015; Ayuningtyas and Yufrizal, 2016; Purnomo, 2017; Prabawatie, 2017; Paola Vettorel, 2018). Most of them agree

that all the subjects do not use the whole CSs. The negotiation strategies such as confirmation checks and the likes were the subjects' favourite ones. Abdullah (2011) proves that even people in the Republic of China use CSs. Syahdan (2012) stresses out that bilingual students with first language attrition highly need CSs with the code-switching as the dominant strategy.

There is no difference in the conclusion of the way EFL or ESL learners employ CSs neither by using Tarone's CS taxonomy nor Celce-Murcia's CS taxonomy. Some researchers make use of the latter taxonomy because of the newness but some still direct to Tarone's taxonomy because of its simplicity.

Some researches use Dörnyei and Scott (1997)'s taxonomy of CSs to find out how secondary and college students employ CSs in their EFL learning (Jamshidnejad, 2011; Juliari, Padmadewi, and Nitiasih, 2014; Rabab'ah, 2015). Jamshidnejad (2011) did not stop at how some Persian learners employed CSs but continued to describe the account of CSs for promoting meaning transfer, promoting accuracy form of language communication and maintain the flow of conversation. Like the present research, this study involves EFL learners. Rabab'ah (2015) confirmed in his study that communication strategy instruction affects EFL students' oral communicative ability and their strategic competence. In his investigation, the participants in the strategy training group used more CSs.

Some researchers agree that there are significant differences between low linguistic ability students and high linguistic ability students (Paola Vettorel, 2018; Sabri T.S. Ahmed, 2018; Syailendra, 2014; Aziz, Fata and Balqis, 2018; Mirzaei

and Heidari, 2012; Chen, 1990). The former group use less effective CSs than the latter group do. The former group tend to keep silent or switch to their mother tongue and the most frequently used CSs among them were topic avoidance and message abandonment. The latter group tend to use less-in-quantity but more effective CSs such as approximation, paraphrasing and circumlocution.

Sabri T.S. Ahmed (2018) and Prabawatie (2017) argue that the reasons some students use ineffective CSs are that students do not train well to use CSs in EFL classrooms. They usually prepare everything in their notes before performing conversations that give them a chance to organize the conversations so that the conversations sound rigid with less communicative problems. Teachers and textbooks also rarely encourage and force them to speak naturally and employ any CSs.

About the most dominant CS type used by ESL and EFL learners, negotiation is very popular to overcome any problem in conversations. That is in line with the research conducted by some researchers (Ting & Lau, 2016; Febriyano Ramadhan, 2018; Nurazizah, 2017; Abdullah, 2011; Purnomo, 2017).

Some previous research described above come into an agreement that English teachers including lecturers and instructors should introduce and implement CSs in teaching and learning progress in Indonesia with appropriate teaching methods. They conclude that the main reasons for employing CSs are lack of vocabularies in the target language (L2), anxiety levels and low frequency of L2 speaking practices.

To have a conversation in the target language, especially in English is quite challenging for Indonesian students because they are accustomed to use the mother tongue language (Priyatmojo, 2014). In his research, time allocation is the effective way to increase the students' ability to speak both in transactional and interpersonal communication. Therefore, research about how well EFL learners do their conversations, especially interpersonal ones becomes more and more important because the most important thing to achieve in learning English is to communicate and even the interpersonal communication is more frequently used by them than the transactional one.

Considering the importance of CSs in EFL learning and the frequency of interpersonal communication in students' daily life, Prabawatie (2017) tries to analyse how CSs are employed by English major college students in their interpersonal conversations. By using the taxonomy of CSs developed by Malasit & Sarobol (2013), she concludes that the subjects do not employ all CSs and that the dominant one is intra-actional strategies especially mumbling.

Most of the researches above examined the ways majors of English employ CSs both in ESL or EFL. There were a very limited number of researches that focused on the employment of CSs by non-majors of English. Therefore, the researcher tries to find out how well CSs are employed, not by Majors of English, but MEC members who master English as some of them have ever won some English competitions such as debates and speech contests. While most of the research mentioned above used Tarone's taxonomy of CSs, this study tries to analyse CSs employment by using what has been developed by Dörnyei and Scott

(1997) with the reasons that the taxonomy is the most up-to-date one each which have its explanation and examples so that the researcher find the easiest way to analyse the data. Also, the taxonomy actually combines the nine previous taxonomy including Tarone (1997)'s to ease any CS-related researchers to find the fixed definition and concept of CSs. Since only few research pay attention on Non-English major students which have also middle linguistic ability such as those who experienced speaking English well in English country and or those who are in their international program in their universities, this research focuses on the way they employ CSs and on whether they employ less or more CSs than English major students do. This study uses the methods like other previous research which are observation, recording and interviews.

### **2.3 Framework of the present study**

This study concerns with types of CSs employed by English club members in their interpersonal conversations as the framework of the study. It deals with the realization of strategic competence that is closely related to language learning, language processing and language production. It also describes in the theoretical background the other communicative competence in the model proposed by Celce-Murcia (1995) which are: (1) discourse competence which deals with the selection, sequencing, and arrangement of words, structure, sentences and utterances to achieve a unified spoken or written text; (2) linguistic competence which is related to sentence patterns and types, structures, morphology, lexical resources as well as phonological and orthographic system needed to realize communication as speech or writing; (3) actional competence which deals with conveying and understanding

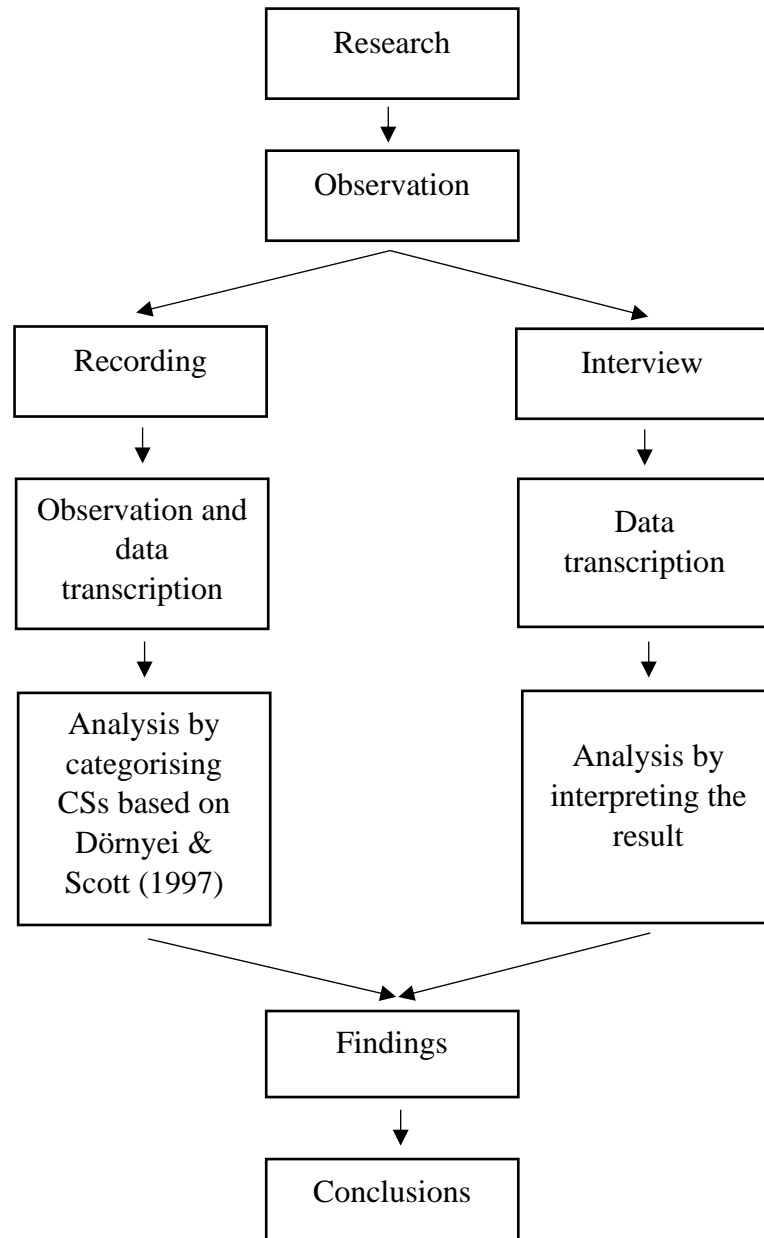
communicative intent, especially matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force including speech acts and speech act sets; (4) sociocultural competence which covers how speakers express appropriate meaning with appropriate cultural context and related to the pragmatic factor of language use.

CSs, both verbal and non-verbal are to compensate for difficulties in communication due to limited vocabulary and insufficient competence and to enhance the effectiveness of communication (e.g. deliberately slow for rhetorical effect), Canale and Swain (1980) quoted in Richards, Jack C & Schmidt, Richard W. (1983:10-11). In addition, CSs are to run communication smoothly and arise it naturally.

Therefore, in this study, the researcher investigated what the communication strategy used by the subject of the study, what was the most used, and why the subjects used CSs. The investigation was based on the theory proposed by Dörnyei and Scott (1997) about components of strategic competence. Each of those components has some strategies to be investigated. So, it was very interesting for the researcher to do this study to find out the various CSs used by the subject study and why the subject study used those CSs.

The theoretical framework which was used by the researcher can be illustrated in a figure below:

Figure 2.2 Framework of the present research analysis



## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This chapter concerns on how the research is conducted including investigation methodologies. It is divided into six sections. It explains, in the first section, the research object by delivering what the researcher wants to do with the subjects of the research. It points out, in the second section, the role of the researcher and what his responsibilities are when the research is conducted. In the third section, it demonstrates how the data of the research are collected by the researcher by delivering the procedures. In the fourth section, it reveals the procedures of analysing data from transcribing the conversations to drawing conclusions. It also illustrates, in the fifth section, procedures of reporting the findings. In the last section, it draws the triangulation of the research which is necessary to be conducted to obtain the trustworthiness of the research.

#### **3.1 Object of the study**

The object of this research is the realization of CSs by MEC members with the reason that the English Club is an organisation in FMIPA UNNES whose members have interests in English. They train to speak in English although they are non-English major students. In addition, not rarely they win some English competitions such as debates and speech contests. In this research, they represent non-English major students.



The conversations are done by the students in role plays in front of a classroom in a section of English-speaking practice with some limitations in what topic they want to focus on (songs, movies, food and hobbies) and with the limited time of 5-7minutes. They do not get any interruption by the researcher nor the teacher. They just get a clue that they will have interpersonal communication with their peers so that they do not jump to transactional one like a job interview or the more sophisticated communication.

### **3.2 Roles of the researcher**

In this research, the researcher takes three main roles i.e. a data collector, a data analyst, and a data reporter. The data collector is to collect the data in form of transcription of utterances of the conversations by recording them. The data analyst analyses what kind of communication strategies used by the students. The data reporter reports the result of the research in the form of thesis.

### **3.3 Procedures of collecting the data**

Several steps need to be followed in the right order. The first step of collecting data is asking permission from the chairman of the English Club. The next step is deciding which students will be the representative: choosing randomly without any look at their semesters and majors. The next step is preparing the recorder that can be audio or video recorder and have it in the nearest position to the place where the role plays are going. The next step is recording five pairs doing conversations and analysing them.

### **3.4 Procedures of analysing data**

Procedural analysis of data is necessary to conduct in the following order:

#### ***3.4.1 Listening to the recorded conversations***

In order to keep the recorded conversations clean, the students other than those who are performing are supposed to keep silent. Besides, the researcher needs a perfect time to listen to the audio so that he can transcribe as accurate as what the students say.

#### ***3.4.2 Transcribing the recorded conversations into written form***

Transcription must be accurate, including even mumblings and how much time the students are keeping silent. Moreover, their switches to their native language which is Bahasa Indonesia must be described as they are.

#### ***3.4.3 Identifying the communication strategies used by the students***

This follows the steps of underlying some parts that can be considered as communication strategies, comparing between the amounts of communication strategies of the student, grouping them based on communication strategy model by Dörnyei & Scott (1997) and making percentages of each strategy.

#### ***3.4.4 Analysing and interpreting the data***

This can be done by interviewing the teacher and the students why they use communication strategies.

### ***3.4.5 Drawing the conclusion***

The conclusion is drawn based on the transcription analysis and interpretation by the teacher and the students.

### **3.5 Procedures of reporting the findings**

The findings are reported in the chapter IV in which every finding is accompanied by its discussion which means that every used communication strategy is followed by the explanation of how well the students employ, what the percentage is, which problem is solved by the communication strategy and why do they use the strategy. It is also necessary for the researcher to consider the four questions stated in the first chapter and let the findings be reported in the order of those questions.

### **3.6 Triangulation**

Triangulation is essentially a multi-methods approach conducted by the researcher at the time of collecting and analysing data to gain the trustworthiness of the research. It also helps the researcher understand in any viewpoints in easier ways. As a result, it functions to check the accuracy of data or information obtained by the researcher from a variety of different points of view so that bias decreases in collecting and analysing data.

Based on the viewpoints of Denzin (1978) and Patton (1999), there are four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. Meanwhile, Flick (2004) divide the method triangulation into: (a) within-method and (2) between-method triangulation.

In this research, the researcher uses expert judgement for the triangulation. Expert judgement is an expression on one's or group's opinions for finding solutions and their responses are based on their experience or knowledge or both. In this case, the expert was a lecturer in English Department in Universitas Negeri Semarang. The results from those judgements are expert's opinions about the data obtained. From her opinion and point of view, this study is expected to show reliable information.

The use of expert's judgement is because this method can increase the reliable of research, creating innovative ways to understand the phenomena, reveal a unique finding, challenging or theory integration and give a clearer understanding about the problems.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion about communication strategies used in interpersonal conversations by MEC members. It explores the complete aspects of discussion which answer the research questions: the communication strategies used, which are dominantly used and why the students used those kinds of communication strategies from the experts' point of view.

#### **4.1 Findings**

The results of communication strategies used in the interpersonal conversations by members of English Club FMIPA UNNES were analysed based on communication strategies classification suggested by Dörnyei and Scott (1997) for the reason of its novelty and specificity.

##### ***4.1.1 Communication problems faced by the subjects***

Of ten learners whose conversations were analysed, eight responded the questionnaire that the researcher had handed to them about their conversation problems.

1. Question 1: *Dalam percakapan tadi, di bagian mana Anda merasa kesulitan?*  
(In the conversation, which part do you feel difficult?)
2. Question 2: *Bagaimana Anda mengatasi kesulitan tersebut?* (How do you solve your communication problem?)

3. Question 3: *Apa masalah yang sering Anda hadapi saat berbicara dalam Bahasa Inggris?* (What kinds of speaking problem do you commonly get while you are speaking in English?)

Table 4.1 Responses to the questions related to communication problems

No.	Respondent	Question 1	Question 2	Question 3
1	Munah	<i>Mencari topik dan menyampaiannya</i>	<i>Membiasakan diri bercakap dengan bahasa Inggris</i>	<i>Bingung cara menyampaikan</i>
2	Ipah	<i>Kurangnya kosa kata</i>	<i>Mencari topik bahasan yang di mulai Menambah kosa kata lagi</i>	<i>Pronouncation</i>
3	Idah	<i>Kurang pede :(((</i>	<i>Be brave..!! Fighting..!!</i>	<i>Shy, ashamed</i>
4	Apit	<i>Lupa atau tidak tahu kata yang ingin diucapkan</i>	<i>Bertanya, mencari kata di google translate</i>	<i>Tidak mengerti apa yang diucapkan lawan bicara</i>
5	Umah	<i>Dalam merangkai kata</i>	<i>Banyak melihat video berbahasa inggris</i>	<i>Menyusun kalimat dan grammar nyaa</i>
6	Yani	<i>ketika mendengar kosakata baru, ketika ada homonim, homofon, homograf.</i>	<i>Menyesuaikan kalimat sebelumnya dan meminta orang untuk mengulangi</i>	<i>pengucapan yang sering salah</i>
7	Risani	<i>Mengutarakan maksud saya kepada lawan bicara dan meminta lawan bicara untuk kembali ke topik pembahasan.</i>	<i>Menggunakan kalimat sederhana</i>	<i>Kekurangan kata-kata, bingung dalam menyusun sebuah kalimat</i>
8	Asmi	<i>I'm running out of the dialog to talk</i>	<i>Think harder to find any question I can ask</i>	-

From the table 4.1, it can be learnt that almost all the speakers had problems during their conversations and almost all the problems were like what they had whenever they spoke. Here is a more detailed explanation based on what have been recorded.

The first speaker got difficulties in finding any topic to start the conversation. It was also, sometimes, difficult for her to restart the conversation when the speakers became silent (for example, when she said “Anything, anything you wanna ask me?” after she remained silent for a while after saying “okay”. Besides, to make correct sentences that really conveyed the intended meaning was another thing she needed to address. It could be seen from the way she created the sentence “so, do you wanna go, do you planning, are you planning to go abroad?”. She tried to find the best clause to convey what she really meant. She finally found that the best way was using present continues that asked whether the interlocutor was planning to go abroad or not. As a reflection, to overcome all the problems above, she used to train herself to speak a lot in English in her daily communication.

The second speaker admitted that she lacked vocabularies that she had to find another topic when she did not understand what the interlocutor said. Her “I don't like to discuss about food” indicated that she wanted to change the conversation's topic. She felt that she did not master enough vocabularies about food although she could have performed her conversation for some minutes before changing the topic. Instead, she switched the topic to the interlocutor's experiences in Korea for a student-exchange. In addition, whenever she talked in English, pronunciation was her problem as well as vocabularies. It can be seen from her nonunderstanding when the interlocutor said, “I love eating”. That time, they were

talking about favourite food. And when the interlocutor said, “I love eating”, she thought that it was a food’s name. That made the interlocutor repeated her speech three times until it switched to Bahasa.

The third speaker did not feel confident in the conversation. She sometimes felt ashamed. However, she kept fighting and tried to be brave. She was the only speaker who often used mumbling. For example, when she said “I saw the horror movie, aa may be that aa make me so XXX” indicated that she was not confident enough with her vocabulary that made she lowered her voice. Basically, she wanted to say that she feared horror movies.

The fourth speaker forgot and even did not know the words had to say. She also sometimes did not understand what the interlocutor was saying. She, therefore, ask to her friend or check on the Google Translate. She asked her friend a lot for help for example “What is it? Interstella itu ya?”

The fifth speaker got difficulties in making sentences whose root cause was structure and grammar. The way she created a sentence like “can you tell the stories of the of this of the film?” showed that she was trying hard to find the best determiner of the word “film”. In that case, they were talking about Mission Impossible. As a matter of fact, both “this” and “the” were appropriate to refer to Mission Impossible. Despite learning grammar, she also used to accustom herself to watch videos in English.

The sixth speaker said that vocabulary was difficult especially when it came to similar sounded words. She thought she often mispronounced some words like



the word “genre” and the likes. She often pronounced /dʒɪnrɪ/ instead of the correct one /'ʒɒnrə/.

It was hard for the seventh speaker to express her intention. She also found it difficult to lead the interlocutor back to the topic. It can be seen from her conversation with her partner. From the conversation below, she (B) tried to ask for (A)’s opinion about the video clip of the song. Instead giving any comment about the clip, (A) described how much he loved Shawn Mendes. She failed both to lead the interlocutor to the same topic and to express her intention. Whenever she spoke, she admitted, she lacked vocabularies. She also felt puzzled when she had to make a sentence, like the first question she inquired in the conversation below.

203	B: Er er do you know the <u>music</u> ? Er	Approximation
204	<u>Do you know um the song</u>	Self-rephasing
205	that is playing now?	
206	A: It’s Shawn Mendes.	
207	B: <u>Shawn Mendes</u> .	Other-repetition
208	And er er what is your opinion about the music video?	
209	A: Er when I was in high school,	
210	<u>I was er I was</u> er his fan eh his.	Self-repetition
211	<u>I am I was</u> er into his fans club, Shawn Mendes.	Retrieval

The eighth speaker ran out of the dialog to talk. In the conversation part 2, she was silent after she said she had been single. She was thinking harder to find another question to ask to the interlocutor until she found “what do you think about

Dua Garis Biru?" (Dua Garis Biru is an Indonesian movie telling about Bima and Dara who got married at 17).

#### 4.1.2 Communication Strategies Employed by the subjects

Table 4.2 The result of communication strategies categorisation based on the taxonomy of Dörnyei and Scott (1997)

No	CSs	Total	Percentage (%)
<b>DIRECT STRATEGIES</b>			
<i>Resource deficit-related strategies</i>			
1	Message abandonment	5	1,25
2	Message reduction	4	1
3	Message replacement	0	0
4	Circumlocution	0	0
5	Approximation	16	4
6	Use of all-purpose word	2	0,5
7	Word-coinage	1	0,25
8	Restructuring	10	2,5
9	Literal translation	14	3,5
10	Foreignizing	0	0
11	Code switching	33	8,25
12	Use of similar sounding words	0	0
13	Mumbling	4	1
14	Omission	4	1
15	Retrieval	4	1
16	Mime	2	0,5
<i>Own-performance problem-related strategies</i>			
17	Self-rephrasing	15	3,75
18	Self-repair	24	6
<i>Other-performance problem related strategies</i>			
19	Other-repair	0	0

<b>INTERACTIONAL STRATEGIES</b>			
<i>Resource deficit-related strategies</i>			
20	Appeals for help	8	2
<i>Own-performance problem-related strategies</i>			
21	Comprehension check	4	1
22	Own-accuracy check	1	0,25
<i>Other-performance problem related strategies</i>			
23	Asking for repetition	1	0,25
24	Asking for clarification	7	1,75
25	Asking for confirmation	19	4,75
26	Guessing	3	0,75
27	Expressing nonunderstanding	4	1
28	Interpretive summary	0	0
29	Responses	21	5,25
<b>INDIRECT STRATEGIES</b>			
<i>Processing time pressure-related strategies</i>			
30	Use of fillers	105	26,25
31	Repetitions	89	22,25
<i>Own-performance problem-related strategies</i>			
32	Verbal strategy markers	0	0
<i>Other-performance problem-related strategies</i>			
33	Feigning understanding	0	0
Total		400	100

The table 4.2 shows that the students used almost all CSs in Dörnyei and Scott's taxonomy. Some strategies which were not employed by the subjects were circumlocution, foreignizing, use of similar sounding words, other-repair, interpretive summary, verbal strategy marker and feigning understanding. . Some

strategies which were employed often by the subjects were repetition (22,25%) and use of fillers (26,25%). Here is the more detailed explanation.

#### **4.1.2a Message abandonment**

The clause “I don’t know” in the conversations indicated the employment of message abandonment as below.

104	<u>Aa there is aa I don't know.</u>	Message abandonment
375	<u>The name is I don't know.</u>	Message abandonment

#### **4.1.2b Message reduction**

Not only did the phrase “no, no, no”, but also other forms/structures to avoid a certain topic in the conversations indicated the employment of message reduction.

108	I see the, <u>no, no, no.</u>	Message reduction
228	A: The dance practice of this song is too <u>hahaha.</u> (laughter)	Message reduction
514	A: May be aa, yeah, <u>I don't like to discuss about food.</u>	Message reduction

#### **4.1.2c Approximation**

The use of any less appropriate phrase in the conversations indicated the employment of approximation strategy (using “film” instead of “movie”, “again” instead of “anymore”, “music” instead of “song”, “too” instead of “really”).

75	A: I think that <u>film</u> is good.	Approximation
----	--------------------------------------	---------------

113	So, I don't like to watch aa movie <u>again</u> .	Approximation
203	B: Aa aa do you know the <u>music</u> ? Aa	Approximation
275	Movie, mm not <u>too</u> like it.	Approximation

#### ***4.1.2d Using all-purpose word***

The use of any word that was easily understood by the interlocutors but had much potential interpretation when it stood alone indicated the use of all-purpose word strategy.

19	aa that <u>sinetron</u> is <u>wow</u> . (laughter)	Use of all-purpose word
----	--	-------------------------

#### ***4.1.2e Word coinage***

The word “hallucinacy” appeared once in the conversation which was intendedly created from the word “halusinasi” (Indonesian) by the speaker.

105	Maybe I <u>hallucinacy</u> .	Word-coinage
-----	------------------------------	--------------

#### ***4.1.2f Restructuring***

Every attempt to change the structure of a sentence in the conversations indicated the employment of restructuring strategy. Usually the strategy was employed when somebody did not know what to call a phrase and, therefore, paraphrased it into a clause.

242	<u>and then</u> aa <u>I really di-</u> aa <u>I don't know how</u>	Restructuring
-----	---	---------------

312	A: Do you know	
313	<u>aa the title is The Gifted?</u>	Restructuring

#### **4.1.2g Literal translation**

Every sentence that sounded like Indonesian structure found in the conversations indicated the employment of literal translation strategy.

53	It's too much of episode.	Literal translation
116	Aa I cannot enjoy with horror movie.	Literal translation
415	But the movies is, is not yet, is not yet.	Literal translation

#### **4.1.2h Code-switching**

Every utterance in Indonesian, Korean, and Arabic found in the conversations indicated the employment of code-switching strategy.

15	A: Aa I like aa <u>sinetron</u> like.	Code switching
47	Er do you like er drakor?	Code-switching

219	A: Exo, Saranghaeyo. (laughter)	Code switching
558	B: Amiiin.	Code switching

#### **4.1.2i Mumbling**

Every utterance that was hard to be transcribed by the researcher because of the speaker's shyness or doubt indicated the employment of mumbling strategy.

86	B: It's so <u>XXX</u> film.	Mumbling
112	aa may be that aa make me so <u>XXX</u> .	Mumbling

#### **4.1.2j Omission**

Every sentence that finished incompletely (there were other potential utterances to say next) indicated the employment of omission strategy.

434	Aa <u>the one with.</u>	Omission
435	Captain <u>America. America.</u>	

#### **4.1.2k Retrieval**

Every attempt to find the correct form of phrases or the correct structure of clauses in the conversations which made the speaker say the phrases or clauses twice to three times indicated the employment of retrieval strategy.

45	B: Can you tell the stories <u>of the of this of the film?</u>	Retrieval
586	So, <u>do you wanna go, do you planning, are you planning to go abroad?</u>	Retrieval

#### **4.1.2l Miming**

Every gesture that replaced and accompanied the speaker's speech in the conversations so that the interlocutor could understand more indicated the employment of miming strategy.

66	B: Aa ( <u>pointing the slideshow</u> ) what's your favourite movie <u>in here?</u> <u>In here?</u>	Mime
220	May I choose one? (playing a song)	Mime

#### ***4.1.2m Self-rephrasing***

Every attempt to repeat clauses with some paraphrases or additions in the conversations indicated the employment of self-rephrasing strategy.

123	A: <u>She must, eh she aa like horror movie,</u> aa	Self-rephrasing
142	I was, when I was at school	Self-rephrasing

#### ***4.1.2n Self-repair***

Every repeat to repair a phrase or a clause in the conversations indicated the employment of self-repair strategy. The repetition formats also varied: some repetitions were initiated with a supporting phrase or clause such as “I mean”, some were not.

6	<u>What most do you like,</u> aa <u>I mean, what the movies?</u>	Self-repair
111	after this, aa after I, I saw <u>the fil- horror movie,</u>	Self-repair

#### ***4.1.2o Appeals for help***



Every attempt to ask for help from the interlocutor either directly (the speaker directly gave a question) or indirectly (the speaker expressed her lack of what to say) in the conversations indicated the employment of appeals-for-help strategy.

433	<u>who is he?</u>	Direct appeal for help
407	<u>Aa I forget about the name.</u>	Indirect appeal for help

#### ***4.1.2p Comprehension check***

Every attempt to make sure that the interlocutor got what the speaker meant indicated the employment of comprehension-check strategy.

231	You know what I mean?	Comprehension check
353	You know Pramoedya?	Comprehension check

#### ***4.1.2q Own accuracy check***

Every attempt to question what the speaker had said to make sure it was correct, indicated the employment of own-accuracy-check strategy.

250	I keep aa research.	
251	Eh <u>research?</u>	Own-accuracy check

#### ***4.1.2r Asking for repetition***

Every clause that invited the speaker to repeat something in the conversations indicated the employment of repetition request strategy. The clause contained the meaning of “what?” or “pardon?”.

29	A: <u>Hah?</u>	Asking for repetition
----	----------------	-----------------------

#### ***4.1.2s Asking for clarification***

Every question that expressed non-understanding which led the speaker explain more about something, indicated the employment of clarification request strategy.

The question contained the meaning of “what do you mean?”.

224	A: It is you know, the dance practice is just, eh no, no, no.	
225	B: <u>Ha?</u>	Asking for clarification

375	The name is I don't know.	
376	Hero, Hero, Hero.	
377	B: <u>Hero?</u>	Asking for clarification

#### ***4.1.2t Asking for confirmation***

Every attempt to make sure that something was true or correct indicated the employment of confirmation request strategy.

232	B: <u>It's too sexy?</u>	Asking for confirmation
576	A: It's like the palace, a palace?	Asking for confirmation

#### ***4.1.2u Guessing***

Every attempt to make sure that something was true or correct indicated the employment of guessing strategy. Yet in this occasion, the guessers were not sure what they were guessing.

390	A: <u>Is it tall? He is tall? Or?</u>	Guessing
568	A: Seoul City?	Guessing

#### ***4.1.2v Expressing non-understanding***

Every clause expressing non-understanding without any question in the conversations indicated the employment of non-understanding expression strategy.

140	B: Dua garis biru, <u>I don't know.</u>	Expressing non-understanding
141	The film <u>I don't know.</u>	Expressing non-understanding

#### ***4.1.2w Responses***

Every response to repetition, clarification, confirmation request in the conversations indicated the employment of responses strategies.

28	B: The titles?	
29	A: <u>Hah?</u>	Asking for repetition
30	B: <u>The title</u>	Response: repeat

561	B: <u>The most what?</u>	Asking for clarification
562	A: Mm, <u>the most wonderful place in that.</u>	Response: expand

563	B: <u>In Korea?</u>	Asking for confirmation
564	A: Yeah.	Response: confirm

#### **4.1.2x Use of fillers**

Every gambit (okay, actually, so, and then, like that, you know and of course) found in the conversations indicated the employment of fillers strategy.

23	A: But, <u>actually</u> , I also like aa actions aa movie like aa in the Trans TV.	Use of filler
39	<u>And then</u> , (laughter) aa I think I like aa actions movies like aa Mission Impossible	Use of filler
113	<u>So</u> , I don't like to watch aa movie again.	Use of filler

#### **4.1.2y Repetition**

Every repetition of a phrase or a clause to gain time in the conversations indicated the employment of repetition strategy. Some repeated their own speeches, some did others'.

56	<u>I don't I don't</u> like it.	Self-repetition
----	---------------------------------	-----------------

160	Aa title <u>Insidious</u> .	
161	B: Oh <u>Insidious</u>	Other-repetition

#### **4.1.3 The dominant communication strategies**

Based on the data analysis, there appeared two dominant CSs (use-of-filler and repetition strategies). The high use of gambits () to gain time in the conversations indicated the dominance of use-of-filler strategies. Besides, the frequent repetitions () indicated the dominance of repetition strategies.

## **4.2 Discussion**

Communication strategies can easily be found in conversation, especially in foreign language like English because there are always problems in there. The overall English skill mastery affects the frequency and the picks of CSs in conversation. However, it cannot be easily concluded that the more competent somebody in English, the less he/she employ CSs or vice versa. Several previous studies have proven that the competent in English affects the way somebody choose CS types.

MEC members are competent in English. They are accustomed to speaking in English: an annual English training such as roleplays is held by the department of English Skill Development (ESD) MEC. Though, speaking problem is extant. In the conversations investigated by the researcher, the key problem was limited vocabulary which led to some problems like unconfident speech, time consuming and topic limitation which made it difficult to convey meanings as Dörnyei & Scott (1997) stated that resource deficits (gaps in speakers' knowledge) which was one of language problem prevented the speakers from verbalizing messages. However, not only did resource deficits but also own-performance problems, other-performance problems and processing time pressure altogether adorned the conversations by MEC members. As Dörnyei & Scott (1997) pointed out, there were incorrect or only partly correct form of utterances or clauses in the

conversations which made both the speakers and the interlocutors deal with self-repair, self-rephrasing and self-editing mechanism. There were also occurrences where the speakers considered the interlocutor's speech problematic either because of lack of understanding something or thought of incorrectness. Most importantly, most of the speakers frequently needed for more time to process and plan speech.

The problems faced by the subjects completely agreed with Dörnyei & Scott (1997)'s description of communication problems in their elucidation of their problem-oriented communication strategies taxonomy. It was due to the complete employment of CSs by the subjects which included repair, meaning negotiation and using fillers strategies.

As Dörnyei & Scott had separated three basic categories, the subjects in the present research employed direct, indirect, and interactional communication strategies, although they lacked some of CSs such as message replacement, circumlocution, foreignizing, use of similar sounding words and other-repair for direct strategies; interpretative summary for interactional strategies; and verbal strategy marker and feigning understanding for indirect strategies.

Since circumlocution was defined as compensation for the lack of a word, the subjects were supposed to employ circumlocution strategy. However, they tended to switch their speeches into Indonesian language or others because it should be easier to say in Indonesian language than to explain something difficult in an enlargement in English. For example, when somebody said three times that she

loved eating and the interlocutor still did not catch it, she just switched the code instead of circumlocution (clause 444-448).

Message replacement strategy was absent in the investigated conversations. Although it was highly possible to employ message replacement strategy, the subjects did not feel alike to find another word to compensate vocabulary difficulties. Instead, they tended to abandon the messages that were considered as problematic things. For example, when somebody had no idea to describe Baymax, she just said that Baymax was big white fluffy. Instead of continuing describing Baymax any further like that Baymax was helpful in medication, she just said that she did not know and stopped the message (see appendix clause no. 386-389).

The investigated conversations lacked foreignizing strategy since the strategy seemed out of the subjects' mind. Some possible foreignizing strategies came from code-switching strategies such as the word "drakor" or "bioskop". They could adjust those words to English phonology. However, they did not pronounce those words the way English native speakers pronounce. Instead, they followed Indonesian phonology. Therefore, they were purely considered as code-switching strategies.

Use of similar sounding words were hardly found in the investigated conversations. As Dörnyei & Scott exemplified the word "pan" sounded more or less like the word "cap", there was no indication in the investigated conversations that the subjects tried to say any less-appropriate words to compensate unsure

words. Instead, they tended to employ other strategies such as mumbling, help-appeals or others. For example, see appendix clause no. 103.

Interpretative summaries strategy was absent in the investigated conversations. The strategy should come from the interlocutor when somebody found it hard to say something. There were many possibilities for the interlocutors to interpret but they tended to let the speakers keep going and give no clue nor expansion. They chose to be quiet. Sometimes, somebody repeated to ask whether somebody was sure about what to say or not. (See appendix clause no. 136)

There was no verbal strategy marker in the investigated conversations. It means that the subjects did not show that they employed any CSs. The employment occurred naturally without any markers. Such “I don’t know to say it in English” or “what do you call it in English?” that described the lack of vocabularies.

The subjects did not feign their understanding at all. That was because of their confidence to negotiate meanings and find other ways to compensate their lack of English language instead of keeping the conversation going on without their understanding.

#### ***4.2a Message abandonment.***

Dörnyei and Scott (1997) stated that message abandonment happens when there are some language difficulties which makes a speaker leave messages unfinished. In the conversations for this research, five times some speakers left their messages unfinished by stopping their sentences. All the interlocutors knew that the speakers had language difficulties. Some understood what the speakers wanted to convey



even though they stopped, and some did not. It was proven by that they said yes, agreed, or even continued the conversations with other topics. It was clear that there was none of the interlocutors that did not negotiate the meanings that could tribulate the speakers more. Here are some examples.

“Er there is er I don't know (104)”

A speaker stopped her sentence without any further explanation. The interlocutor afterward could catch that there had been something wrong with horror movies that made the speaker scared (since they were talking about horror movies) but had no idea what it was. However, the interlocutor could understand more after the speaker said next that the speaker might be hallucinated.

“The name is I don't know.” (375) “Hero, Hero, Hero.” (376)

Another example would be more confusing since it was about missing somebody's name. Both the speaker and the interlocutor had no idea about an actor's name, although the speaker had remembered part of the name and mentioned it afterward.

Some research has also proven that message abandonment is something difficult to employ (Ramadhan, 2018 and Juliari, Padmadewi & Nitiasih, 2014 with 0% message abandonment).

#### ***4.2b Message reduction***

In this research, there were four times for message reduction strategies. The subjects substituted the original message with a new one because of not feeling capable of

constructing it. One example of message reduction happened in the conversations: when a speaker tried to avoid a certain topic, which was food. She got a little difficulty in using some vocabularies about food. She preferred talking about hobbies or movies like other speakers.

“May be er, yeah, I don't like to discuss about food.” (514)

However, another reason could lead the strategy implementation: such as that the speakers did not think that it was appropriate to execute their sentence such as found in:

“the dance practice of this song is too *hahaha*” (228).

Two speakers were talking about a Korean music video that they were listening to while speaking, in which the singers were dancing. One of the speakers wanted to say that the dance was vulgar. However, instead of saying the word “vulgar”, she said “*hahaha*.”

#### ***4.2c Approximation***

Approximation happened 16 times in the conversations. It happened spontaneously between the speakers. Some of the speakers realized that they did wrong with the diction and did not have it any more afterwards, but some did not know that what they said was wrong like what one of the speaker said in her retrospective comment ‘I think I made a mistake. I know that instead of music, it should have been song, but I was confused at that moment. I wanted to say that I only enjoy the song, no matter who the singer is.’

Although there happened so many times, approximation in the investigated conversations was limited to the word music, film, too, again. The first two words commonly appear in EFL conversations as approximation especially between Indonesian speakers who want to refer to songs and movies. In this case, some speakers got difficulties in differentiating song from music. Some mentioned film instead of movies because they used to say it in Indonesian language. Some got difficulties to place the word too as its appropriate functions. One of the speakers said, “not too like it” in which she used the word ‘too’ instead of ‘really’. Some speakers said ‘again’ instead of ‘anymore’ both in positive and negative expressions such as found in ‘I don’t have boyfriend again’.

“I don't have boyfriend again.” (135)

#### ***4.2d Using all-purpose word***

The participants in the investigated conversations used some general words to deal with their hollowness of some vocabularies (Dornyei & Scott, 1997, 188). It happened two times with the word ‘wow’ and ‘uh’.

“er that sinetron is wow.” (19)

“Er when he is, er when he is acting is so er make me uh<sup>hh</sup>.” (156)

When somebody said ‘wow’ in ‘that *sinetron* is wow’, she wanted to say that the electronic cinema is amazing, because she used to say ‘wow’ when she was amazed about something which was great, beautiful and amazing. The word ‘sinetron’ will be further explained later. Somebody in the investigated conversations said ‘uh’ in ‘when he is acting is so er make me uh<sup>hh</sup>’, given that the

way to act was so great that made her amazed and she used to express her amazement in her native language with the word 'uh'. In this case, she and the interlocutor were talking about their favourite actors. When they talked about Reza Rahadian, they described Rahadian as the manly and lovable person. It led her to say that Rahadian's acting made her stunned.

Their choices of those two words have proven that they did not need the fitting words such as 'great' and 'adore' because the interlocutors had known the meaning of the words. The interlocutors even neither appealed any helps from them nor checked any dictionaries. Therefore, it was unnecessary for them to repeat, to clarify, and to make sure that the interlocutors genuinely understood.

#### ***4.2e Word coinage***

A participant in the investigated conversations created some non-existing words. She applied the supposed rules in forming a new word even the word did not exist. She thought they made it right as she scientifically formed the words from the existing free morphemes (Dornyei & Scott, 1997, 189). In the investigated conversations, someone said 'hallucinacy'.

"Maybe I hallucinacy" (clause 105)

She adopted the word 'hallucinacy' from Indonesian word 'halusinasi' and instead of the correct suffix, she added '-cy' suffix. Although both the '-cy' and '-ion' can form a noun phrase, the word does not exist in English vocabulary and it should be 'hallucination'. The speaker, however, realized that that was incorrect

and decided to fix it by self-repairing it (clause 105). The self-repair strategy employment will be further expanded later.

In the retrospective comment delivered in Dornyei & Scott's taxonomy, somebody created a non-existing word in a more scientific way. She found a correct free morpheme but inaccurately collaborated it with the negative prefix and the noun marker (Dornyei & Scott, 1997, 189). Meanwhile, in the present research, the non-existing word simply came from somebody's native language, Indonesian language.

#### ***4.2f Restructuring***

Participants in the investigated conversations solved their difficulties in conveying meanings by having alternative plans and leaving their utterances unfinished (Dornyei & Scott, 1997, 189). Their strategies to restructure some utterances because of vocabulary difficulties occurred ten times. However, two of them are highlighted in the findings.

Some reasons were behind the employment of the restructuring strategy. Some participants realized that they made a mistake when saying something, so they needed to revise it by restructuring. Therefore, the strategy is closely related to self-repair. The difference is that the strategy commonly says longer than self-repair and with, surely, different structure. For instances, somebody said 'I don't know how' after she realized that the word 'di-' or different (the intended word to say) did not match to the 'I really' after which she should put a verb, not an adjective (clause 242).

For the same reason, a participant said,

“I think aa is the day I watch aa Inter Interstellar.” (68).

Instead, she would better say,

“I think my favourite movie is Interstellar.”

For another reason, a participant, sometimes, wanted to make everything simpler by restructuring her sentences. She, in fact, did know how to organize the sentence well so that the meaning was easy to understand, but she wanted to move fast. In clause 312-313, she can say do you know the movie entitled The Gifted. Instead, she felt it was easier to stop her ‘do you know’ and move to the other clause ‘the title is the Gifted’.

For another reasons, somebody made it more complicated. When she said, ‘she must, she aa like horror movie’, she was in doubt to say the simpler one like ‘she must like horror movies’.

#### ***4.2g Literal translation***

There were no idioms in the investigated conversations, but some participants translated literally some sentences (Dornyei & Scott, 1997, 189). They employed literal translation strategy. Basically, literal translation means transferring meaning from one language to another language word by word. In the case of the investigated conversations, a participant translated her meaning from Indonesian to English word by word like:

“it’s too much of episode.” (53).

The speech would sound better if it said, “it has too many episodes”. The participant substituted ‘has’ with ‘is’ because she used to miss ‘have’ in Indonesian language. She also made a mistake by putting ‘much’ before the countable noun.

“I cannot enjoy with horror movie.” (116).

The same way of transferring meaning occurred here. The participant put ‘with’ after ‘enjoy’ that she in fact did not need to. She used the wrong collocation. That collocation (enjoy + with) commonly appears in Indonesian language.

“But the movies is, is not yet, is not yet.” (415)

With the same way of transferring meaning, the participant missed a bundle of words because she used to create short speech in Indonesian language. A retrospective comment from the participant says ‘I know that I made a mistake when I say that the movies was not yet. I think I should say that the movies did not come out yet.’ It supports the employment of the strategy and shows that the participant immediately got the mistake.

#### ***4.2h Code-switching***

In the investigated conversations, some participants included non-English languages (dornyei & Scott, 1997, 189). They employed code-switching strategy or language-switching. Most of the code-switching was into Indonesian language since it was the participants’ native language. Some of them occurred consciously, some unconsciously. For example, a participant said,

“I like aa *sinetron*” (clause 15).

She included only one Indonesian word, but she said it so many times. She said the word ‘*sinetron*’ as she thought that that word was the correct English word. She thought that ‘*sinetron*’ was English abbreviation. She forgot that ‘*sinetron*’ came from two words: *sinema elektronik*. Therefore, it should be “electronic cinema”.

“and my and my mom always go to *bioskop*” (143)

Another word that sounded like English word was ‘*bioskop*’. Therefore, instead of using the word “cinema” or “theatre”, most of the speakers in the conversations said “*bioskop*” because it was easy for them to think that the word ‘*bioskop*’ was English word.

“do you like er *drakor*?” (47)

It seemed hard for the participants to realize that ‘*drakor*’ was not an English word, so it appeared many times in the investigated conversations. A retrospective comment reveals that mostly the code-switching happened spontaneously because of the easier way to say ‘I spontaneously said the word ‘*drakor*’ because people usually call it *drakor*. I know it was in Bahasa Indonesia. *Drakor* stands for *drama korera*’.

There were also switches to Korean language and Arabic language which were considered as the participants’ L3 languages.

“Exo, *Saranghaeyo*” (219).



The word ‘*Saranghaeyo*’ means ‘I love you’. Here, the participant switched the language with no reason but for giving extra expression about how she loved Exo. Therefore, the strategy here was almost like time gaining.

“*Amiin*” (558)

This also have no reason but to respond the interlocutor by saying ‘*amiin*’ for her wishes.

#### **4.2i *Mumbling***

The participants in the investigated conversations were sometimes uncertain about what to say and they made inaudible words (Dornyei & Scott, 1997, 189). Most of communication problems including lack of vocabularies potentially caused mumblings. They made the participants less confident and uncertain. The decision to mumblings sometimes confused the interlocutors, sometimes not. The interlocutors who understood what the meaning was behind mumblings let the speaker continue their speech, meanwhile the interlocutors who did not understand well asked for repetition or repeated to confirm the meaning.

“er may be that er make me so XXX.” (112)

#### **4.2j *Omission***

The participants left some gaps in the middle of the conversations. They employed omission strategy in which they omit some words that should be said in order to convey true meanings. Here, the strategy was almost the same as the message

abandonment which the speakers stopped and move to another. The difference was that there was ‘I do not know’ and the likes in between in the message abandonment.

“The one with, Captain America” (434-435).

A participant omitted a word such as ‘weapon’ and ‘shield’. The interlocutor might would have no idea if the speaker did not mention Captain America afterward. As she mentioned it, the interlocutor, even the researcher could conjecture the word omitted.

“because it has” (579).

This happened when a participant talked about a city in Korea. She left the gap and the interlocutor cut her speech and asked a question. Her retrospective comment ‘I think I was going to say that it has a lot of stores’ shows what she has omitted in her talk.

#### ***4.2k Retrieval***

In the investigated conversations, some participants said a series of wrong forms of words in order to reach the correct form of the word which means that they employed retrieval strategy (Dornyei & Scott, 1997, 189). They employed the strategy based on a reason: they realised that they said the wrong form of a word, so they needed to fix it. One of four employment of retrieval is:

“So, do you wanna go, do you planning, are you planning to go abroad?”

(586)

The first clause which says do ‘do you wanna go’ is correct: no grammatical error appears in that clause. However, it seems that it is not the true meaning which is the interlocutor’s plan progress. Therefore, it turns into the second clause. The second clause is closer to the right meaning, yet grammatically incorrect. It brings to the last clause which is the last update of the series of words and is the correct one.

A retrospective comment from the speaker which said that the correct form was ‘are you planning?’ not ‘do you planning?’ has proven that the speakers did not want to leave the mistake. Reportedly, she was a kind of person that followed the grammatical rule. The comment also shows that the grammatical rule has affected the way the participant gain time and repeat the words.

#### ***4.2l Miming***

Sometimes, the participants in the investigated conversations spoke nonverbally. It helped them a lot when problems were not preventable. Many kinds of nonverbal strategies arose such as an audio and visual illustration (Dornyei & Scott, 1997, 190). There were, sometimes, listening to a song, using smartphones, and watching the slideshow behind. One of miming in the conversation occurred when a participant said,

“what’s your favourite movie in here?” (66).

While saying that, she pointed the slideshow to show a list of favourite movies.

#### ***4.2m Self-rephrasing***

Some speakers repeated their speeches by paraphrasing, adding or eliminating something (Dornyei & Scott, 1997, 190). One of eight self-rephrasing occurred when a speaker said,

“she must, eh she aa like horror movie” (123)

By eliminating the modality, the speaker rephrased her speech. As seen, the first clause is grammatically correct, yet, that was not she meant. It seems that she tried to simplify her way to conveying the meaning, because she was uncertain that the modality was put in there. She, despite all her repetition, could say ‘she must like horror movie’.

#### ***4.2n Self-repair***

Some participants repaired their speeches with their own initiation (Dornyei & Scott, 1997, 190). Unlike other repetition that revised the whole structure of the clause such as self-rephrasing or the lexical item such as retrieval, this repair strategy dealt with grammar correction. One of 25 occurrences can be found in:

“she is so young, he is so young” (399).

The speaker was talking about Hero, an actor from England. As she realized that there had been grammatical error, she revised a word, from ‘she’ to ‘he’. Though her retrospective comment revealed that she did not realized that she repeated that noun phrase in her speech, her repetition has shown that she employed self-repair strategy.

Self-repair happened 25 times in the conversations. One of them occurred when somebody said, ‘what most do you like? I mean what the movies.’ Here, the clause “I mean” indicated that she repaired her speech as Dörnyei & Scott (1997) defined self-repair as making self-initiated corrections in one’s own speech. However, there was no other-repair in the conversations.

#### ***4.2o Appeals for help***

There was time when some speakers in the conversations solved their problems by asking to the interlocutors, or just expressed their non-understanding (Dörnyei & Scott, 1997, 191). With explicit questions, they did appeal for help directly which experts usually call the strategy direct appeals for helps, whereas the clause ‘I don’t know’ without any single question showed that they appealed for helps indirectly. One of five direct appeals for help occurred in:

“Who is he?” (433)

This example was the simplest form of direct question. This question commonly appeared in the conversations when a speaker did not understand something. One of three indirect appeals for help occurred when a speaker said:

“I forget about the name” (407)

This clause is like ‘I don’t know’ and ‘I have no idea’ which express non-understanding. When a speaker said that in the conversation, the interlocutors understood that the speakers needed help, so repetition strategy was employed then.

#### ***4.2p Comprehension check***

The speakers in the conversations employed comprehension check strategy three times. They asked questions to check that the interlocutor can follow them. One of the three times was when somebody said, “It’s too. You know what I mean.” The speakers were talking about the video clip of *Senorita*. One of them thought that the video was extremely improper but said no word. She then just asked and made sure that the interlocutor got what she meant.

Another occurrence of comprehension check could be found in:

“I just a watch aa I just watch I just read *Bumi Manusia* by Pramoedya. You know Pramoedya?” (352).

There were two persons who were talking about their hobbies; one told her recent reading activity with a novel by Pramoedya (an Indonesian writer). She checked if the interlocutor followed her by asking her whether she knew who Pramoedya is or not.

Another case of comprehension check was when somebody said,

“I go anywhere in there with aa like MRT. You know that, right?” (548-549).

In this case, she told her experience in Korea. She travelled in some places by MRT. She wanted to make sure that the interlocutor understood when she said MRT by asking ‘you know that, right?’

#### ***4.2q Own accuracy check***

In the conversations, a speaker was uncertain whether what they had said was correct and they repeated one or more words but with question intonation. (Dornyei & Scott, 1997, 192). She employed own accuracy check when she said,

“I keep searching, not searching. I keep aa research. Eh research?” (249)

She checked that what she said was correct by repeating a word with a question intonation. She was talking about her curiosity about Super Junior. She wanted to know more about it by searching it on the internet. She was uncertain whether to use the word ‘search’ or ‘research.’

#### ***4.2r Asking for repetition***

In the conversations, some participants requested repetition when they did not understand properly (Dornyei & Scott, 1997, 191). One occurrence of repetition request can be found in:

B: “The titles?” (28)

A: “Hah?” (29)

B: “The title” (30)

After hearing the word ‘the title’ for the first time, the speaker did not understand properly, so she just said ‘hah?’ which was like ‘what?’ or ‘pardon?’. The only response to this strategy was repeating the word ‘the title’. Consequently, the conversation kept going and the speaker could mention her favourite movie’s title.

#### ***4.2s Asking for clarification***

Some speakers requested explanation/clarification because the interlocutors left something pointless or unclear (Dornyei & Scott, 1997, 191). One of seven occurrence sets in:

A: “It is you know, the dance practice is just, eh no, no, no.” (224)

B: “Ha?” (225)

Although the speaker answered only the sound ‘ha?’, she actually asked for any clarification, because the sound conveyed of ‘what?’ or ‘what do you mean?’. The reason why she asked for clarification because the interlocutor stopped and said ‘no, no, no.’

The strategy also happened when a speaker repeated what had been said by the interlocutor with question marks. For example, a speaker said,

A: “the name is, I don’t know, Hero, Hero, Hero” (375-376)

B: “Hero?” (377)

It shows that she did not understand what the meaning of the word ‘Hero’ was or wanted to know more which Hero the interlocutor meant.

#### ***4.2t Asking for confirmation***

Some participants requested confirmation so that they were certain that they did not misunderstand something (Dornyei & Scott, 1997, 191) like what can be found in:

“Chris Evan?” (436)



A retrospective comment says that the speaker wanted to help the interlocutor because she saw her having no idea about an actor's full name.

Asking for confirmation can also occur after mumbling like because someone does not really hear to what another says, like what can be found in:

A: "... not every pretty, pretty woman, huh pretty woman have er have a nice have a nice XXX." (360).

B: "Have no er nice attitude?" (361)

A retrospective comment says that the interlocutor was talking about a book telling that beauty did not always mean kindness. Instead of saying that not every pretty woman was kind, she was speaking softly that the speaker did not hear it clearly but understood what she meant. Thus, the confirmation request employed there.

#### ***4.2u Guessing***

Some participants had no idea about what others were thinking and just guessed it (Dornyei & Scott, 1997, 191). One of two occurrences of guessing strategy in the conversations can be found in:

"Baymax. It's aa big white fluffy. I don't know. I can't describe it" (389).

"Is it tall? He is tall? Or?" (390).

She had no idea about Baymax at all although the interlocutor had explained to her that it was like a big white fluffy creature. She tried to guess that it was tall.

#### ***4.2v Expressing non-understanding***

Three times the speakers expressed nonunderstanding. When somebody said, ‘Hah?’ after hearing ‘The titles?’ indicated that she did not understand why the interlocutor said, ‘the titles?’. At first, she said that she liked Box Office movies. The interlocutor responded by asking which movie she like in Box Office. However, it seemed hard for her to understand that she just said “hah?”. Another occurrence was when somebody asked, “After movie?”. At first, the interlocutor asked her that she knew After movie. She had no idea what the interlocutor meant. She did not think that the interlocutor meant the movie entitled “After”. Another existence was the sentence “I don’t know” after “I love eating”.

A: “Er so do you know After? After movie?” (363)

B: “I don’t know.” (368)

#### ***4.2w Responses***

Responses arose sixteen times in the conversations both for confirming, repeating and rephrasing. Confirmation responses occurred after somebody asked for confirmation (“yeah” responding to “the genre?”, “yeah” after “dramatic?”, “the title” after “hah?”, “no” after “no?”, “yeah” after “Interstellar”, “no, no” after “boyfriend?”, and “yeah” after “it’s too *sensi?*”). Repetition responses occurred after somebody asked either for repetition, for guessing, for confirmation or for clarification (“the title” responding to “hah?”, “Hero” after “Hero?”, “Baymax” after “Baymaxe?”, “big and tall” after “Is it tall? He is tall? Or?”, “ah Chris Evan” after “Chris Evan?”, “I love eating” after “what”, “The wonderful place in that”

after “the most what?” and “may be next year” after “next year?”. Rephrase responses happened after somebody expressed her non-understanding (“After, the title is After” responding to “After movie?”).

#### ***4.2x Use of fillers***

The speakers used fillers a lot (111 times) in the conversations. There appeared many gambits the speakers said in order to fill pauses, to stall and to gain times (yeah, yes, okay, actually, so, and then, like that, you know and of course). The word “so” dominated in the conversations. For example, somebody said “yeah. Box Office, like that. And then” when she did not have any idea about what to say but repeating what the interlocutor had said and stalling.

#### ***4.2y Repetitions***

Repetitions happened 86 times (58 times for self-repetition and 28 times for other-repetition). This self-repetition functioned to gain time while thinking something to say next.

“I don’t I don’t like it” (56) (somebody did not like watching horror movies).

Meanwhile, other-repetition can be caused by two reasons: time gaining and reconfirming. Time gaining can happen when a speaker said something, and the interlocutor does not use any question mark or rising intonation at the end of the speech to reply. If he/she do, reconfirming may happen.

B: “Um I like AADC.” (84)

A: "Oh AADC." (85) > time gaining

A: "do you know Putri?"

B: "Putri?" > reconfirming

To sum up, the participants employed twenty-two CSs in order to obstacle their communication problems. It could be different, if the researcher had used Tarone's taxonomy of CSs which was simpler than that have been used in this research, as well as other taxonomies, such as Faerch & Kasper, Celce-Murcia and others.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions about what have been discussed in the previous chapter, how MEC members employed communication strategies with Dornyei & Scott's taxonomy. Moreover, some suggestions follow them in order to stress what this research has contributed in the CSs teaching and learning development and to show what need to develop in further research.

#### **5.1 Conclusions**

The observation and the interview of the research result some conclusions. Some problem can be found in interpersonal conversations in English such as less confidence and lack of English vocabulary. The two main problems are very basic problems that English learners commonly have in their daily conversations. The problems cause other problems such as keeping silent, shyness, speaking incorrectly, blank, saying inaudible words and the likes.

Some communication strategies apply in order to overcome some problems in interpersonal conversations. The strategies occur either intentionally or unintentionally. In the MEC members' case, various strategies applied in the conversations from the rarest ones, own accuracy check and repetition request, each of which gained only 0.25% of all the employments; to the dominant one, use of filler which gained 26.25%. The strategies appear naturally and are responded well by the interlocutors. It is important to develop the variation of communication

strategies employed in conversations so that participants have many options to deal with some communication problems and do not get stuck at their inadequacy of language knowledge. Increasing people awareness is one of ways to develop them. It also leads to freedom and abundant opportunity in English conversations practice in teaching and learning activities.

## **5.2 Suggestions**

Based on the research involving MEC members, communication strategies can occur naturally in English conversations. The employment of CSs does not need any special skill. Not only English major students and native-like speakers, but also English speakers in any level can employ CSs in their conversations if they have basic knowledge of English and willingness to speak in English. However, different levels of English knowledge may produce different ways of employing CSs, for instance, speakers with larger number of vocabularies may pick different CSs from those with smaller number of vocabularies.

The most important thing from this research is that this research has shown that there are many communication strategies to overcome communication problems instead of just keeping silent or avoiding topics instantly although those two can also be considered as strategies. The variety of communication problems can maintain the conversations and keep it running well, pressing misunderstanding, and let the problems smoothly solved.

For English language teachers, teaching the strategy of communication should be done in order to give the students more variant in compensating their

communication boundaries. Teachers should also make a communicative classroom that provides the students to communicate one another and serve to develop speaking skills.

For English language learners, they should be active to learn communication strategies not only from their teachers but also from English native speakers or English movies in order to be more fluent and natural in speaking English.

For MEC itself, such conversation practice should develop gradually. The present practice ran well but no comment about communication problem solving was delivered. In the next practice, the participants can increase the awareness of communication strategies by giving comments which strategies they often employ.

## References

- Abdullah, U. (2011). Eil in Practice: Indonesian and Chinese International Postgraduate Students Negotiate Meaning. *TEFLIN Journal*, 22(2), 103-124.
- Ahmadian, M., & Yadgari, H. (2011). The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication\*. *Journal of English Language Teaching and Learning*, 2(222), 1-27.
- Ahmed, S., & Pawar, S. V. (2018). A study of communication strategies employed by Radfan college EFL students in their classroom interactions. *New Academia: An International Journal of English Language, Literature and Literary Theory*, 8(3), 163-176.
- Al-Eryani, A. A. (2007). Refusal strategies by Yemeni EFL learners. *The Asian EFL Journal*, 9(2), 19-34.
- Ayuningtyas, R., & Yufrizal, H. (2016, May). ANALYSIS OF STUDENTS' COMMUNICATION STRATEGIES IN ESP CLASS OF MATHEMATIC STUDY PROGRAM. In *International Conference on Education and Language (ICEL)* (p. 13).
- Aziz, Z., Fata, I. A., & Balqis, S. (2018). "Wait, How Do I Say that in English?" Communication Strategies for English as a Foreign Language Learners. *Lingua Cultura*, 12(2), 149-154.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford university press.
- Bagarić, V., & Mihaljević Djigunović, J. (2007). Defining communicative competence. *METODIKA: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi*, 8(14), 94-103.
- Bialystok, E. (1982). On the relationship between knowing and using linguistic forms. *Applied linguistics*, 3(3), 181-206.
- Bialystok, E., & Fröhlich, M. (1980). Oral communication strategies for lexical difficulties. *Interlanguage Studies Bulletin*, 3-30.
- Bongaerts, T., & Poulisse, N. (1989). Communication strategies in L1 and L2: Same or different?. *Applied Linguistics*, 10(3), 253-268.
- Brumfit, C. J., & Johnson, K. (1979). The linguistic background. *The communicative approach to language teaching*, 1-45.



- Canale, M. (1983). 1983: From communicative competence to communicative language pedagogy. In Richards, JC and Schmidt, RW, editors, *Language and communication*, London: Longman, 2-27.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In *Intercultural language use and language learning* (pp. 41-57). Springer, Dordrecht.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1993). A pedagogical framework for communicative competence: content specifications and guidelines for communicative language teaching. In *Deseret Language and Linguistic Society Symposium* (Vol. 19, No. 1, p. 3).
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, 6(2), 5-35.
- Cheng, Y. (2016, December). Researching L2 Strategic Competence-Conceptualization, Mechanism, and Teachability. In *2016 International Seminar on Education Innovation and Economic Management (SEIEM 2016)*. Atlantis Press.
- Chomsky, N. (1965). Aspects of the theory of syntax. *Cambridge, MA: MIT Press*.
- Clark, E. V. (1983). Meanings and concepts. *Handbook of child psychology; Cognitive Development*, 3.
- CRISILLA, S. Y. (2014). Communication Strategies Used by 2nd Semester students of English Study Program in Universitas Brawijaya with Different Anxiety Levels in Telling Comic Strips. *Jurnal Ilmiah Mahasiswa FIB*, 4(2).
- Davies, P., & Pearse, E. (2000). *Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above*. Oxford University Press.
- Denzin, N. K. (1978). Triangulation: A case for methodological evaluation and combination. *Sociological methods*, 339-357.
- Dörnyei, Z., & Scott, M. L. (1997). Communication strategies in a second language: Definitions and taxonomies. *Language learning*, 47(1), 173-210.
- Faerch, C., & Kasper, G. (1980). Processes and strategies in foreign language learning and communication. *Interlanguage Studies Bulletin*, 47-118.

- Faerch, C., & Kasper, G. (1983). On identifying communication strategies in interlanguage production. *Strategies in interlanguage communication*, 210, 238.
- Faucette, P. (2001). A pedagogical perspective on communication strategies: Benefits of training and an analysis of English language teaching materials. *University of Hawai'i Second Language Studies Paper 19* (2).
- Flick, U. (2004). Triangulation in qualitative research. *A companion to qualitative research*, 3, 178-183.
- Fusaroli, R., Rączaszek-Leonardi, J., & Tylén, K. (2014). Dialog as interpersonal synergy. *New Ideas in Psychology*, 32, 147-157.
- Hammarström, H. (2016). Linguistic diversity and language evolution. *Journal of Language Evolution*, 1(1), 19-29.
- Herawati, O., Hikmat, M. H., & Prasetyarini, A. (2015). Communication Strategies Used by The Eighth Grade Students of SMP N 1 Surakarta in Developing Speaking Skill.
- Jamshidnejad, A. (2011). Developing accuracy by using oral communication strategies in EFL interactions. *Journal of Language Teaching and Research*, 2(3), 530.
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Pergamon.
- Johnson, K., & Johnson, H. (Eds.). (1998). *Encyclopedic dictionary of applied linguistics*. Blackwell Publishing.
- Juliari, I. G. A. I. T., Padmadewi, N. N., & Nitiasih, P. K. (2014). The Profile of Communication Strategies Used by Junior High School English Teachers in Teaching and Learning Process in SMP Negeri 2 Sukawati. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 2(1).
- Kasper, G., & Kellerman, E. (2014). *Communication strategies: Psycholinguistic and sociolinguistic perspectives*. Routledge.
- Kellerman, E. (1978). Giving learners a break: Native language intuitions as a source of predictions about transferability. *Working Papers on Bilingualism Toronto*, (15), 59-92.
- Kellerman, E., Bongaerts, T., & Poullisse, N. (1987). Strategy and system in L2 referential communication. *Second language acquisition in context*, 100-112.
- LEONG, L. M., & Ahmadi, S. M. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL.

- Locher, M. A., & Graham, S. L. (2010). Introduction to Interpersonal Pragmatics. In M. A. Locher & S. L. Graham (Eds.), *Interpersonal Pragmatics* (pp. 1-13). Berlin: Mouton.
- Lyster, R. (1998). Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in second language acquisition*, 20(1), 51-81.
- Mahardhika, P., Suparman, U., & Sudirman, S. (2014). The effect of gender on communication strategies used by ELT students. *Unila Journal of English Teaching*, 3(2).
- Malasit, Y., & Sarobol, N. (2013). Communication strategies used by Thai EFL learners. In *Proceedings of International Conference on Foreign Language Learning and Teaching* (pp. 802-815).
- Mariani, L. (2010). *Communication strategies: Learning and teaching how to manage oral interaction*. Lulu. com.
- Martínez-Adrián, M., Gallardo-del-Puerto, F., & Basterrechea, M. (2019). On self-reported use of communication strategies by CLIL learners in primary education. *Language Teaching Research*, 23(1), 39-57.
- Mesgarshahr, A., & Abdollahzadeh, E. (2014). The impact of teaching communication strategies on EFL learners' willingness to communicate.
- Mirzaei, A., & Heidari, N. (2012). Exploring the Use of Oral-Communication Strategies by (Non) Fluent L2 Speakers. *Journal of Asia TEFL*, 9(3).
- Morrow, K., & Johnson, K. (Eds.). (1981). *Communication in the classroom: Applications and methods for a communicative approach*. Longman.
- Muller, G. (2018). Human Side: interpersonal skills.
- Nuha, U. (2014). Transactional and Interpersonal Conversation Texts in English Textbook. *Register Journal*, 7(2), 205-224.
- NUNAN, D. (1995), Closing the Gap Between Learning and Instruction. *TESOL Quarterly*, 29: 133-158. doi:10.2307/3587808
- Nurazizah, N., Agustien, H. I., & Sutopo, D. (2018, August). LEARNERS' ABILITY TO NEGOTIATE MEANING IN INTERACTIONAL CONVERSATION. In *ELT Forum: Journal of English Language Teaching* (Vol. 7, No. 1, pp. 15-23).
- Palmer, M. T. (1989). Controlling conversations: Turns, topics and interpersonal control. *Communications Monographs*, 56(1), 1-18.
- Paribakht, T. (1985). Strategic competence and language proficiency. *Applied linguistics*, 6(2), 132-146.

- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health services research, 34*(5 Pt 2), 1189.
- Priyatmojo, A. S. (2014). Teaching Transactional and Interpersonal Conversation: A Classroom Action Research. *Language Circle: Journal of Language and Literature, 9*(1), 9-16.
- Rabab'ah, G. (2016). The effect of communication strategy training on the development of EFL learners' strategic competence and oral communicative ability. *Journal of psycholinguistic research, 45*(3), 625-651.
- Ramadhan, F., Sumadi, S., & Waloyo, E. (2018). EXPLORING COMMUNICATION STRATEGIES IN SPEAKING PRACTICE AT SECOND GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 3*(1), 9-21.
- Si-Qing, C. (1990). A study of communication strategies in interlanguage production by Chinese EFL learners. *Language learning, 40*(2), 155-187.
- Spolsky, B. (1989). Communicative competence, language proficiency, and beyond. *Applied Linguistics, 10*(2), 138-156.
- Stern, H. H., Tarone, E. E., Stern, H. H., Yule, G., & Stern, H. (1983). *Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research*. Oxford university press.
- SUPARTINI, N. L., SEKEN, D. I. K., & SUARNAJAYA, D. I. W. (2015). The Analysis of Communication Strategies Used by Students From Mixed Marriage Families in Attending the Teaching and Learning Process in Business Hospitality Department of Bali Tourism Institute Nusa Dua. *Jurnal Pendidikan Bahasa Inggris Indonesia, 3*(1).
- Syahdan, S. (2012). COMPENSATORY STRATEGIES OF FIRST-LANGUAGE-ATTRITED CHILDREN. *TEFLIN Journal, 23*(1), 60-76.
- Tarone, E. (1977). Conscious communication strategies in interlanguage: A progress report. *on TESOL, 77*(194-203).
- Thu, N. T., & Thu, N. T. K. (2016). Oral English Communication Strategies among Vietnamese Nonmajors of English at Intermediate Level. *American Journal of Educational Research, 4*(3), 283-287.
- Ting, S. H., & Lau, L. Y. (2016). Lexical and discourse-based communication strategies of Malaysian ESL learners. *Malaysian Journal of ELT Research, 4*(1), 14.

- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian journal of educational research*, 3(2), 8-23.
- Vettorel, P. (2018). ELF and communication strategies: Are they taken into account in ELT materials?. *RELC Journal*, 49(1), 58-73.
- Walther, J. B., & Valkenburg, P. M. (2017). Merging mass and interpersonal communication via interactive communication technology: A symposium. *Human Communication Research*, 43(4), 415-423.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.
- Willems, G. M. (1987). Communication strategies and their significance in foreign language teaching. *System*, 15(3), 351-364.
- Williams, E. (1979). Elements of Communicative Competence. *English Language Teaching Journal*, 34(1), 18-21.
- Yufrizal, H. (2017). Teachers and Students' Perceptions of Communicative Competence in English as a Foreign Language in Indonesia. *Educational Research and Reviews*, 12(17), 867-883.

## Appendices

### Analysis of MEC members' interpersonal conversations about communication strategies based on Dornyei and Scoot's taxonomy

#### Part 1

No	Clauses	CSs
1	A: Hi. (laughter)	
2	B: Hi.	
3	A: Melisa. (laughter)	
4	B: <u>Okay</u> .	Use of filler
5	A: So er what do you think about movie?	
6	<u>What most do you like, er I mean, what the movies?</u>	Literal translation Self-repair
7	B: <u>The genre?</u>	Asking for confirmation
8	A: <u>Yeah</u> .	Response: confirm
9	B: <u>The genre of movie</u> , um I like action movie and thriller movie like er Maze Runner or Beatbox.	Other-repetition
10	<u>Yeah</u> .	Use of filler
11	I like the thriller.	
12	A: Um.	
13	B: Or <i>ilmiah</i> fictions.	Code-switching
14	And what do you like, what?	
15	A: Er I like er <i>sinetron</i> like.	Code-switching
16	B: Oh My God.	
17	A: Yes. <i>Sinetron</i> like Cinta Suci, <u>like that</u> , (laughter), Cinta Suci, Cinta Buta.	Code-switching Use of filler

18	Eh. I think	
19	er that <u>sinetron</u> is <u>wow</u> . (laughter)	Code-switching Use of all-purpose word
20	B: <u>Dramatic?</u>	Asking for confirmation
21	A: <u>Yeah</u> .	Response: confirm
22	B: Dramatic girls.	
23	A: But, <u>actually</u> , I also like er actions er movie like er in the Trans TV.	Use of filler
24	B: <u>Box Office?</u>	Asking for confirmation
25	A: <u>Yeah</u> .	Response: confirm
26	<u>Box Office</u> , <u>like that</u> .	Other-repetition Use of filler
27	<u>And then</u> ,	Use of filler
28	B: The title?	
29	A: <u>Hah?</u>	Asking for repetition
30	B: <u>The title</u>	Response: repeat
31	A: <u>Yeah</u> .	Use of filler
32	The title er Mission Impossible, <u>like that</u> .	Use of filler
33	B: Oh, I see.	
34	A: Er.	
35	B: Er do you like cartoon or something?	
36	A: Um no.	
37	B: <u>No?</u>	Asking for confirmation
38	A: <u>No</u> .	Response: reject
39	<u>And then</u> , (laughter) er I think I like er actions movies like er Mission Impossible	Use of filler
40	because the actors is	
41	B: So	

42	A: Handsome, yeah.	Use of filler
43	B: That's right.	
44	A: <u>And then, what else?</u>	Use of filler
45	B: Can you tell the stories <u>of the of this of the film?</u>	Retrieval Approximation
46	A: Er <u>actually</u> , that movies tell us about er nuclear and then, <u>yeah, like that.</u>	Use of filler Use of filler Use of filler Use of filler
47	Er do you like er <u>drakor?</u>	Code-switching
48	B: No.	
49	I don't like it.	
50	A: Er why?	
51	B: I don't know.	
52	I don't like it.	
53	It's too much of episode.	Literal translation
54	A: Yes.	
55	B: And <u>it's too long eh too long time to watch.</u>	Self-repetition Literal translation
56	<u>I don't I don't</u> like it.	Self-repetition
57	A: Er <u>I tried, I had tried</u> to watch er <u>drakor.</u>	Retrieval Code-switching
58	<u>And then</u> I wasting my time so much.	Use of filler
59	B: <u>So,</u>	Use of filler
60	A: <u>Yes.</u>	
61	I cannot stop.	



62	<u>So, so</u> er the morning, <u>and then</u> evening, night, I waste my time to watch <u>drakor</u> .	Use of filler Use of filler Code-switching
63	<u>So</u> , I decided	
64	to er not watching er drama <u>eh dra, drakor</u> again.	Use of filler Self-repair Approximation
65	<u>And then</u> . (laughter)	Use of filler
66	B: Er ( <u>pointing the slideshow</u> ) what's your favourite movie <u>in here? In here?</u>	Mime Self-repetition
67	<u>Okay</u> .	Use of filler
68	A: Er favourite movie, er <u>I think er is the day I watch</u> er <u>Inster Insterstelah</u> .	Other-repetition Restructuring Self-repair
69	<u>What is it?</u>	Direct appeal for help
70	<u>Interstellar ya?</u>	Code-switching
71	B: <u>Interstellar?</u>	Asking for confirmation
72	A: <u>Yeah</u> .	Response: confirm
73	Do you know it?	Comprehension check
74	B: No.	Expressing non-understanding
75	A: I think that <u>film</u> is good.	Approximation
76	It's like er astronaut.	
77	<u>Yes</u> .	Use of filler
78	<u>It's like an astronaut</u> .	Self-repair
79	B: And what's your favourite movie in <u>Indonesia, Indonesia?</u>	Self-repetition
80	A: Um Habibie Ainun may be.	

81	B: <u>Oh yes.</u>	Literal translation
82	I know.	
83	A: And how about you?	
84	B: Um I like <u>AADC.</u>	
85	A: Oh <u>AADC.</u> (laughter)	Other-repetition
86	B: It's so <u>XXX</u> film.	Mumbling Approximation
87	because <i>awalnya itu</i> , because this <u>film</u> is <i>er gak terlalu apa ya? gak menye-menye gitu lo.</i>	Code-switching Approximation Code-switching
88	He <u>have er er have</u> a message to.	Self-repetition
89	A: <u>What's the most scenes you like?</u>	Literal translation
90	B: Um I think er when Rangga and Cinta is meet,	
91	er <u>after, after six year not meet yet.</u> (laughter)	Self-repetition Literal translation
92	<u>Yeah.</u>	Use of filler
93	A: I think that <u>films</u> is eighteen+. (laughter)	Approximation
94	B: <u>Yeah.</u>	
95	No.	
96	<u>Oh, ya sih.</u>	Self-repair Code-switching
97	Oh, there is scenes for eighteen+.	
98	But it's, er in Indonesia it's have a sensor.	
99	A: Okay. (laughter)	Use of filler

## Part 2

100	A: Do you like horror movie?	
101	B: Er <u>actually</u> , er when er I er am senior high school,	Use of filler
102	<u>I love</u> .	Literal translation
103	But er I have er <u>XXX</u> er <u>apasih?</u> Er activity.	Mumbling Code-switching Direct appeal for help
104	<u>Er there is er I don't know</u> .	Message abandonment
105	Maybe I <u>hallucinacy</u> .	Word-coinage
106	Maybe, er there is <u>hallucination</u> .	Self-repair
107	When I look at the windows,	
108	I see the, <u>no, no, no</u> .	Message reduction
109	I see er the er hand touch to me.	
110	<u>And then</u> er I think,	Use of filler
111	<u>after this</u> , er after <u>I</u> , I saw <u>the fil- horror movie</u> ,	Self-rephrasing Self-repetition Self-repair
112	er may be that er make me so <u>XXX</u> .	Mumbling
113	<u>So</u> , I don't like to watch er movie <u>again</u> .	Use of filler Approximation
114	A: For me, horror movie is waste my time.	
115	Er like <u>I cannot enjoy with horror movie</u> .	Literal translation
116	Er <u>I cannot enjoy with horror movie</u> .	Literal translation Self-repetition
117	I don't know why	

118	<u>the reason why some person like horror movie like,</u>	Self-rephrasing
119	<u>do you know Putri?</u>	Restructuring
120	B: <u>Putri?</u>	Other-repetition
121	Yes.	
122	<u>I know, I know.</u>	Self-repetition
123	A: <u>She must, eh she er like horror movie, er</u>	Self-rephrasing
124	B: <u>And then?</u>	Use of filler
125	A: <u>So, you, what genre you like?</u>	Use of filler Self-rephrasing
126	B: <u>Yeah,</u>	Use of filler
127	<u>what genre?</u> I love romance, comedy	Other-repetition
128	and er I love er <u>drakor</u> , but may be, <u>drakor</u> .	Code-switching Code-switching
129	But, and you, <u>what genre you like, do you like?</u>	Self-rephrasing Self-repair
130	A: Romance, because I er	
131	B: Boyfriend?	Asking for confirmation
132	A: because	
133	B: boyfriend?	Asking for confirmation
134	A: No, no.	Response: reject
135	I don't have boyfriend <u>again</u> .	Approximation
136	B: Again? (laughter)	
137	A: Er what do you think about Dua Garis Biru?	
138	because <u>thi- this film</u> have <u>con- controversy</u> about this <u>film</u> .	Self-repetition Approximation Self-repetition

		Approximation
139	What do you think about <u>film</u> Dua Garis Biru?	Approximation
140	B: <u>Dua garis biru, I don't know.</u>	Other-repetition Expressing non-understanding
141	The <u>film I don't know.</u>	Approximation Expressing non-understanding
142	<u>I was, when I was at school</u>	Self-rephrasing
143	<u>and my and my mom always go to bioskop.</u>	Self-repetition Code-switching
144	<u>So, watch the Indonesian movie.</u>	Use of filler
145	Er Sometimes, there are <i>er apa?</i> English movie.	Code-switching Direct appeal for help
146	Er I enjoy to watch them.	
147	Uh. I love this. ( <u>watching the slideshow</u> )	
148	A: I love all the pretty horse.	
149	B: Er er <u>what the character of movie do you like?</u>	Literal translation
150	A: Er I like Adipati Dolken,	
151	because she is <u>so handsome</u> , (laughter) <u>so handsome</u> , like Reza Rahardian.	Self-repetition
152	B: Yes.	
153	Me too.	
154	A: Manly. (laughter)	
155	B: I love	
156	<u>Er when he is, er when he is acting is so er make me <i>uhhh</i>.</u>	Self-repetition Use of all-purpose word

157	And um what are you, <u>er movie do you like?</u>	Self-rephrase
158	<u>What do you like?</u>	Self-rephrase
159	A: Er I like thriller movie	
160	Er title Insidious.	
161	B: Oh <u>Insidious</u>	Other-repetition
162	A: But sometime, <u>I, I cannot enjoy with the movie</u>	Self-repetition Literal translation
163	but I love the movie.	
164	B: <u>And, and</u> me, I like er er long time I love, but no title.	Self-repetition
165	Er then Taking Crime.	
166	Because er it's so make me er crying	
167	<u>when I when he is er dead.</u>	Self-rephrase
168	And er do you have an er watching the Aladdin?	
169	A: No.	
170	B: Same with me.	
171	<u>Me too.</u>	Self-rephrasing
172	A: I don't have partner	
173	to go to <u>bioskop</u> .	Code-switching
174	B: With me. (laughter)	
175	A: May be some person.	
176	Er I want to go er	
177	but I think	
178	that <u>bioskop</u> is so waste my money.	Code-switching
179	B: <u>Yes.</u>	
180	We are the <u>anak kos</u> .	Code-switching

181	A: <u>Yes.</u>	
182	<u>Kos-kosan.</u>	Code-switching

### Part 3

183	A: <u>So</u> , what is your favourite singer?	Use of filler
184	B: <u>Singer</u> , my favourite singer,	Other-repetition
185	<u>Er actually</u> , I don't have any er favourite singer	Use of filler
186	because I just enjoy the <u>music</u> .	Approximation
187	And I don't er so care about the singer	
188	as long as I like the <u>music</u>	Approximation
189	<u>so</u> , I hear it.	Use of filler
190	But mostly I love (laughter) er er some singer from Korea, like er <u>no, no, no</u> , er a girl group from Korea.	Response: confirm
191	It is Girls Generation.	
192	How about you?	
193	<u>What er is the genre of music do you like that you like?</u>	Self-rephrasing
194	A: Er mostly er I would love to some genre music.	
195	It's like RnB, K-Pop and or anything else,	
196	as long as it is not er such as rock music.	
197	Er I don't really er.	
198	<u>Mostly er it could be called</u>	Restructuring
199	<u>it's like</u> ,	Self-rephrasing
200	I really hate er rock music.	
201	Is it it's too louder, too noisy and anything else.	

202	And.	
203	B: Er er do you know the <u>music</u> ? er	Approximation
204	<u>Do you know um the song</u>	Self-rephasing
205	that is playing now?	
206	A: It's Shawn Mendes.	
207	B: <u>Shawn Mendes</u> .	Other-repetition
208	And er er what is your opinion about the music video?	
209	A: Er when I was in high school,	
210	<u>I was er I was</u> er his fan eh his.	Self-repetition
211	<u>I am I was</u> er into his fans club, Shawn Mendes.	Retrieval
212	But recently I was replaces music by K-Pop. (laughter)	
213	And I don't know why.	
214	<u>But er but, yeah, my pa- my playlist</u> er recently is just K-pop.	Self-repetition Use of filler Self-repair
215	B: <u>Just K-Pop?</u>	Other-repetition
216	Er what boy group or girl group that you like the most?	
217	A: Boy is	
218	B: What is that?	
219	A: Exo, <u>Saranghaeyo</u> . (laughter)	Code-switching
220	May I choose one? (playing a song)	Mime
221	B: What do you choose?	
222	A: <u>Alright</u> .	Use of filler
223	B: What is that?	



224	A: It is <u>you know</u> , the dance practice is just, <u>eh no, no, no</u> .	Use of filler Message reduction
225	B: <u>Ha?</u>	Asking for clarification
226	A: Do you know the dance?	
227	B: I don't know.	
228	A: The dance practice of this song is too <u>hahaha</u> . (laughter)	Message reduction
229	It's too.	
230	<u>It's too</u> .	Self-repetition
231	You know what I mean?	Comprehension check
232	B: <u>It's too sexy?</u>	Asking for confirmation
233	A: <u>Yeah</u> .	Response: confirm
234	B: <u>What, what</u> next do you like?	Self-repetition
235	<u>Exo?</u>	Guessing
236	A: Er <u>the first er the first er</u> impression	Self-repetition
237	when er I heard about the K-Pop er	
238	it's start from er drama.	
239	Er my friend er give er some file about the drama er Korea.	
240	<u>So</u> , er I watch some of them.	Use of filler
241	<u>And then</u> er <u>I I was</u> er	Use of filler Self-repetition
242	<u>and then</u> er <u>I really di- er I don't know how</u>	Use of filler Restructuring
243	to stop to watch the drama.	
244	<u>And then</u> er so <u>and then</u> continue to the music.	Use of filler
245	<u>So</u> , I found out.	Use of filler

246	Er <u>first, first</u> of all, er <u>I found out I found out</u> the Super Junior.	Self-rephrasing Self-repetition
247	<u>So</u> , er that is the first er group member	Use of filler
248	that I was found.	
249	Er <u>so and then</u> er er I keep searching, not searching.	Use of filler
250	I keep er research.	
251	Eh <u>research?</u>	Own-accuracy check
252	Searching.	
253	<u>And then</u> (laughter) <u>and then</u> I found this group.	Use of filler
254	<u>And then</u> er the member that er I like the most is just oh Sehun. (laughter)	Use of filler
255	Sehun <u>and then</u> .	Indirect appeal for help
256	<u>What else?</u>	Use of filler
257	Sehun <u>and then</u> .	Indirect appeal for help
258	B: Sehun and Kay.	
259	A: And Kay.	
260	B: I love Kay too.	
261	A: They look just double, triple, multiple.	
262	<u>So yeah</u> .	Use of filler
263	Oh besides, er <u>meanwhile er meanwhile</u> I choose the music K-Pop,	Self-repetition
264	<u>So</u> , my nephew just er teasing me like	Use of filler
265	why you choose this Korea music mean er er rather than er western.	
266	Er <u>so</u> they know basically <u>they know er they know</u> me as er western music er update.	Use of filler Self-repetition
267	I don't know.	

## Part 4

268	A: Hi Zakiyah.	
269	B: Hi mba. (laughter)	
270	A: What's your hobbies?	
271	B: My hobby er watching drama.	
272	A: <u>Oh, watching drama.</u>	Other-repetition
273	Oh, drama or movie?	
274	B: Er er <u>actually</u> drama.	Use of filler
275	Movie, um not <u>too</u> like it.	Approximation
276	A: Um, <u>so</u> , er <u>is it Korean drama?</u>	Use of filler Asking for confirmation
277	B: <u>Yes.</u>	Response: confirm
278	Korean drama.	Other-repetition
279	A: <u>Ah same as me, okay.</u>	Literal translation Use of filler
280	B: Korean drama, Thailand.	
281	A: <u>Thailand?</u>	Other-repetition
282	Yeah. (laughter)	
283	I like Thailand too.	
284	Er lately I just watched er Thailand drama.	
285	<u>It's, the title is Theory of Love.</u>	Self-rephrasing
286	You know Gun Atthaphan?	
287	B: No.	
288	A: You know?	
289	B: I don't know.	
290	A: Yeah. Er er Gun Atthaphan er is the actor er in that drama becoming a gay.	

291	B: <u>Oh.</u>	Use of filler
292	A: Yeah.	
293	It's a gay couple.	
294	And I don't really like Thailand drama with er gay theme.	
295	<u>So, I just like.</u>	Use of filler Omission
296	B: So disgusting.	
297	A: Yeah.	
298	<u>So</u> , what's the title of the Thai movie	Use of filler
299	that you <u>ever, ever</u> watch?	Self-repetition
300	B: Er I forget the title.	
301	But er its series,	
302	A: Ah <u>yeah?</u> <u>Its series</u>	Use of filler Other-repetition
303	B: Er <u>Cowboy, cowboy</u>	Self-repetition
304	A: <u>Cowboy?</u> Hum	Asking for clarification
305	B: <u>Put, put.</u>	Self-repetition
306	Er the actor name is <u>Put, Put, Put Puttichai.</u>	Self-repetition
307	A: <u>Puttichai?</u> (laughter)	Asking for clarification
308	B: I forget the name.	
309	A: Thailand actor name is <u>really hard to really hard to pronounce.</u>	Self-repetition
310	B: Yeah.	
311	It's really hard.	
312	A: Do you know	
313	<u>er the title is The Gifted?</u>	Restructuring
314	B: No.	

315	Just a little I watch it.	
316	A: Do you like Korean drama?	
317	B: Yes	
318	A: What is the drama that you like the most?	
319	B: <u>The drama</u> , um almost drama,	Other-repetition
320	if the genre is comedian-romance.	
321	A: Oh, <u>comedian-romance</u> .	Other-repetition
322	B: <u>Comedian-romance</u> .	Other-repetition
323	Er if horror I not watch it.	
324	A: <u>Yeah, yeah</u> really?	Use of filler Use of filler
325	B: Yes.	
326	A: Hum	
327	B: <u>I I</u> can't er watch it. Horror.	Self-repetition
328	It's so scary.	
329	A: Yeah.	
330	Me too.	
331	I cannot er watch horror.	
332	Even some er even my friend just er give suggestion.	
333	<u>Let's, let's</u> hang out	Self-repetition
334	to watch er horror movie on the theatre.	
335	And <u>they just er lets me pay for er for the</u> ticket.	Restructuring Self-repetition
336	And I really	
337	<u>No, no, no.</u>	Restructuring

338	Even you buy er me food or beverage,	
339	I will say no for horror because	
340	B: Me too.	
341	A: <u>Yeah</u> .	Use of filler
342	It's <u>really scary</u> .	
343	Er so what's your other <u>mo- hobbies</u> ?	Self-repair
344	B: My other hobbies er er listening music.	
345	A: Ah <u>listening music</u> . Are you like reading books?	Other-repetition
346	B: <u>Reading book</u> ?	Other-repetition
347	A: May be reading journal?	
348	B: No.	
349	<u>It's my, not my hobby</u> .	Self-repair
350	A: Ah. I really like er novel.	
351	<u>Yes</u> .	Use of filler
352	Er lately, <u>I just what?</u> I just read Bumi Manusia by Pramoedya.	Self-repetition
353	<u>You know Pramoedya?</u>	Comprehension check
354	B: Yeah.	
355	A: <u>Okay</u> .	Use of filler
356	B: I am too lazy to read.	
357	A: It's really interesting er to reading novel than er the other books like science or fiction	
358	because <u>one of my books is er the title is Cantik Itu Luka by Eka Kurniawan, er give me some motivation</u>	Restructuring
359	er because <u>in this in this</u> in this book tell us	Self-repetition

360	that er not every <u>pretty, pretty woman, huh pretty woman</u> have er <u>have a nice have a nice XXX</u> .	Self-repetition Self-repetition Mumbling
361	B: <u>Have no er nice attitude?</u>	Asking for confirmation
362	A: <u>Yeah, nice attitude.</u>	Respond: repeat
363	Er so <u>do you know After? After movie?</u>	Self-repair
364	B: <u>After movie?</u>	Asking for clarification
365	A: <u>After, the title is After.</u>	Response: rephrase
366	B: Oh <u>After</u>	Other-repetition
367	A: Yes.	
368	B: I don't know.	
369	A: Oh, <u>you don't know.</u>	Other-repetition
370	B: It's Thailand or Indonesia?	
371	A: It's <u>western, western.</u>	Self-repetition
372	<u>Yeah.</u>	Use of filler
373	From England.	
374	<u>The, the</u> actor is from England.	Self-repetition
375	The name is <u>I don't know.</u>	Message abandonment
376	<u>Hero, Hero, Hero.</u>	Self-repetition
377	B: <u>Hero?</u>	Asking for clarification
378	A: <u>Hero.</u> It's <u>really</u> handsome.	Response: repeat
379	B: Oh, I like Hero at <u>itu</u> , Baymaxe.	Code-switching
380	A: <u>Baymaxe?</u>	Asking for clarification
381	B: <u>Baymax.</u>	Response: repeat
382	A: Baymax?	
383	B: It's er cartoon, cartoon movie.	
384	A: Oh, cartoon movie.	Other-repetition

385	B: <u>Yeah.</u>	Use of filler
386	<u>Baymax.</u>	Other-repetition
387	It's er big white (laughter) fluffy.	
388	<u>I don't know.</u>	Message abandonment
389	I can't describe it.	
390	A: <u>Is it tall? He is tall?</u> Or?	Guessing Self-repair
391	B: Yes. Big and tall.	Response: repeat
392	A: <u>Oh yeah.</u>	Use of filler
393	This is the actor, really hot.	
394	B: Ah (laughter)	
395	A: And handsome. <u>I mean handsome. I mean handsome.</u>	Self-repetition
396	B: It's like.	
397	A: <u>She he is born in nineteen, nineteen</u> ninety-seven.	Self-repair Self-repetition
398	So, she is.	
399	B: <u>So, she is so young, he is so young.</u>	Use of filler Self-repair
400	A: <u>So,</u> she is 22 right now er	Use of filler
401	but really tall and handsome.	
402	That's I like the most about	
403	Tiffin.	
404	<u>Yes.</u>	Use of filler
405	His name is Tiffin	
406	And the woman, the actress is <u>Joha,</u> <u>Johansson, Johanson.</u>	Self-repair
407	<u>Er I forget about the name,</u>	Indirect appeal for help



408	because I really concern about the actor,	
409	<u>really only co, only concern</u> the actor.	Self-repetition
410	B: <u>Yes.</u>	Use of filler
411	A: <u>Yeah.</u>	Use of filler
412	B: Almost the girls just concern to the actor.	
413	A: <u>Yeah.</u>	Use of filler
414	Er <u>I have, I</u> have done read the novel.	Self-repetition
415	But the movies is, is <u>not yet, is not yet.</u>	Literal translation Self-repetition Self-repetition
416	B: Do you have watched Aladdin?	
417	A: No.	
418	B: <u>No?</u>	
419	A: Yeah.	Use of filler
420	B: I watched streaming	
421	A: Oh <u>streaming</u>	Other-repetition
422	B: But the quality is bad.	
423	A: Um er <u>because the movie is still on the theatre, right? Right now.</u>	Literal translation
424	B: Yeah.	
425	A: <u>Okay.</u>	Use of filler
426	Some my friends said that Aladdin is awesome.	
427	Because, <u>I don't know.</u>	Message abandonment
428	I don't really like <u>the, the</u> genre of like that.	Self-repetition
429	<u>Just like I just love</u> the action movie like Avengers.	Self-repair
430	<u>Yeah.</u>	Use of filler

431	<u>I really like.</u>	Omission
432	And the, <u>my favourite, er my favourite</u> actor from Avengers is	Use of filler
433	<u>who is he?</u>	Direct appeal for help
434	Er <u>the one with.</u>	Omission
435	Captain <u>America. America.</u>	Self-repetition
436	B: <u>Chris Evan?</u>	Asking for confirmation
437	A: Ah <u>Chris Evan.</u>	Response: repeat
438	<u>Yeah.</u>	Use of filler
439	Chris Evan.	

### Part 5

440	A: I wanna <u>ask er ask</u> you	Self-repetition
441	about what's your favourite food.	
442	B: <u>My favourite food.</u>	Other-repetition
443	I actually have er lots of favourite food.	
444	I love eating.	
445	A: <u>What?</u>	
446	B: <u>I love eating.</u>	Response: repeat
447	A: <u>I don't know.</u>	Expressing non-understanding
448	B: <u>Aku suka makan.</u>	Code-switching
449	A: <u>Oh suka makan.</u>	Other-repetition
450	B: I love eating.	
451	And my favourite is, may be, noodle, some fried rice.	
452	<u>And, well, actually, I love all the foods, you know.</u>	Use of filler

		Use of filler
453	A: Spicy?	
454	B: No.	
455	I don't like spicy.	
456	A: Why?	
457	Have a problem on your?	
458	B: No.	
459	I <u>actually, I am fine</u> with spicy.	Use of filler Self-rephrasing
460	But I don't know.	
461	Even it makes the food taste not good.	
462	So, I don't really like spicy.	
463	<u>So</u> , do you like spicy?	Use of filler
464	A: Yes.	
465	Of course.	Use of filler
466	I really like spicy food.	
467	B: Like really like spicy?	Asking for confirmation
468	A: <u>Seblak</u> .	Code-switching
469	B: Oh My God.	
470	I love <u>seblak</u>	Code-switching
471	but not in the spicy level.	
472	And what is your favourite food?	
473	A: I like, yeah, <u>seblak</u> .	Code-switching
474	<u>I really love seblak</u> .	Self-rephrasing
475	B: And then?	
476	A: Um noodles may be.	

477	Because er when I have no time to buy food,	
478	yeah making noodles, <u>with my friend, my rooomate.</u>	Self-repair
479	B: <u>So</u> , can you cook?	Use of filler
480	A: <u>Just er just</u> make a noodle.	Self-repetition
481	B: <u>Only noodle?</u>	Asking for confirmation
482	You.	
483	<u>So, you can't cook like some vegetable, things like that.</u>	Use of filler
484	May be baking?	
485	A: Ah like a soup?	
486	B: Yeah	
487	A: May be simple soup I can make,	
488	Er when I arrive <u>from, from, from</u> campus	Self-repetition
489	and I buy some vegetable.	
490	Yeah.	
491	It's a simple soup.	
492	B: <u>So</u> , do you like eating snacks other than like <i>seblak</i> , may be <i>cilok</i> or <i>milor</i> , <u>something like that?</u>	Use of filler Code-switching Code-switching Code-switching Use of filler
493	A: Yeah.	
494	But, er for this moment, I cannot eat.	
495	B: <u>Eat that?</u>	Asking for confirmation
496	A: Yeah.	
497	B: Why?	

498	A: My throat	
499	B: Oh, you have sore throat.	
500	Oh, that's bad.	
501	A: <u>And also</u> , I cannot eat <i>seblak</i> for this moment.	Use of filler Code-switching
502	B: Ah <u>because of that?</u>	Asking for confirmation
503	A: Yeah.	Response: confirm
504	B: <u>So</u> , you don't have any problem with eating spicy foods.	Use of filler
505	Like, <u>you, you're</u> fine.	Self-repair
506	Your stomach and everything.	
507	A: <u>I have I have</u> problem on my throat.	Self-repetition
508	<u>Tenggorokan apa sih?</u>	Code-switching Direct appeal for help
509	B: But <u>your throat, your stomach</u> is fine?	Self-repair
510	A: Yeah.	
511	Fine	
512	B: Okay.	
513	<u>Anything, anything</u> you wanna ask me?	Self-repetition
514	A: May be er, <u>yeah, I don't like to discuss about food.</u>	Use of filler Message reduction
515	B: <u>So yeah.</u>	Use of filler
	And then?	
516	A: It's really boring for me.	
517	I'd like to,	
518	<u>we will talk about may be hobbies or.</u>	Restructuring
519	B: Oh, <u>you wanna change the subject?</u> (laughter)	Asking for confirmation

520	A: Yeah.	Response: confirm
521	B: <u>Okay</u> .	Use of filler
522	It's okay.	
523	So, is there anything you wanna ask me, like may be my hobbies?	Use of filler
524	A: I ever heard about you	
525	that you ever to go to Korea.	
526	B: Ah <u>okay</u> .	Use of filler
527	A: Can you explain to me?	
528	B: Ah that was really long time ago <u>actually</u> ,	Use of filler
529	like it was already last year.	
530	And I, <u>actually</u> , I am kind of forget about that.	Use of filler
531	A: Is it student exchange?	
532	B: It's only a week, <u>actually</u> .	Use of filler
533	And I go there by myself.	
534	<u>So</u> , you want me to explain about what?	Use of filler
535	About the.	
536	A: May be about <u>daily cul- daily culture</u> ?	Self-repair
537	A: <u>Daily</u> .	Other-repetition
538	Oh yeah.	
539	A: In there I only stay for a week.	
540	And <u>it, it</u> wasn't long.	Self-repetition
541	And it's pretty cold there	
542	since I go there in winter.	
543	And I have to wear like <u>five, five</u> layer of clothes really that cold.	Self-repetition

544	And the people there is, <u>I don't know</u> , different.	Message abandonment
545	Of course.	
546	It's different from Indonesia.	
547	But <u>it's, they they're</u> nice.	Restructuring
548	And <u>I go I go</u> anywhere in there with er like MRT.	Self-repetition
549	<u>You know that, right?</u>	Comprehension check
550	And in the MRT, they're all like wearing black suits, black jacket.	
551	And I look totally like stranger there with my friend	
552	but it's okay	
553	since I am a tourist there.	
554	<u>And yeah.</u>	Use of filler
555	It is really fun.	
556	You should go. (laughter)	
557	A: <i>Insyallah</i>	Code-switching
558	B: <i>Amiinn.</i>	Code-switching
559	<u>And then?</u>	Use of filler
560	A: And I wanna ask you er er the most.	
561	B: <u>The most what?</u>	Asking for clarification
562	A: Um, <u>the most wonderful place in that.</u>	Response: expand
563	B: <u>In Korea?</u>	Asking for confirmation
564	A: Yeah.	Response: confirm
565	B: <u>The most wonderful place.</u>	Other-repetition
566	Since I only go to a few place, like not all the Korean place,	
567	I only go to	

568	A: <u>Seoul City?</u>	Guessing
569	B: <u>Seoul?</u>	Other-repetition
570	<u>Yeah.</u>	Use of filler
571	Of course.	
572	I am.	
573	I stayed in there.	
574	But I love going to Myong Dong	
575	because <u>it has.</u>	Omission
576	A: <u>It's like the palace, a palace?</u>	Asking for confirmation
577	B: No, no.	
578	<u>It's not a palace.</u>	
579	<u>It's like a store a lot of store</u>	Self-rephrasing
580	<u>when you come to Malioboro.</u>	
581	Things like that.	
582	<u>It has a lot, it sells a lot of food and make-up, things like that.</u>	Self-rephrasing
583	It's a place of heaven.	
584	<u>You know.</u>	Use of filler
585	<u>So, I like that.</u>	Use of filler
586	<u>So, do you wanna go, do you planning, are you planning to go abroad?</u>	Use of filler Retrieval
587	A: Yeah.	
588	I have a dream for student exchange, may be.	
589	May be <u>for, for the next, next,</u> not the next semester, may be,	Self-repetition Self-repetition
590	B: <u>Next year?</u>	Asking for confirmation



591	A: <u>Yeah</u>	Response: repeat
592	I really wanna go abroad in German.	
593	B: Oh <u>German</u> .	Other-repetition
594	That's good.	
595	<u>So, yeah</u> chase your dream.	Use of filler
596	A: But <u>I have I have</u> not prepared my English yet,	Self-repetition
597	B: Yeah.	
598	A: Speaking, <u>TO- TOEFL</u> certificate may be, IELTS.	Self-repair
599	B: <u>Ah so</u> it needs things like that?	Use of filler
600	A: There is a lot of preparation.	
601	B: Um okay.	