



**COMMUNICATION STRATEGIES AMONG
ENGLISH STUDENTS INVOLVED IN ONVERSATION
(The Case of English Department Students of UNNES in
Speaking Class i the Academic Year of 2008/2009)**

Submitted as partial fulfillment as a requirements
of *Sarjana Pendidikan* in English

By

Lulu Mustafidatuz Zahroh

2201405063

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
SEMARANG STATE UNIVERSATY**

2009

PERNYATAAN

Dengan ini saya,

Nama : Lulu Mustafidatuz Zahroh

NIM : 2201405063

Prodi/jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Semarang

menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ final project yang berjudul:

“COMMUNICATION STRATEGIES AMONG ENGLISH STUDENTS INVOLVED IN CONVERSATION (THE CASE OF ENGLISH DEPARTMENT STUDENTS OF UNNES IN SPEAKING CLASS IN THE ACADEMIC YEAR OF 2008/2009)”

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Semarang, Agustus 2009

Yang membuat pernyataan

Lulu Mustafidatuz Zahroh

NIM. 2201405063

Success is never found. Failure is never fatal. Courage is the only thing.
(Winston Churchill)

APPROVAL

The final project was approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on 29th August 2009.

Board of Examiners

1. Chairperson

Dra. Malarsih, M.Sn.
NIP. 196106171988032001

2. Secretary

Dr. Dwi Anggani L.B., M.Pd.
NIP. 195901141989012001

3. First examiner

Dr. Djoko Sutopo, M.Si.
NIP. 195403261986011001

4. Second examiner/second advisor

Drs. Ahmad Sofwan, Ph.D.
NIP. 196204271989011001

5. Third examiner/first advisor

Prof. Dr. Warsono, M.A.
NIP. 194406141970081001

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Rustono, M.Hum
NIP. 195801271983031003



**To: My beloved parents
My brother and sister**

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ABSTRACT

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Communicative competence was understood as the underlying systems of knowledge and skill required for communication. It is importance to stress that communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. In other words, we need to posses communicative competence in order to make communication runs well.

When English learners communicate in English, they often get stuck in the middle of conversation whenever they face some difficulties. When it happens, they try to find another way or strategy to convey messages. The strategies used by English learners include message abandonment, topic avoidance, appeal to the authority, language switch, and changing code. In this study, the objects chosen are English Department students of UNNES who are making conversation in speaking class. The method used is qualitative (study case) and emphasized on the descriptions of conversations. In order to collect the data, I record the conversation using tape recorder and blank cassettes and then the data is analyzed by classifying them into message abandonment, topic avoidance, and appeal to the authority, language switch, and changing code.

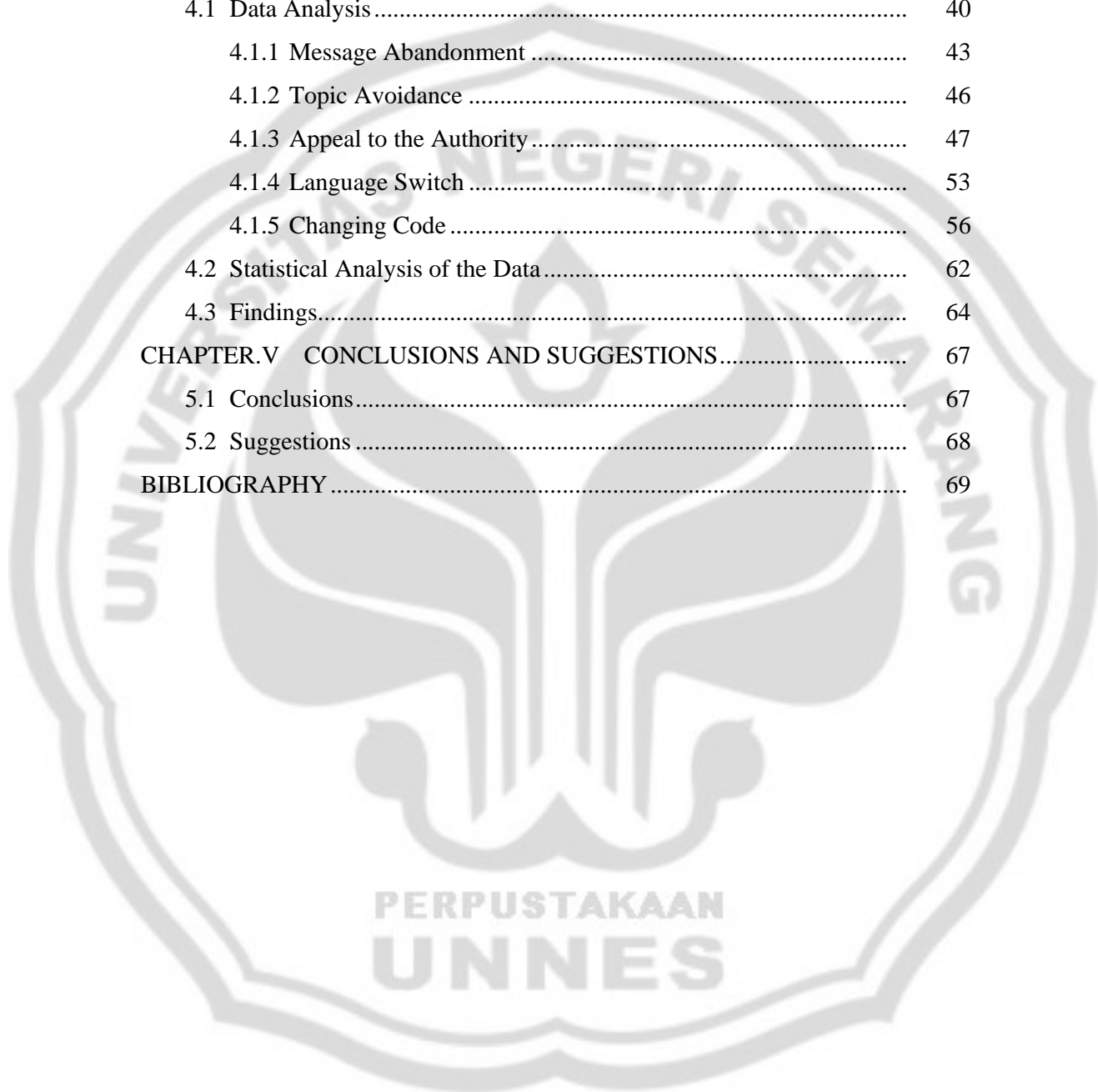
The results indicated that English Department students of UNNES use communication strategies in speaking class as their compensation of lacking competence in the form of message abandonment, appeal to the authority, language switch, and changing of code. I hope by learning more about communication strategies, English Department students can decide which strategy is effective to use in making English conversation.

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the research report.

1.1 Background of the Study

People around the world live together in communities. In living together with others as members of a society, people need to communicate. Lubis (1988:10) said that the interaction involved between speakers is one form of communication. The interactions include the way speakers convey meaning and express their feelings; how people do with words and utterances, and finally form understandable sentences to be sent to other speakers. In other words, whenever someone engages in communication with others, he/she transfers any information about him/herself.

The explanation above is similar to what is said by Richards(1983:4) who says “that communication is the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral, written or visual modes, and production and comprehension process”. So, communication happens when there are at least two individuals exchanging information using verbal or non-verbal symbols.

In communication using verbal symbols, written or spoken, people need a language. According to Paivio and Begg (1981:7), language is used for many purposes, to communicate is among them. There are so many languages used around the world, including English. Since English is widely used, it has often been referred to as the world language. It results in English as the language that is often taught as a foreign language in many countries around the world; Indonesia is one of them.

Indonesia, as one of many countries where English is taught as a foreign language, has a large number of English learners. The goal of learning English is to be able to listen to, speak, read, and write in English at the highest level. At the highest level here means at the same level as the native speakers. Sari (1988:8) said that to learn English means to learn how to use the language in oral communication (linguistic performance) and to learn about the language itself.

To communicate using English, participants should reach the condition when both speakers and listeners understand each other, which is called mutual intelligibility (Hudson, 1957:35). At this point, many problems may occur. Misunderstanding can always occur in conversation when speakers, especially English learners, do not find the appropriate words to express meaning due to the lack of knowledge and skill in using the sociolinguistic conventions for a given language. The communication can not run effectively if it happens. To make the communication run effectively, speakers should

possess what is called communicative competence (Canale and Swain, 1983:5).

When English learners communicate in English, they often get stuck in the middle of conversation whenever they face some difficulties. When it happens, they try to find another way or strategy to convey messages. Corder (1983:16) defined communication strategy as a systemic technique employed by speakers to express their meaning when facing some difficulties. So, communication strategies are very important for speakers when they face linguistic difficulties.

English Department students of Universitas Negeri Semarang as English learners also often face some linguistic difficulties when they are engaged in communication due to the lack of knowledge and skill in using sociolinguistic conventions of English. English Department students of UNNES also use communication strategies.

Before this research is conducted, several researches on communication strategies have been done. Nur Agni Rulliyatna and Ambar Triswidi Handayani in 2003 do same researches on communication strategies among Indonesian speakers of English in conversation between the radio announcers and their participants. In the study, they conduct their researches in a very vast scope; communication strategies that are used among Indonesian speakers of English. They take conversations that are done between radio announcers and their participants as their objects of the studies. In this final project, the writer do a research in a more specific scope; communication

strategies involved in conversation among English Department's students. She takes conversations that are done by English Department's students of UNNES in speaking class as the object of the study. It becomes more beneficial for English Department students of UNNES because the data that is analyzed taken from their surroundings.

1.2 Reasons for Choosing the Topic

Since the writer is also an English learner who learns English as a foreign language so whenever the writer is engaged in English conversation she often faces some linguistic difficulties. She often gets stuck in the middle of conversation, especially in speaking class. Whenever the difficulties occur, she always tries to find another way to convey meaning so the conversation can run effectively, such as asking a friend to supply her a word or term in English when she does not find the appropriate words to convey meaning. Before the writer has learnt about communication strategies, she had not known that it was called communication strategies. After learning more about this study, she finds an interest in this study that pushes her to reveal the communication strategies used by English Department students of UNNES in making conversation, especially in speaking class.

Here are a number of other reasons in choosing the topic:

- a) The writer believes that the analysis of communication strategies among English students will maintain its role in English language learning.

- b) The writer believes that the analysis of communication strategies among English students will give contribution to English speakers of Indonesia, to give them more view of what communication strategies are usually used by English students.
- c) The writer also believes that the analysis of communication strategies among English students will give more insight to English Department students of UNNES.

1.3 Statements of the Problems

People of Indonesia only learn English at schools or universities, so they do not speak and use the language in society. This problem makes learners not easy to study and master the language. To face the problem, speaking class may occur as the best solution until now. Speaking class is the occasion where English students are supposed to perform their ability and knowledge in using English. English students must take advantages from the speaking class. They must show their feelings, ideas, and they can also convey their messages to the interlocutors.

In this study the writer deals with communication strategies that are used by English Department students of UNNES in making conversation in speaking class. Communication strategies are divided into 2 categories (Mujiyanto, 1990:20):

1. Formal communication strategy which consists of transfer, overgeneralization, etc.

2. Functional communication strategy which consists of message abandonment, topic avoidance, changing code, language switch, and appeal to the authority.

In doing this study, the writer chooses to observe only the functional communication strategy. In order to make the problem more specific, the research question is as follows:

“What (functional) communication strategies are used by English Department students of UNNES in the academic year of 2008/2009 in speaking class? “

1.4 Objectives of the Study

Relating to the problems that are elaborated above, the purpose of this study is to describe functional communication strategies that are used by English Department students of UNNES in making conversation in speaking class.

1.5 Significance of the Study

In conducting this study, I believe that the analysis of communication strategies among English students will be beneficial to other people.

The study is expected to be beneficial to:

- a) English language learning: this study will give more view about communication strategies among English students.
- b) Indonesian English students: this study will give contribution to English students of Indonesia, to make them understand

better what communication strategies are used by English students.

- c) English Department students of UNNES: this study will give more view and description about how they construct communication strategies whenever they face some difficulties in making conversation in speaking class.

1.6 Outline of the Research Report

In order that this report is easy to understand, the writer organizes it within 5 chapters as follows: the first chapter is introduction, which consists of background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significances of the study, and outline of the research report. The second chapter is review of related literature, which presents conversation, definition of conversation, kinds of conversation, communicative competence, definition of communicative competence, components of communicative competence, communication strategies, and definition of communication strategies, categories of communication strategies, English as a foreign language in Indonesia, and the role of speaking class for English department's students. The third chapter is method of investigation that presents assumption, object of the study, role of researcher, research instrument, procedure of collecting the data, and the procedure of analyzing the data. The fourth chapter is the analysis of the data which deals with the data analysis, statistical analysis of the data, and general finding.

Finally, this final project ends with conclusions and suggestions in chapter five.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Conversation

People around the world do a lot of conversations in their daily lives. They do conversations in their homes, in their schools, in their offices, in their societies, and in many other places. In fact they spend a very large part of their lives engaging in conversation with other people. They do conversations for many purposes, and they can do it in the form of formal or informal situation. Richards and Schmidt (1984:116) said that conversation is an activity that is directed to the social goals (e.g. the establishment of roles, the presentation of self) as well as the linguistic goals (communication of meanings). In a simple sentence, conversation is done by people to socialize and express their feelings. Conversation can only happen if there are, at least, two people engaged in.

People share their ideas, feelings, and convey their messages with other people through conversation. That is why one person must make him/herself understood by other persons whom he/she are doing the conversation with. If both speaker and listener can understand each other, it means that the communication goals are achieved. It is the most important thing in doing conversation. To prevent misunderstanding from occurring in a conversation, both speaker and listener must possess a set of abilities to transfer meaning from one to another.

To sum up the elaboration above, conversation is considered as the most basic form of human interaction. English department students of UNNES also do conversation in the speaking class. In this case, they have to interact with others through doing conversation in the target language to practice their English. English department students should consider the speaking class as their chance to show their abilities and knowledge in using English. But in reality, many of them find it very hard to try to involve themselves in a conversation using the target language because of their lack of knowledge and skill in using sociolinguistic conventions in English. To overcome the problems, they use communication strategies.

2.1.1 Definition of Conversation

Conversation is an enterprise in which one person speaks and another listens, which means conversation happens when there are, at least, two people engaged in. Conversation is different from talk and people now seem to be able to distinguish it from any other kinds of talk. Talk may be classed as conversation when: 1) it is not primarily necessitated by a practical task, 2) any unequal power of participants is partially suspended, 3) the number of participants is small, 4) talk is mainly for the participants and is not for an outside audience (Cook, 1989). From this quotation, we can conclude that conversation has more specific scope than any other kinds of talk because it only needs a small number of participants to be engaged in and does not need an outside audience.

Another definition was delivered by David and Derek (1975), who said that conversation is any stretch of continuous speech between two or more people within audible range of each other who have the mutual intention to communicate, and bounded by the separation of all participants for an extended period. Jack Richard and Richard Schmidt (1984: 119-120) also give us more view about conversation, as follows:

Conversation is more than merely the exchange of information. When people take a part in conversation, they bring to the conversational process shared assumptions and expectations about what conversation is, how conversation develops, and the sort of contribution they are expected to make. When people engage in conversation, they share communication principles of conversation that lead them to interpret each other's utterances as contributing to conversation.

From the above quotation, we may conclude that when people are engaged in a conversation, they not only exchange information or share their feelings or ideas but they also do much more than that. In doing a conversation they are also involved in the process of conversation itself. We can also understand that in a conversation, the people are interpreting what is said by others so the speaker of conversation must make him/herself understood by the listener. So it is necessary for both speaker and listener to possess a set of abilities to transfer meaning. If the listener fails to translate the linguistic signal sent by the speaker, then it will come up with the difficulties in achieving the communication goals.

2.1.2 Three Kinds of Conversation

Since people all over the world spend the biggest part of their lives to engage themselves in conversation, we can find conversation activities easily in our surrounding. People do conversations in the form of formal (such as conference or meeting) and informal (such as exchange of information). Conversation done by people now is growing widely in line with the modern technology that we face. In older times, people only had the opportunity to make conversation when they met each other. But in modern era, we are able to make conversation with others although we do not see each other, directly by a long distance conversation. Taking advantage of the rapid growing of the technology, we can make conversation using telephone or teletype everywhere.

Modern technology divides conversation into three categories, they are: face to face conversation, phone conversation, and instant messaging conversation. Elizabeth (2002: 66-74) gives us the view of these three categories of making conversation:

“Conversation is marked by an exchange of comments. It used to be that face to face conversation was the only kind. Then, with the invention of telephone, phone conversation came into being; with the advent of teletype, people who use sign language have been able to participate in real-time conversation with other people who teletype or people who speak. Now we have Instant Messaging, which is real-time written conversation by all parties involved.”

Here are the elaborations of those three kinds of conversation:

a) Face to Face Conversation

Face to face conversation just happens when two or more people meet each other and exchange any information, ideas, or feelings that they have. This face to face conversation simply happens when you are at the bus stop waiting for the bus, and there is someone standing beside you, and then you two are involved in a familiar conversation after greeting him/her and introducing yourself to him/her first.

Face to face conversation can also simply happen among people who have already known each other. For example among housewives from a neighborhood that are gathering in one of their houses, and talking about their husbands' jobs, their favorite TV series, their favorite cooking, etc.

b) Phone Conversation

In the past, it used to be that face to face conversation was the only way to make a conversation. But now taking advantage of the invention of telephone, phone conversation also appears as one kind of making conversation. Phone conversation really makes people within a long distance able to communicate.

c) Instant Messaging

After the invention of telephone, now we have internet as the more modern technology that also enables people to make a conversation. Instant Messaging, called IM for short, is a free service that uses an internet connection to link people who all have a similar service. Instant

Messages go directly from one user to another and are not stored on a server. (Mary Elizabeth Braddon, 2002: 66-74).

2.2 Communicative Competence

Although conversation just happens every time when there are at least two persons sharing any information, ideas, or feelings, it is not as simple as it looks. In doing conversation, the speaker must make the listener understand every utterance that he/she says. If the listener can not translate the linguistic signal sent by the speaker, then a misunderstanding will happen between them. It will bring difficulties in achieving the communication goals. Yet, the goals of communication are the most important thing in communication.

Since the writer deals with the conversation that are made by English Department students, the writer predicts that it will become more complicated because English Department students have to make conversation in the target language. In making conversation using the target language, a student has to select appropriate vocabulary, apply the grammar rules, pronounce the correct English sounds, to make other persons understand what he is saying and understand what other persons say.

To communicate using English, students as participants of the conversation should reach the condition when both speakers and listeners understand each other. Misunderstanding can always occur in conversation when English learners do not find the appropriate words to express meaning due to the lack of knowledge and skill in using the sociolinguistic conventions

for English. The communication can not run effectively if it happens. To make communication run effectively, speakers should use what is called communicative competence (Canale and Swain, 1983:5).

2.2.1 The Definition of Communicative Competence

In doing communication, both participants should reach the condition when they can understand each other (Hudson, 1957:35). If they can not understand each other, it will be difficult for them to achieve the goal of communication. In order to avoid this problem, it is very important for them to possess a set of abilities as a function to transfer meaning.

Lubis (1988:8) says that people possess a set of competencies that enable them to function effectively as a part of social being. People who live in Indonesia need social competence to urge them to interact with other Indonesian people since Indonesia has many different cultures, languages, and ethnic groups. Besides social competence, there is cognitive competence. Cognitive competence pushes people to think and to learn about anything. Now, where is the position of communicative competence among other competencies that people possess? The facilitator of other competencies, such as social and cognitive competence, is communicative competence. Sari (1988:9) argues that communicative competence helps people to interact with others in meaningful ways.

Hymes as quoted by Sari (1988:9) defined communicative competence as competence in language use or as the language abilities of the speaker and

listener. In other words, both speakers and listeners should possess the communicative competence to achieve the communication goals. In order to be able to interact effectively, the participants should possess communicative competence to convey meaning using appropriate words and rules.

Hymes actually begins his drawing of the definition of communicative competence by paying attention to Chomskyan Linguistics. Chomsky (1965:4) distinguished between competence and performance. Competence is the speaker-hearer's knowledge of his language and performance is the actual use of language in concrete situation. Based on the linguistic theory, competence is the system of phonological, syntactic, and lexical rules acquired by a native speaker during the language acquisition process in early childhood. Performance is the production of utterances in specific situation depending additionally on memory limitation.

Another view of the definition of communicative competence is given by Savignon. Savignon (1983) in her interactional approach defines the development of learners' communicative competence as "expression, interpretation, and negotiation of meaning involving interaction between two or more persons in a written or oral text. According to Savignon, the central characteristics of competence in communication are associated with:

- a) The dynamic, interpersonal nature of communicative competence and its dependence on the negotiation of meaning between two or more persons who share the same symbolic system.

- b) Its application to both spoken and written language as well as to many other symbols.
- c) The role of context in determining a specific communicative competence, the infinite variety of situations in which communication takes place, and the dependence of success in a particular role on one's understanding of the contextual factors.
- d) Communicative competence as a relative, not absolute, concept is dependent on the cooperation of all participants, a situation which makes it reasonable to speak of degrees of communicative competence.

From the above discussion, we may conclude that communicative competence is very important for people to possess in using their knowledge when interacting in actual communication. So, both speaker and listener can understand each other and make the conversation run effectively.

2.2.2 The Components of Communicative Competence

In the definition of communicative competence above, we know that communicative competence is needed by participants of communication events to accomplish communication goals. Actually there are 8 aspects of communicative competence that can be identified, and they are grouped together in two groups of four:

- Linguistic aspects: phonology and orthography, grammar, vocabulary, discourse (textual).

- Pragmatic aspects: functions, variations, interaction skills, and cultural framework.

In order to achieve the communication goals, people also should possess four areas of communicative competence that can be used in communication besides recognizing the eight aspects above. According to Canale and Swain (1980:30) there are 4 areas of communicative competence that should be possessed by the participants of communication, they are as follows: a) Grammatical competence, b) Sociolinguistic competence, c) Discourse competence, and d) Strategic or communication competence.

Here are the elaborations of those four components of communicative competence:

- a) Grammatical competence concerns with the mastery of language codes (verbal or non-verbal). It includes features and rules of the language such as vocabulary, word formation, spelling, and linguistic semantic. This competence focuses on the skill and knowledge required to understand and express accurately the literal meaning of utterances, such as, grammatical competence which will be an important concern for any second language programs.
- b) Sociolinguistic competence includes both sociolinguistic rules and rules of discourse. It is about appropriate utterances, which are produced in different sociolinguistic contexts. For the elaboration, sociolinguistic competencies understanding how to use and respond to language appropriately, give the setting, the topic, and the relationship among the

people communicating. Tarone (1984:422) says that sociolinguistic competence is the knowledge of acceptable usage within the speech community.

- c) Discourse competence concerns with the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.
- d) Strategic or communication competence consists of the ability to employ strategies of language use in the attempt to reach communicative goals. It knows how to recognize and repair communication breakdowns, how to work around gaps in someone's knowledge of the language, and how to learn more about the language in the context.

2.3 Communication Strategies

To communicate using English, participants should reach the condition when both speakers and listeners understand each other; it is called mutual intelligibility (Hudson, 1957:35). At this point, many problems may occur. Misunderstanding can always occur in conversation when speakers, especially English learners, do not find the appropriate words to express meaning due to the lack of knowledge and skill in using the sociolinguistic conventions for a given language. The communication can not run effectively if it happens. When English learners communicate in English, they often get stuck in the middle of conversation whenever they face some difficulties. When it

happens, they try to find another way or strategy to convey messages. The strategy is called communication strategy.

2.3.1 Definition of Communication Strategies

Work on communication strategies has typically highlighted three functions of strategy use from three different perspectives:

- a) Psycholinguistic Perspective: Communication strategies are verbal plans used by speakers to overcome problems in planning and execution stages of reaching a communicative goal; e.g., avoiding trouble spots or compensating for not knowing a vocabulary item (Faerch & Kasper, 1984a).
- b) Interactional Perspective: Communication strategies involve appeals for help as well as other cooperative problem-solving behaviors which occur after some problem has surfaced during the course of communication, that is, various types of negotiation of meaning and repair mechanisms (Tarone, 1980).
- c) Communication Continuity/Maintenance Perspective: Communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans (Dornyei, 1995).

Another definition of communication strategies is given by Di Pietro (1994:34), who argues that communication strategies comprise those ploys

used by non-natives who are struggling to make themselves understood by the speakers of the target language.

According to Bialystock (1990) there are three characteristics common among the varying definitions and approaches to communication strategies. The first of these is *problematicity* (problem-orientedness in Faerch and Kasper) and the idea that strategies are used only when a speaker perceives that there is a problem which may interrupt communication. The second is the notion of *consciousness*, that speakers who employ them are aware (to some extent, in some undefined way) of having done so. The third characteristic presupposes consciousness and is *intentionality*: ‘the assumption that the speaker has controlled over the strategy that is selected and that the choice is responsive to the perceived problem’. From several definitions that the writer mentioned above, we know that communication strategies are very important for the speakers since they really help us to face some problems and difficulties in a communication, so the communication can run effectively.

2.3.2 Categories of Communication Strategies

Many linguists have done research on this topic and they gave various categories of communication strategies. Tarone (1984: 420) and Fraech and Kasper (1984:48) are among them. Tarone’s typology was developed out of study which included looking at nine intermediate level subjects who were asked to describe various drawings and illustrations both in their own

language and in English. While Ellis (1994) notes that Faerch and Kasper's typology, unlike Tarone's, is located within the theory of L2 production.

Tarone (1984:420) proposed various types of communication strategies. They are as follows: 1) paraphrase, 2) transfer, 3) appeal for assistance, 4) mime, and 5) avoidance. Paraphrase is the way speakers give the meaning in a different form. There are three elements in paraphrasing, they are: approximation, word coinage, and circumlocution. Approximation occurs when speakers use a single vocabulary item or structure in the target language, which they know that it is incorrect, but shares enough semantic features with the intended item (for example, 'pipe' for 'water pipe'). Word coinage happens when speakers make up a new word in the target language (for example, 'air ball' for 'balloon'). Speakers use circumlocution when they describe the characteristics of the object or the action instead of using the appropriate word or structure in target language.

In transfer, we learn about literal translation and language switch. An attempt of speakers to make use of their native language and translate word for word is called literal translation (for example, 'He invites him to drink' instead of 'They toast one another'). Language switch occurs when speakers use a term from their native language without translating the term in the target language first (for example, 'balon' for 'balloon'). Speakers use appeal for assistance as their communication strategies when they ask the interlocutors to supply the correct term or structure for them (for example, 'what is this?').

Speakers use mime as their communication strategies when they employ non verbal strategies in place of meaning.

Avoidance consists of topic and message avoidance. When speakers do not talk about the concepts because they do not know the vocabulary or other meaning structure, they use topic avoidance as their communication strategies. Message abandonment occurs when speakers begin to talk about a concept but unable to continue the conversation because they do not know the vocabulary or other meaning structure, so they stop in the middle of the utterances.

Other categories of communication strategies were given by Faerch and Kasper (1984:48-50), they said that communication strategies are categorized into two sub types, they are: 1) reduction strategies, and 2) achievement reduction strategies have formal reduction and functional reduction. In the case of formal reduction, speakers decide to communicate by means of a 'reduced' system utilizing readily accessible rules and items. Formal reduction is supported by speakers' desire to use the correct language to avoid errors and items which can not be easily found. Functional strategies have three sub classes, they are: actional reduction, proportional reduction, and modal functional reduction. Actional reduction is used by speakers when they avoid performing certain speech acts or discourse functions. Proportional reduction consists of topic avoidance, message abandonment, and meaning replacement. Modal functional reduction refers to the speakers' decisions not to mark a speech act for relational (politeness) and expressive function.

Achievement strategies have two sub classes: non cooperative strategy, which is devising a way of expressing the communicative goal in an alternative way, and cooperative strategy by reaching a solution to solve the problem with the interlocutors' assistance. Non cooperative can be classified into: language switch, interlingual transfer, and non linguistic means. Here is classification of Communication Strategies given by Tarone and Faerch and Kasper:

Table 1. Classification of Communication Strategies

Tarone (1981)	Faerch and Kasper (1984)
<p>1. Paraphrase</p> <ul style="list-style-type: none"> • Approximation • Circumlocution • Word Coinage <p>2. Language Transfer</p> <ul style="list-style-type: none"> • Literal Translation • Language Switch <p>3. Mime</p> <p>4. Appeal for Assistance</p> <p>5. Avoidance</p> <ul style="list-style-type: none"> • Topic avoidance • Message abandonment 	<p>1. Achievement Strategies</p> <ul style="list-style-type: none"> • Paraphrase • Word Coinage • Foreignizing <p>2. Reduction Strategies</p>

Comparing those 2 classifications of communication strategies, Mujiyanto (1990:25) sees that there are similarities between them. There are two types of communication strategies: formal communication strategies and functional communication strategies. Formal communication strategies consist of transfer, overgeneralization, etc. While functional communication strategies consist of: 1) message abandonment, 2) topic avoidance, 3) appeal to the authority, 4) changing code, and 5) language switch.

Message abandonment is a strategy used by speakers when they begin to speak and convey their messages, but then give up to continue their sentences so they stop in the middle of their utterances due to the lack of their competencies. It may happen if they do not find a correct term to convey messages or they can not apply the correct rules of grammar. In other words, speakers use message abandonment as their communication strategies by just leaving the messages unfinished because some difficulties that they face. For example: *“I think ... if the date here is do something bad, I mean not but ... but ...”*. In this sample, the speaker tries to speak about a particular topic but then he gives up because of some difficulties that he faces, and stops entirely without attempting to give more clues so the interlocutors can catch what is exactly crossing in his mind. When this happens in a conversation, a silence may occur among the speakers. And usually the interlocutor takes the turn of conversation in order to break the silence.

A speaker employs topic avoidance when he avoids the topic areas or concepts that pose some difficulties. In other words, topic avoidance appears when the speaker attempts to evade communication about the topic being discussed; it is caused by the speaker is lack of the competencies in using the target language rules or forms.

The basic thing that distinguishes topic avoidance from message abandonment is that in topic avoidance, the speaker totally avoids talking about the topic areas or concepts that pose some difficulties, meanwhile in

message abandonment; the speaker abandons the message and leaves the message unfinished.

Usually, when the speaker uses message abandonment and topic avoidance as the communication strategies, it is normally followed by another strategy in order the communication does not breakdown (Mujiyanto, 1990:29). In many cases, when the speaker abandons or stops in the middle utterances due to the lack of the competencies in finding the correct term or in applying the appropriate rules of grammar, and to solve the silence that occurs, the speaker will ask the interlocutors for an idea to help her/him. And appeal to the authority is the common strategy used by speaker to keep the communication running well.

The form of appeal to the authority can be by asking a direct question in the target language or in the native language, or using non verbal communication (Mujiyanto, 1990: 29).

Appeal to the authority means speakers' attempt to ask interlocutors to supply them a word or form, to ask whether a form or a word is correct. It can be done either in the target language or in the native language. Consider the following sample:

A: What is he? B: He is ... what is it? a man who is active in politics
A: Politician.

In the sample above the second speaker asks a direct question (what is it?) to the interlocutor to supply him a term that he does not know, it is an example of appeal to the authority.

Language switch used by a speaker when he employs a word from the native language to convey the meaning. This type of communication strategy usually appears after the speaker asks for the assistance, and then followed by giving the information in their native language or translates the word into the native language. Consider the following sample:

A: What happens? B: I'm so ... sebel.

In the above sample, we can see that the speaker uses a word from the native language without attempting to translate it into the target language.

But language switch also simply occurs when the speaker just employs the word from the native language without attempting to translate the intended word in the target language. For example: *We don't matre but we look the realize of this era.* In this sentence, the speaker utters “matre” to replace the English word “materialistic”.

The speaker may employ changing code as the communication strategy in the form of paraphrase or meaning replacement. Paraphrase is the way speakers give the meaning in a different form. In other words, speaker uses paraphrasing when he attempts to restate the intended word or text in another form. For example: *: He is ... what is it? a man who is active in politics.* In this sentence, the speaker does not only use appeal to the authority when he asks a direct question (what is it?) to the interlocutors, but he also uses a changing code in the form of paraphrasing. He does a paraphrasing of the word “politician” by saying it in other way (a man who is active in politics). Meanwhile meaning replacement refers to the speaker’s way to substitute the meaning with a new word. Consider the following sample:

Sometimes or usually... the west culture is not good ...not proper in our culture.

In the above sample, the speaker uses a changing code in the form of meaning replacement as his communication strategy. When he realizes that the word “not good” is not the appropriate term to convey her message, the speaker utters “not proper” to complete the sentence.

2.4 English as a Foreign Language in Indonesia

There are a lot of countries all over the world and in each country its people live with their own culture and speak their own language. Chinese people speak Chinese. Japanese people speak Japanese, and Indonesian people speak Indonesian. Global era gives opportunities to people around the world to trade and exchange needs. Modern technology also brings overseas information to us. It pushes people to interact with others from around the world. In doing the interaction one needs to understand the language spoken by the people whom he/she interacts with. It will be very difficult when someone who does export-import business, for instance, has to do the interactions with many people from different countries who speak different languages. Obviously we need one language that makes the international interaction easy and simple.

Because English is so widely spoken, it has often been referred to as a world language. Books, magazines, newspapers written in English are available in many countries around the world. Based on the use of English around the world, we can divide countries into three categories, they are: a)

English speaking countries, where English is used and spoken by the people as their first language or mother tongue. b) Countries where English is used as the second language, it means the people who live in these countries have their own mother tongue but they also speak English in their society. Malaysia, India, and Brunei are countries where English is used as the second language. c) Countries where English is taught as a foreign language, it means the people who live in these countries do not speak English in their society. Indonesia is one of these countries.

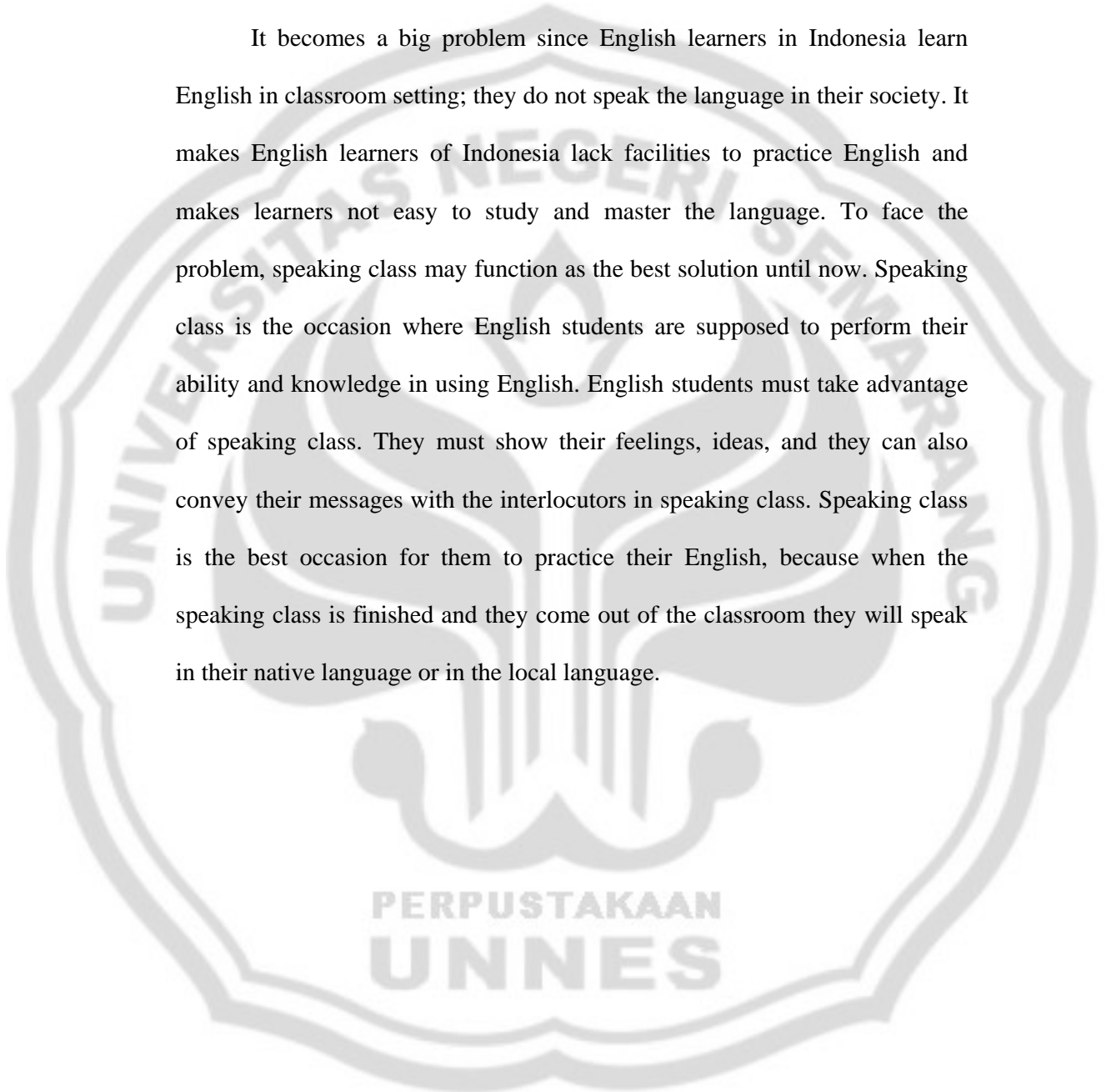
Indonesian people only learn English in classroom setting and do not speak the language in their society widely. But since English is considered as the global language, Indonesian people feel they need to learn the language. So, Indonesia has a large number of English learners. People of Indonesia start to learn English in their childhood; it is because the Indonesian government puts English as one of the subjects in elementary school's curriculum.

2.5 The Role of Speaking Class for English Department Students

Indonesia, as one of many countries where English is taught as a foreign language, has a large number of English learners. They learn English in schools, universities, and in many English courses. The goal of learning English is to be able to acquire the listening, speaking, reading, and writing skills at the highest level. At the highest level here means at the same level as the native speakers. So English learners are supposed not only to be able to do

the grammar exercises or any passage exercises, but they also are supposed to speak English well.

It becomes a big problem since English learners in Indonesia learn English in classroom setting; they do not speak the language in their society. It makes English learners of Indonesia lack facilities to practice English and makes learners not easy to study and master the language. To face the problem, speaking class may function as the best solution until now. Speaking class is the occasion where English students are supposed to perform their ability and knowledge in using English. English students must take advantage of speaking class. They must show their feelings, ideas, and they can also convey their messages with the interlocutors in speaking class. Speaking class is the best occasion for them to practice their English, because when the speaking class is finished and they come out of the classroom they will speak in their native language or in the local language.



CHAPTER III

RESEARCH METHODOLOGY

This study is intended to investigate the communication strategies of English Department students of UNNES in making conversation in speaking class. In this study the writer did a qualitative research. The writer presented the data of the research in the form of qualitative description. Although the writer used simple numerical statistics, but the writer gave most attention to the way students interact verbally and how they use communication strategies in making conversation in speaking class.

3.1 Assumption

In making conversations in English, English learners try to convey meaning to each other. But it is, actually, not easy to be done. When English learners involve themselves in conversations, they often face some difficulties because of their lack of language competence. Those difficulties often make English learners get stuck in the middle of their utterances. But they still need to make the listeners get the points so the conversation can run well. At this point, they use communication strategies to compensate for their lack of language competence. The form of the strategies may vary; the learners use the formal or functional strategies as well as verbal or non verbal strategies. The formal strategy can be in the form of transfer from the speakers' native language, overgeneralization, over elaboration, etc. The learners also may use

functional strategy, which can be in the form of abandonment, avoidance, changing code, language switch, etc (Mujiyanto, 1990:20).

Since this final project is a case study, the writer has the following assumption: when English learners get themselves involved into English conversation, they often face some difficulties because of their lack of competence. To overcome these difficulties, they use communication strategies.

3.2 Object of the Study

The object of the study is the conversation that is done by students of English Department of UNNES in speaking class. The writer decided to conduct the research on the students of English Department in the fourth semester who are having speaking 3 subject.

In this final project, the writer only took the conversation in one class of speaking 3 as the samples of the research to be analyzed, because the size of the population is too big to get the maximum analysis.

In conducting the research, the writer took 7 conversations to be analyzed. Each of those conversations happened among 4 students in one class of speaking 3 subject. Those conversations were taken on Wednesday, 10th of June 2009. There were only 28 out of 35 students altogether in the class who attended the meeting at that time. So, in conducting the research the writer only had 28 students of English Department of UNNES as the participants. The writer divided those 28 students in 7 groups of 4 people. They got

involved themselves in small group discussions, discussed several topics that the writer had prepared. The conversations that they had were recorded and then analyzed qualitatively.

3.3 Role of Researcher

In conducting the research, the role of researcher appears in the process of collecting the data. The writer attended several meetings of speaking 3 subject to do the observation. After doing the observation, the writer found that all lecturers of speaking 3 subjects were giving seminar, speech, or debate activities to the students. Those kinds of activities did not allow me to collect the data because the conversation did not come out spontaneously and naturally.

The writer then asked the lecturer of speaking 3 subject for permission for her to conduct small group discussions to the students in order to collect the data. The writer divided the students in groups of 4 people to discuss topics that the writer had prepared before. Then, the writer recorded all conversations that happened there. Besides recording, the writer also took some notes on the participants. After the recorded data was completed, the writer did the transcribing of the recorded data to make it easier to analyze.

3.4 Research Instrument

In this study, the writer used the instrument as follows:

In collecting the data, the writer used several tape recorders and blank cassettes to record the conversation during the group discussions. Furthermore, the quality of tape recorder must be as good as possible because good data requires good recording (Marjohan, 1988:15). This makes the writer easier to analyze the data and identify what communication strategies are formed. The blank cassettes also take a very important role in this final project to make the analysis more accurate.

3.5 Technique of Collecting Data

Since the writer did the research on the conversation among English Department students in speaking class, series of actions needed to be done in collecting the data. The techniques of collecting the data were as follows:

a) Observation

The writer attended several meetings of different classes of Speaking 3 subject to do the observation. These observations were intended to know the situations of speaking class and the activity that the students were doing, which could make the writer decide whether the writer could collect the data from the class or not. But unfortunately, the students from all speaking classes were doing activities such as: seminar, speech, debate, which did not allow the writer to record the conversation because their conversations did not come out spontaneously and naturally.

In writing this final project, the writer needed conversation that was spontaneously and naturally done by participants so the writer could analyze the communication strategies they were using.

b) Conducting small group discussion

Having found that students were doing activities that made the writer unable to collect the data, she asked for the lecturer's permission to give small group discussion activity to the students.

The lecturer only gave her 30 minutes to conduct her research. There were only 28 out of 31 students altogether who came at the meeting. The writer randomly divided the students into 7 groups of 4 people. The writer then gave different topics for each group to discuss for around 20 minutes. Before the students began the discussions, the writer put one tape recorder in the middle of each group so the conversations were recorded. So, in conducting the research, the writer provided 7 tape recorders and 7 blank cassettes.

Besides recording, the writer also took notes on the participants' names. The writer listed the members of each group along with the topics that they were discussing.

c) Recording

The writer recorded all conversations that the students did through small group discussions. Here, the writer used 7 tape recorders along with one blank cassette inside each tape recorder. The writer put one tape recorder in the middle of each group to record the conversation.

3.6 Technique of Analyzing Data

After the writer finished collecting the data, several steps were needed to analyze the data. Here are the steps of analyzing the data:

a) Transcribing

The writer transcribed the recorded conversations crudely in field notes as the first step in analyzing the data. The transcribing is also intended to make it easier for her to analyze the communication strategies that the students employed in the conversations. The writer also gave simple markings on the communication strategies appearing in the conversations.

b) Categorizing the communication strategies

After putting simple marks on the communication strategies employed by the students, the writer categorized the communication strategies through the data cards. Here is the form of the data card that was made to categorize the communication strategies:

No.	Conversation	Type of CS		Analysis
1.	Speaker 1: We are having a discussion and the topic is: Is it necessary to have a date before marriage? For me, to have a date before marriage is a... <i>biasa</i> ? Speaker 2: Usual Speaker 1: Is a usual thing because we have to know each other before we... before we... emm... we...we...we make a...a relation with her.	<i>Message Abandonment</i>		
		<i>Topic Avoidance</i>		
		<i>Appeal to the Authority</i>	v	
		<i>Language Switch</i>		
		<i>Changing Code</i>		

c) Analyzing the communication strategies

After categorizing the communication strategies, the writer deeply analyzed them in this step, also through the data card. Here is the example:

No.	Conversation	Type of CS		Analysis
1.	Speaker 1: We are having a discussion and the topic is: Is it necessary to have a date before marriage? For me, to have a date before marriage is a... <i>biasa</i> ? Speaker 2: Usual Speaker 1: Is a usual thing because we have to know each other before we... before we... emm... we...we...we make a...a relation with her.	<i>Message Abandonment</i>		The speaker intends to say that to have a date before marriage is a usual thing, but at this point she is hard to find the term “ <i>biasa</i> ” in the target language, therefore, she asks the interlocutors to supply the correct term in English.
		<i>Topic Avoidance</i>		
		<i>Appeal to the Authority</i>	v	
		<i>Language Switch</i>		
		<i>Changing Code</i>		

d) Quantifying

Categorizing and analyzing the communication strategies used in the conversation, the writer continued to account the amount of frequency of each type of CS's used in the conversation. This step aimed to know what type of CS's were most frequently used by English department students of UNNES in making conversation in speaking class. In doing this step, she used a simple formula as follows:

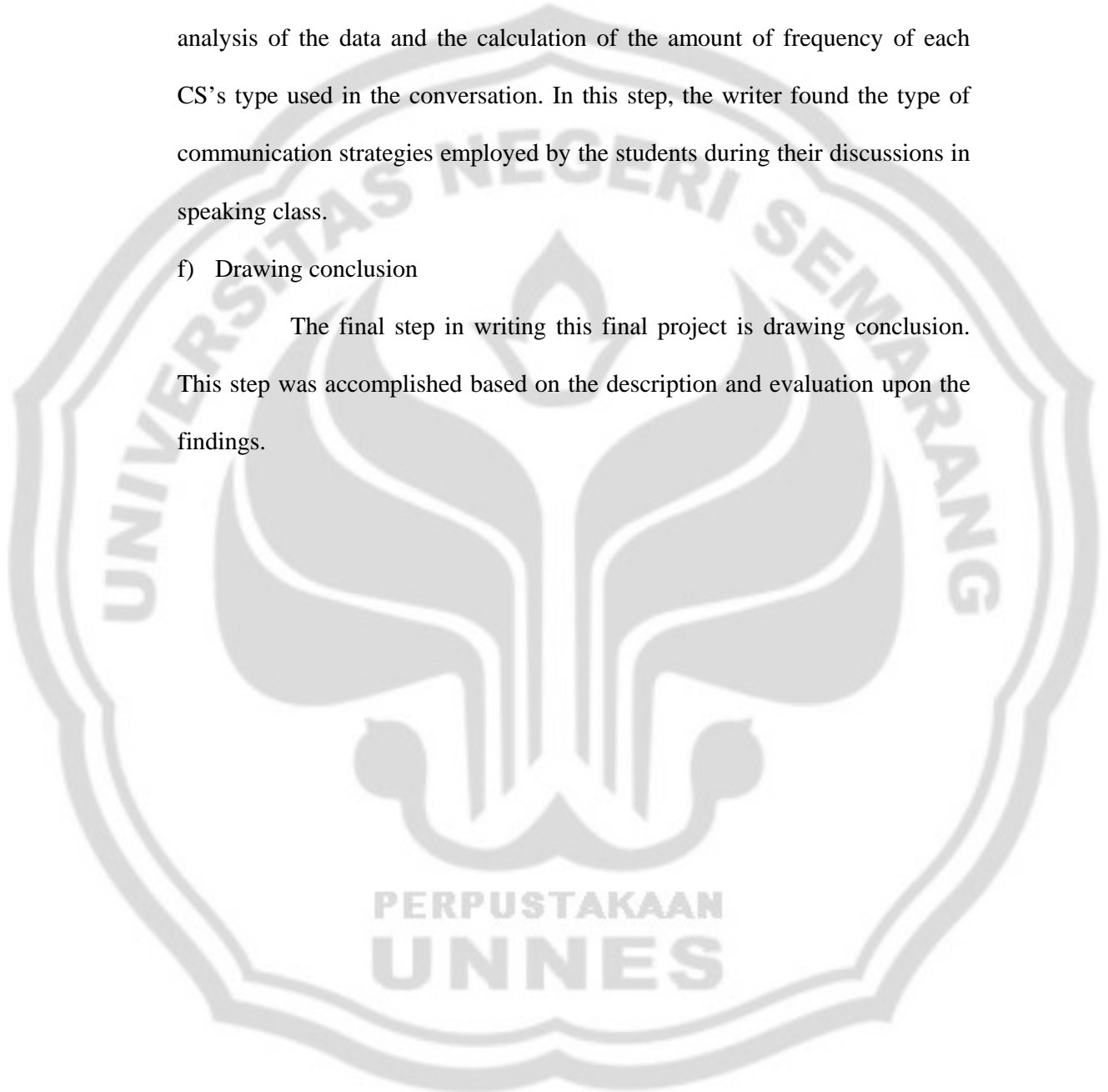
$$\% \text{ of each strategy} = \frac{\text{frequency of each strategy}}{\text{the amount of strategies used}} \times 100\%$$

e) Finding the result of investigation

The writer found the result of investigation after finishing the analysis of the data and the calculation of the amount of frequency of each CS's type used in the conversation. In this step, the writer found the type of communication strategies employed by the students during their discussions in speaking class.

f) Drawing conclusion

The final step in writing this final project is drawing conclusion. This step was accomplished based on the description and evaluation upon the findings.



CHAPTER IV

DATA ANALYSIS AND FINDINGS

In this chapter, the writer deals with the results and the discussions of the study. This study is intended to describe the communication strategies used by English Department students of UNNES in making conversation in speaking class. In this chapter, the writer gives descriptions about the communication strategies employed by students from the recorded conversation.

4.1 Data Analysis

In conducting the research, the writer gave several different topics that are common and easy to discuss to each group. The common topics are very important in order to make the students know and understand about the topics. So they are capable of expressing their opinions easily. When the students find difficulties in expressing their opinions during the discussion, it is not because that they do not understand and do not have any opinion to say toward the topics, but this is caused by the fact that they do not possess any adequate communication competence in English to express their ideas toward the topics that are being discussed. And to compensate for their lack of competencies in making conversation, they employ communication strategies.

Here the writer would like to categorize the analysis into five categories, they are:

- (1) Message abandonment

- (2) Topic avoidance
- (3) Appeal to the authority
- (4) Changing code
- (5) Language switch

in the following sub-section:

4.1.1 Message Abandonment

If speakers begin to talk about the concepts but then are unable to continue because they face some difficulties of forms or rules in the target language so they stop in the middle of their utterances, it means that they use message abandonment as their communication strategies. Consider the following samples:

- (1) (17) Speaker 3: ... Ok, the date can make people have a good relation because they know each other but because they have a date, they can think that "I have a relation with him, so I can ee...do anything more far. I can do something that we can not do before", because they shy maybe or anything?
- (18) Speaker 4: I think...if the date here is do something bad I mean not but...but.
- (19) Speaker 1: All right, how if you do dating after marriage but you ...
(Conversation 1, 17-19)

In sample (a) above, because the speaker did not know the word intended, she uttered "I mean not but ... but ...," and then stopped entirely, without giving more information to the interlocutors to keep the conversation running smoothly. She intended to avoid the topic and decided not to continue the utterance at all due to the lack of communicative competencies. Knowing that the speaker could not continue her utterance, one of the interlocutors

decided to take the turn of the conversation in order to break the silence and keep the conversation running smoothly.

- (2) (5) Speaker 1: ... So, what about you friend?
 (6) Speaker 3: Yes, I...I... I also agree with you. Smoke should be banned around the campus because first as Eka said that smoking is bad habit, beside it can disturb...people around him...around them, it can also give bad effect to them. It can make our lungs...ee...ee... it also can...it also...
 (7) Speaker 1: It also wastes their money, off course.
 (Conversation 3, 5-7)

In the sample (2) above, we can see that the speaker seems to speak her mind easily at first, but then she found difficulties in constructing the sentence to convey the message. At this point, she got stuck in the mid of her utterance and then stopped entirely. Knowing that the speaker could not continue her sentence, one of the interlocutors took turn of the conversation by giving another opinion of hers in order to break the silence that occurred in the mid of the conversation.

- (3) (1) Speaker 1: Ok guys, what is your opinion about this question: What is more important to your life; love or money? Ok, the first...
 (2) Speaker 2: I'm...I'm...I'm
 (3) Speaker 1: Me
 (4) Speaker 2: Me, ok. I think more important in my life is money. because with money we can buy everything that we need, and with money we can have each other that needed, also with money we can improve our love by emm... by everything who love us like...like... ee...
 (5) Speaker 1: Ok. What about you?
 (Conversation 4, 1-5)

In sample (3), the speaker ran into difficulties in constructing a sentence that she intended to say. She said “we can improve our love by emm... like ... like... ee... like...”, and then stopped entirely without attempting to give more information to the interlocutors to catch what was

exactly crossing her mind. To break the silence, one of the interlocutors took the turn of the conversation by asking another interlocutor's opinion about the topic being discussed.

(4) (3) Speaker 3: I mean if...I myself personally having a date is not in orientation that I will be married with someone that I date and well...yes, I'm serious about dating but...and for giving promise that I will be marry her and...it's so confuse me.

(4) Speaker 4: In my opinion if somebody asks me if it is necessary to have date before marriage or not, in my opinion I think it's not necessary to have date before marriage.

(Conversation 5, 3-4)

In the sample (4) above, we can see that after the speaker uttered "yes, I'm serious about dating but...and for giving promise that I will be marry her and...", he got stuck due to the lack of competence in conveying message. At this point, he gave up and stopped entirely in the mid of his utterance. Although then, he continued by saying "it's so confuse me", it was just his representation of not being able to give more information of his idea.

4.1.2 Topic Avoidance

Topic avoidance is used when speakers do not talk about the concepts or totally avoid communication about the topics which require the use of rules or forms in the target language. In other words, topic avoidance appears when the speaker attempts to evade communication about the topic being discussed; it is caused by the speaker's lack of the competencies in using the target language rules or forms.

The basic thing that distinguishes topic avoidance from message abandonment is that in topic avoidance, the speaker totally avoids talking

about the topic areas or concepts that pose some difficulties, meanwhile in message abandonment; the speaker abandons the message and leaves the message unfinished.

In the data that was analyzed, the writer did not find any using of this type of communication strategies. In the conversation that the writer had taken, the participants always tried to speak about the areas of the concept. The writer did not find their attempts of avoiding the topics given.

4.1.3 Appeal to the Authority

Usually, when the speaker uses message abandonment and topic avoidance as the communication strategies, it is normally followed by another strategy in order the communication does not breakdown (Mujiyanto, 1990:29). In many cases, when the speaker abandons or stops in the middle utterances due to the lack of the competencies in finding the correct term or in applying the appropriate rules of grammar, and to solve the silence that occurs, the speaker will ask the interlocutors for an idea to help her/him.

The form of appeal to the authority can be by asking a direct question in the target language or in the native language, or using non verbal communication (Mujiyanto, 1990: 29). Consider the following samples:

- (5) (1) Speaker 1: We are having a discussion and the topic is: Is it necessary to have a date before marriage? For me, to have a date before marriage is a... *biasa*?
- (2) Speaker 2: Usual
- (3) Speaker 1: Is a usual thing because we have to know each other before we... before we... emm... we...we...we make a...a relation with her.

(Conversation 1, 1-3)

In sample (5), we can see that the speaker could not find the term “usual” in her mind due to the lack of her competencies. She asked the interlocutors using direct question in the native language to make the conversation running well. In the sample above the speaker intended to say that to have a date before marriage is a usual thing, but at this point she found it hard to find the term “biasa” in the target language, therefore, she asked the interlocutors to supply the correct term in English.

- (6) (19) Speaker 1: ... If we do dating before marriage, because marriage is ee... not, holy?what?
 (20) Speaker 2: Holy things?
 (21) Speaker 1: Is a holy thing. So we can not make a game with a marriage.

(Conversation 1, 19-21)

In sample (6) above, the speaker wanted to say that marriage is a holy thing to represent her idea “sesuatu yang sakral”. But at this point, she was not sure whether “sakral” in English means holy or sacred. So, she asked the interlocutor whether “holy” is the correct term or not.

- (7) (26) Speaker 1: yes, actually before and after marriage. Before marriage we can know each other deeply and well, so we can ...we would...*menyesal apa?*
 (27) Other speakers: we would regret.
 (28) Speaker 1: We would regret after we marriage.

(Conversation 1, 26-28)

In sample (7) above, we can see that the speaker could not find the word “regret” in her memory. It was caused by the lack of competencies in vocabulary. So, she asked the interlocutor to help supply the correct term in English by asking a direct question in the native language. The speaker got

stuck in the mid of the utterance until the interlocutor helped her to supply the correct term.

- (8) (8) Speaker 1: Back to the topic that TV programs, ee...*pengawasan apa sih?*
 (9) Speaker 4: The controlling.
 (10) Speaker 1: I mean the controlling of the parents.
 (Conversation 2, 8-10)

In the conversation above, the speaker had a problem to find the term “*pengawasan*” in English so she used appeal to the authority to compensate for the lack of such competencies. She asked a direct question to the interlocutors by asking “*Pengawasan apa sih?*” intended to avoid misunderstanding among them and to make conversation run smoothly.

- (9) (12) Speaker 2: and if...if...if need...if it needs...maybe the parents have to ... maybe the parents have to ... *apa sih perlu membatasi waktu?*
 (13) Speaker 1: Need to limit.
 (14) Speaker 2: He’eh, need to limited... need to limit the time for the children to watch TV.
 (Conversation 2, 12-14)

In sample (9) above, the speaker intended to say that the parents need to limit the time for the children to watch TV. But she faces some difficulties due to the lack of such competencies in finding the term “*limit*”. To compensate for this, she asked the interlocutors for the correct term by asking a direct question in the native language. This is the strategy that she uses to continue her speaking to keep the conversation going larger.

- (10) (23) Speaker 2: And maybe... it have... it have... what is *kemungkinan?*
 (24) Speaker 3: Possibility.
 (Conversation 2, 23-24)

The speaker asked the direct question to the interlocutors “*what is kemungkinan?*” in order to avoid the stagnation of the conversation that she

might make since she could not find the word “kemungkinan” in English. After one of the interlocutors supplied the term for the speaker, she could continue her sentence in expressing her feeling in English toward the topic.

- (11) (2) Speaker 2: ... and can make any disease such as lung *apa ya? kanker paru-paru?*
 (3) Speaker 1: Lung cancer.
 (4) Speaker2: lung cancer, and it danger for us but actually there are many boys who smoke around the campus.
 (Conversation 3, 2-4)

In this case, the speaker also employed appeal to the authority in the conversation. She had a problem to find the term “cancer” in her mind. So, to compensate her lack, she asked a direct question to the interlocutors in the native language.

- (12) (10) Speaker 2: I think the problem to ban smoking around the campus is difficult. Because...what? Ee...it can make people ...ee...what?candu...
 (11) Speaker 1: Yes, it can make the consumer...the consumer... want to and want and want to smoke always.
 (Conversation 3, 10-11)

We can see that the speaker might get stuck in the mid of her utterance caused by her lack of competence in getting appropriate term to convey message. At this point, she could not find the term “addicted to” in her memory. So, to avoid misunderstanding among them, she asked for the interlocutors’ help to supply her the correct term.

- (13) (14) Speaker 2: So I think that smoker is...what? Just...make them...ee...what? *puas ya?*
 (15) Speaker 1: Satisfied
 (16) Speaker 2: Yes. Satisfied himself but not care with the environment
 (Conversation 3, 14-16)

In the sample above, the speaker used appeal to the authority as her communication strategies when she asked a direct question to the interlocutor to supply her the correct term. After she knew the intended word, she could continue her sentence to convey message.

- (14) (5) Speaker 1: if you don't agree about this opinion, how we know about our ...what is it? next... *calon apa?*
 (6) Other speakers: Future
 (7) Speaker 1: about our future wife?
 (Conversation 5, 5-7)

In sample (14), the speaker intended to say "How do we know our future wife?" but he ran into difficulties in finding the correct term of "calon" in English. At this point, the speaker used appeal to the authority as the communication strategy by asking direct questions to the interlocutors in both target language and native language. First, he asked the question "What is it?" to the interlocutor, hoping that they would help him to supply the correct term. But the interlocutor did not understand what exactly the speaker wanted to say. The speaker still tried to find the term by himself by saying "next", but he was not sure whether it was the correct term of "calon" or not. And finally, he asked a direct question in the native language to the interlocutor by saying "Calon apa?"

- (15) (17) Speaker 1: You think that *ta'aruf* is so effective and Islamic? And then with *ta'aruf* we know each other and then they...*apa?sex bebas?*
 (18) Other speakers: Free sex
 (19) Speaker 1: Yes. And in *ta'aruf* not only two persons, but when they are going they will have someone to accompany.
 (Conversation 5, 17-19)

In sample (15) above, we can see that the speaker could not find the term of “sex bebas” in her mind. It was caused by the lack of such competencies in English. To overcome this, she used appeal to the authority as the communication strategy by asking a direct question by saying “Apa? Sex bebas?” and one of the interlocutors helped her to supply the correct term in English.

- (16) (5) Speaker 1: And Alifa, what do you think about Tom and Jerry Show?
 (6) Speaker 2: It gives bad effect for children because in that show we can see , for example Tom hit Jerry with... *palu apa?*
 (7) Speaker 3: Hammer.
 (8) Speaker 2: With hammer and children can imitate that behavior in their lives.

(Conversation 6, 5-8)

In sample (16), we can see that the speaker could not find the term “palu” in her memory. To overcome this problem, she used appeal to the authority by asking a direct question in the native language by uttered “palu apa?”. After one of the interlocutors helped her by supplying the intended word in English, she could continue her sentence.

4.1.4 Language Switch

Language switch is used by a speaker when he employs a word from the native language to convey the meaning. This type of communication strategy usually appears after the speaker asks for the assistance, and then followed by giving the information in their native language or translates the word into the native language. But language switch also simply occurs when the speaker just

employs the word from the native language without attempting to translate the intended word in the target language. Consider the following samples:

- (17) (19) Speaker 1: All right, how if you do dating after marriage but you didn't...didn't...maksudnya...you didn't...ee...can...eh feel comfortable with him
(Conversation 1, 19)

In the sentence above, the speaker just used a word in the native language without bothering to translate it in the target language. It means that he used language switch as his communication strategies to overcome the communication problem that he faced.

- (18) (20) Speaker 2: I think... I think... smoke can make ... eh... smoke have nicotine inside and it can make *candu*. So, I think it is difficult ...difficult to decrease this habit.
(Conversation 3, 20)

The speaker employed communication strategy in the form of language switch to compensate her lack of competence in getting the appropriate English word of "*candu*". So, she said it in the native language without translating the word in the target language.

- (19) (7) Speaker 1: and what do you think? What is more important in your life, Raissa?
(8) Speaker 4: I think its money. Why money? I'm not a *matre*, but I think with money, we can buy anything. So, we can ...we can ... we can make...we fall in love with someone.
(Conversation 4, 7-8)

- (20) (12)Speaker 4: we can imagine if we only have love and we didn't have money, so what do you eat? Yes, Puji?
(13)Speaker 1: I agree with you, Raissa. We don't *matre* but we look ee...ee...the realize of this era.
(Conversation 4, 12-13)

In the 2 samples above, we can see that the speaker employed language switch as the communication strategy when they had problems in uttering a word. The speakers uttered “matre” to replace the English word “materialistic.” At this point, the speakers intended to say “I am not a materialistic girl.” But they did not know how to say it in English, so they just said the word in the native language without attempting to translate it in the target language.

(21) (8) Speaker 4: Yes. Ee...ee...I think we can know the personality of my would be wife is yes, just talking, just conversation. We can know how her personality without have a date.

(9) Speaker 1: Is that effective?

(10) Speaker 4: Yes...it's a *prinsip* in Islamic that maybe it's not polite if we broke our *prinsip*.

(Conversation 5, 8-10)

(22) (22) Speaker 4: It's culture. We can not say that it is right or wrong. But for the Moslems, it is wrong. But maybe in the western country, it's ok. But for me, for the Moslems, I will not break my *prinsip*.

(Conversation 5, 22)

(23) (28) Speaker 4: Yes, we can not say that it is right or wrong. But it depends in our culture, our religion, and our *prinsip*.

(Conversation 5, 28)

In 3 samples above, the speaker uttered the Indonesian word as it is, without attempting to translate it in the target language first. It was caused by the lack of competencies that the speaker had. At this point, he used communication strategy in the form of language switch when he did not know that “*prinsip*” in English is “principle”.

(24) (23) Speaker 2: But I think it is ok if we have date, we don't do wrong activity such as: kissing, *sex bebas*, or anything. I think it's ok if we have date just talking and knowing each other from the girls and the boys.

(Conversation 5, 23)

In the above sample, we can see that the speaker wanted to tell the interlocutors that it was ok to have a date before marriage, if we didn't do kissing, had free sex, etc. In this case, the speaker employed language switch as the communication strategy by saying the word "*sex bebas*" in the native language instead of saying the word in the target language.

(25) (7) Speaker 4: No, I really don't agree that if smoking is banned around the campus. Smoking is all right, is ok. And it really does not cause any damage...any dangerous effect to human being. As you know that ...there is a ...*dosen*...his age is around 80, and he is smoker. But it's all right.

(Conversation 7, 7)

In this case, the speaker used language switch when he just employed a word in the native language without translating it in the target language. In the sample above, we can see that the speaker could not find the word "*dosen*" in English. To avoid the misunderstanding that might occur among them, he decided to say the word in the native language.

4.1.5 Changing Code

The speaker may employ changing code as the communication strategy in the form of paraphrase or meaning replacement. Paraphrase is the way speakers give the meaning in a different form. In other words, speaker uses paraphrasing when he attempts to restate the intended word or text in another form. Meanwhile meaning replacement refers to the speaker's way to substitute the meaning with a new word. Consider the following samples:

(26) (17) Speaker 3: But sometimes young generation often does the bad relation. The relation sometimes contains of... not always have a

good effect for them. Ok, the date can make people have a good relation because they know each other but because they have a date, they can think that “I have a relation with him, so I can ee...do anything more far. I can do something that we can not do before”, because they shy maybe or anything?

(18) Speaker 4: I think...if the date here is do something bad I mean not but...

(Conversation 1, 17-18)

The speaker realized that she could not say what she intended to say because of the lack of competence, then she decided to explain the message by acting as if she were having a date with someone and tried to say what might be said by someone who was having a special relationship with another by uttering “I have a relation with him, so I can ee...do anything more far. I can do something that we can not do before”. She tried to explain in this way in order to make the interlocutors understand what she meant.

(27) (22) Speaker 2: If we talk about date in a religion... if we talk about... if we talk the date in our religion...ee...nowadays date is done with the wrong way because ee...they...they...the couple do the date...not in a good way. In the religion, the date is just to know each other and not doing something that forbidden in our religion.

(Conversation 1, 22)

The speaker employed changing code as the communication strategy by applying paraphrase. In conversation above, we can see that the speaker said “Nowadays date is done with the wrong way.” And then to make the conversation became more clear, he gave additional information by saying “the couple do the date not in a good way.”

(28) (4) Speaker 3: ... If the children get the bad effect so it can be the...the parent’s duty because the parent is failed ...eh the parent failed to

give instructions for the children to make the choice for the children which is TV program good or not.

(Conversation 2, 4)

In sample above, we can see that the speaker gave statement " because the parent is failed" to express her idea, but then she realized that she didn't apply the correct rules of grammar, so she gave a substitution "eh the parent failed to give instructions for the children" to complete for her sentence.

(29) (16) Speaker 2: And...and... the time maybe until 8 o'clock, eh 8 pm and after that the parents em...the parents have to...have to...the children have to do maybe study, or something like homework.

(Conversation 2, 16)

The speaker also employed changing code as the communication strategy in the form of meaning replacement. In this case, she intended to tell the interlocutors that the parents should limit the time for the children watching TV until 8 o'clock in the evening. She said "until 8 o'clock" at first, but then she realized that 8 o'clock might mean 8 o'clock in the morning as well as in the evening. So, she said "8 pm" as the substitution of the first term to complete her message.

(30) (1) Speaker 1: We have to discuss about: Do you agree if smoking is banned around the campus? Ok guys what is your opinion about this?

(2) Speaker 2: I agree because smoking is a bad habit for students is the first ok. The second is smoking can ee... ee... mm.... disturb ee... other environment ee...can damage environment...

(Conversation 3, 1-2)

In the above sample, we can see that the speaker uttered "The second is smoking can ee... ee... mm.... disturb ee... other environment" to express her idea. She said the word "disturb environment" at first to express her idea of

“merusak lingkungan”. Then, she found that it was an incorrect term and said “damage environment” to complete her message.

- (31) (7) Speaker 1: It also wastes their money, off course.
 (8) Speaker 3: Yeah, it also wastes the money to buy smoke. Because especially for ...for people like us. We... we...just have...our parents just give us money for study, to buy books.
 (Conversation 3, 7-8)

In this case, the speaker employed changing code as the communication strategy in the form of paraphrasing. She intended to say that we, as students still ask our parents for pocket money that we should spend for our educational needs. But, she didn't know how to say it, so she gave a paraphrase by saying "our parents just give us money for study, to buy books."

- (32) (10) Speaker 2: I think the problem to ban smoking around the campus is difficult. Because...what? Ee...it can make people ...ee...what?candu...
 (11) Speaker 1: Yes, it can make the consumer...the consumer... want to and want and want to smoke always.
 (Conversation 3, 10-11)

In the sample above, we can see that the first speaker (speaker 2) asked for the interlocutor's help to supply the English term for "candu". But the interlocutor also could not find the English term for "candu" in her mind. She helped the first speaker (speaker 2) to convey the message in English by giving paraphrase by saying "it can make the consumer...the consumer... want to and want and want to smoke always" instead of "addicted to".

- (33) (27) Speaker 2: I think we can start with make announcement first in the campus and give some suggestion to them to change habits. But how about if the lecturer is smoking?
 (28) Speaker 3: As I know that in my faculty, in here... I never watch... I never see a lecturer is smoking.

(Conversation 3, 27-28)

In the sample above, we can see that the speaker also employed changing code in the form of meaning replacement as the way to compensate for her lack of competence. Realizing that the word “watch” was not appropriate to express her idea, she uttered “see” to substitute for her first word.

(34) (15) Speaker 2: Ok, I'll answer it. I think I'd better to live with someone who I love than I'm rich but I have no one with me. Because every human need love. So, I think if we live with another who loves us, we will be happy and can live together although maybe we are not rich and don't have so many...eh so much money.

(Conversation 4, 15)

In the conversation above, we can see that the speaker used changing code in the form of meaning replacement. At first, the speaker said “don't have so many” but then she realized that it was not the appropriate rules of grammar. Realizing that money is uncountable thing, so she should say “so much money” instead.

(35) (3) Speaker 3: For me it depends on each other person. Well, I am not going to tell you that it is necessary or not or it is very important because we have to know...the...our next husband eh...our maybe husband or ...our future husband or future wife.

(Conversation 5, 3)

In this case, the speaker found it hard to get the term “future husband”. First, she said “next husband” to replace the meaning of “future husband”. But then she was not sure if the term was correct, so she said “maybe husband”. Realizing that this one was also not the correct term, she finally found “future

husband” as the substitution for the previous two terms that she had said before.

(36) (2) Sometimes or usually... the west culture is not good ...not proper in our culture.

(Conversation 6, 2)

Realizing that “is not good” was not the appropriate term to convey her message, the speaker uttered “not proper” to complete the sentence. The term “not proper” was the most appropriate term that can be taken as the substitution for the first term.

(37) (14)Speaker 3: ... the children will be very lazy to do anything at home. They just sit on the...sit in front of the television

(Conversation 6, 14)

In the above sample, the speaker wanted to utter “They just sit on the television” to express her idea. Then, she realized that it was not appropriate preposition, and uttered “sit in front of the television” to as the substitution for her first sentence.

4.2 Statistical Analysis of the Data

Categorizing and analyzing the communication strategies were used by the students in making conversation in speaking class, the writer continued to account the amount of frequency of each type of communication strategies in the conversation that had been analyzed. This aimed to know what type of communication strategies were most frequently used by English Department’s students of UNNES in speaking class. After calculating the amount of 5 types

of communication strategies were used in the conversation, the writer started to calculate the percentage of each category using formula as follows:

$$\% \text{ of each strategy} = \frac{\text{frequency of each strategy}}{\text{the amount of strategies used}} \times 100\%$$

$$\% \text{ of Message Abandonment} = \frac{4}{37} \times 100\% = 10,8\%$$

$$\% \text{ of Topic Avoidance} = \frac{0}{37} \times 100\% = 0\%$$

$$\% \text{ of Appeal to the Authority} = \frac{12}{37} \times 100\% = 32,4\%$$

$$\% \text{ of Language Switch} = \frac{9}{37} \times 100\% = 24,4\%$$

$$\% \text{ of Changing Code} = \frac{12}{37} \times 100\% = 32,4\%$$

Here is the frequency and percentage of each category of communication strategies:

Table 2. The frequency and percentage of each category of communication strategies

No	Category of CS's	Frequency	Percentage
1.	Message Abandonment	4	10,8%
2.	Topic Avoidance	0	0%
3.	Appeal to the Authority	12	32,4%
4.	Language Switch	9	24,4%
5.	Changing Code	12	32,4%
	Total number:	37	100%

After analyzing the 7 recorded conversations, here, the writer found that appeal to the authority and changing code were two communication strategies that were most frequently used in the conversation among English Department students of UNNES in speaking class.

4.3 Findings

In making conversation with other people, speaker needs to possess communicative competence. The communicative competence is used to interact effectively and to avoid the breakdown of the communication among the speakers.

English Department students of UNNES also should possess communicative competence when they are engaged in English conversations. But as we know that they, as non native speakers of English, do not always have communicative competence. This may cause some problems when they get themselves involved in English conversation. They may get stuck in the mid of their utterances and make the conversation not run smoothly. When the problem occurs, they prefer to find another way in order to compensate for their lack of communicative competence. The way that they used is called communication strategy. The communication strategy that the speakers use for compensating for the lack of the communicative competence is the functional communication strategy, which may be in the form of: message abandonment, topic avoidance, appeal to the authority, language switch, or changing code.

In employing the message abandonment as the form of communication strategy, the speakers tend to find some ways to overcome the problems by (a) stopping the utterance entirely without giving more information, (b) giving up the topic by saying 'it makes me confuse'. (c) repeating utterances.

In this research, the speakers never use topic avoidance as their communication strategies. When the speakers are engaged in the conversation, no one of them attempts to avoid the concepts. In language switch, the speakers employ the word from the native language without attempting to translate it into the target language.

In employing changing code as the communication strategy, the speakers tend to find some ways, they are: (a) describe a message in another form or giving paraphrase, (b) give another term to substitute for the previous term that they have said before.

After analyzing the 7 recorded conversations, here, the writer found that appeal to the authority and changing code were two communication strategies that were most frequently used in the conversation among English Department students of UNNES in speaking class. In using the appeal to the authority, the speakers usually applied direct questions either in the target language or in the native language to the interlocutors in facing the problems. Meanwhile in using the changing of code, the speakers usually used paraphrase when they found it hard to get the correct term, or gave a new word to substitute for the first word that they felt that it was wrong.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer provides the conclusions of the final project and gives some suggestions toward the topic.

5.1 Conclusions

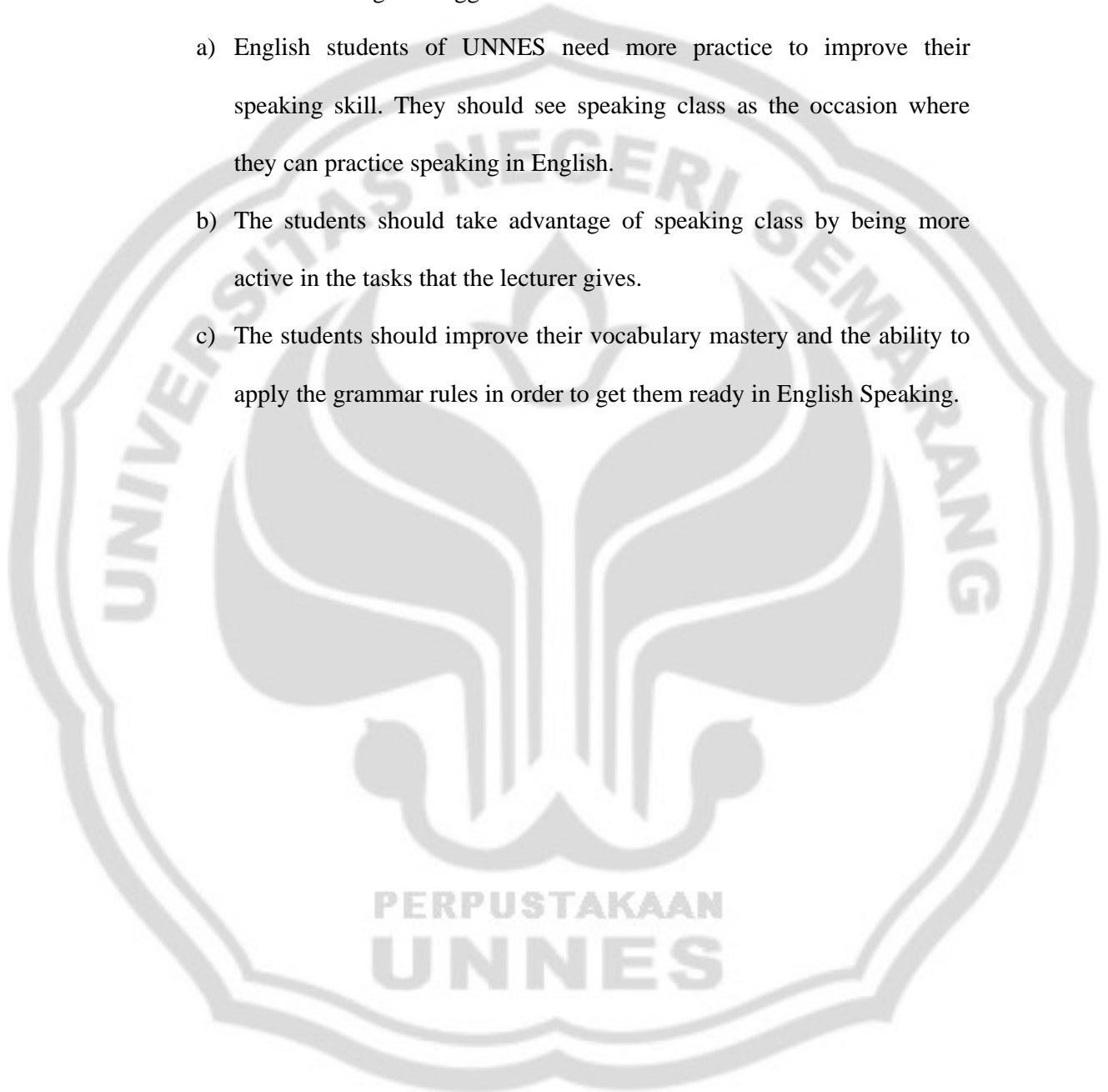
After conducting a research on communication strategy that was used by English students of UNNES in speaking class, the writer drew several conclusions as follows:

- a) In speaking class, English students of UNNES were encouraged to be involved in English conversation. At this point, misunderstanding often occurred when they faced difficulties in getting appropriate terms or in applying the correct grammar. To compensate for their lack of competence, they used functional communication strategies.
- b) In making English conversation in speaking class, they writer found that they used some communication strategies, in the form of: message abandonment, topic avoidance, and appeal to the authority, language switch, and changing code.
- c) Among those five communication strategies' categories, appeal to the authority and changing code were most frequently used in the conversations.

5.1 Suggestions

Here the writer gives suggestions as follows:

- a) English students of UNNES need more practice to improve their speaking skill. They should see speaking class as the occasion where they can practice speaking in English.
- b) The students should take advantage of speaking class by being more active in the tasks that the lecturer gives.
- c) The students should improve their vocabulary mastery and the ability to apply the grammar rules in order to get them ready in English Speaking.



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APPENDICES

Conversation I

- (1) Speaker 1: We are having a discussion and the topic is: Is it necessary to have a date before marriage? For me, to have a date before marriage is a... *biasa?*
- (2) Speaker 2: Usual
- (3) Speaker 1: Is a usual thing because we have to know each other before we... before we... emm... we...we...we make a...a relation with her.
- (4) Speaker 2: Before it, I want to ask what is the date in this topic.
- (5) Speaker 3: For me, the date is in this topic... the date is 'kencan' in Bahasa Indonesia.
- (6) Speaker 2: I think it is not necessary to have a date before marriage because the couple just... ee... if they want to...ee...marriage, they must know each other. And it is not...and it must not ee... ee... it must not do the date. If we ...want to know our...
- (7) Speaker 1: Couple?
- (8) Speaker 2: Our boyfriend's personality, we just...we don't have to do the date.
- (9) Speaker 1: Why?
- (10) Speaker 2: Because I think the date is not important.
- (11) Speaker 3: So, how can you falling in love with someone who close to you?
- (12) Speaker 1: I don't think so.
- (13) Speaker 3: How come?
- (14) Speaker 1: Love...ee...I think love will come after we know the personality of ee...people.

(15) Speaker 3: Dating before marriage is not too important for us because we can do the date after marriage. If the reason for the date is for knowing each other, we can do the date after marriage. Ee...people in the past often do the date after marriage. And I think it is useful for young generation, because it can prevent the negative effect of dating.

(16) Speaker 4: So, if... I mean in here, date is not bad effect of dating but make a relation with another. Make a relation and not doing something bad.

(17) Speaker 3: But sometimes young generation often does the bad relation. The relation sometimes contains of... not always have a good effect for them. Ok, the date can make people have a good relation because they know each other but because they have a date, they can think that "I have a relation with him, so I can ee...do anything more far. I can do something that we can not do before", because they shy maybe or anything?

(18) Speaker 4: I think...if the date here is do something bad I mean not but...

(19) Speaker 1: All right, how if you do dating after marriage but you didn't...didn't...maksudnya...you didn't...ee...can...eh feel comfortable with him, so your marriage will be destroyed? Because you feel that he's not your...your soul mate. If we do dating before marriage, because marriage is ee... not, holy?what?

(20) Speaker 2: Holy things?

(21) Speaker 1: Is a holy thing. So we can not make a game with a marriage.

(22) Speaker 2: If we talk about date in a religion... if we talk about... if we talk the date in our religion...ee...nowadays date is done with the wrong way because ee...they...they...the couple do the date...not in a good way. In the religion, the date is just to know each other and not doing something that forbidden in our religion.

(23) Speaker 4: In my opinion, a date before marriage is necessary. In my opinion, ee...before marriage we have to know each other. We have to know our partner. So, in a marriage, ee... we ...we... we have...ee...we have know...know each other.

(24) Speaker 1: I agree with Miss Nailis. If in here dating is mean knowing each other, so we can do dating before marriage.

(25) Speaker 4: Before and after marriage.

(26) Speaker 1: yes, actually before and after marriage. Before marriage we can know each other deeply and well, so we can ...we would...*menyesal apa?*

(27) Other speakers: we would regret.

(28) Speaker 1: We would regret after we marriage.

(29) Speaker 2: If the reason of date is just... just to know each other, I agree with the first statement that dating is necessary doing before marriage. But if...but if dating is drone in the wrong way I don't agree with the first statement that say dating is necessary before marriage.

(30) Speaker 3: So, here this discussion we can conclude that if dating is mean knowing each other yes, we agree doing dating before marriage. But if

someone do dating before marriage in the wrong we disagree...strongly disagree with this statement.

Conversation 2

(1) Speaker 1: Ok guys, we have to discuss about this topic today: Are TV programs good or bad for children? What's about your opinion, Dian?

(2) Speaker 2: Ok. I think TV program is...has...yeah. Based on my opinion, it can be good and it can be bad for children. So for this case, I think the parents is the most person that have...that have the big role for children related to the TV programs. So I think the impact for children can be good if the parent can accompany their children and give some instructions for the children about the TV programs and the parents have to give selections about the TV programs. And if the children do not get any instructions from their parents, I think TV programs do more harm than good for children.

(3) Speaker 1: but as you know that em... I think it based on the which ee... which kind of programs that the children...em the children see. I mean you know that there are also some programs that give good effects for the children such as you know the Sesame Street or as we know as *Jalan Sesama* you know. It will...ee it can give more information about ee...and...ee...help the children learn maybe about the number, yeah about the basic knowledge for the children.

(4) Speaker 3: Ok, so TV program...ee...the children is underage to choose the channel or program which is good or not for them. So, it is the obligation for the parents to give any attentions and instructions for the children and give some choice for their children about the TV programs which is good or bad for children. If the children get the bad effect so it can be the...the parent's duty because the parent is failed ...eh the parent failed to give instructions for the children to make the choice for the children which is TV program good or not.

(5) Speaker 4: Maybe the parents can choose TV programs like Indovision, you know about that?

(6) Speaker 2: Yes, I know. There are so many channels that we can choose.

(7) Speaker 4: Yes. Also there are many programs for the children and also give...eh help the children to learn maybe...just by watching TV.

(8) Speaker 1: Back to the topic that TV programs, ee...*pengawasan apa sih?*

(9) Speaker 4: The controlling.

(10) Speaker 1: I mean the controlling of the parents. But we have to be very careful about the channel especially certain channel such as Indovision, because Indovision includes a lot of TV programs from around the world, we know that western culture is not really good for, especially for the children.

(11) Speaker 3: Back to the topic, so the parents have to be very careful and give attention to choose whether TV program is good or not.

(12) Speaker 2: and if...if...if need...if it needs...maybe the parents have to ...
maybe the parents have to ... *apa sih perlu membatasi waktu?*

(13) Speaker 1: Need to limit.

(14) Speaker 2: He'eh, need to limited... need to limit the time for the children to
watch TV.

(15) Speaker 4: Off course.

(16) Speaker 2: And...and... the time maybe until 8 o'clock, eh 8 pm and after
that the parents em...the parents have to...have to...the children have to
do maybe study, or something like homework.

(17) Speaker 4: Em...besides the parents, I think the family of the children is also
have ee...ee...enough...enough...big role also for the children. Maybe
as the brother or sister we have little children in our family. Im sure that
we as teenagers em ... em...really know which programs that give the
good or bad effect to our brother or sister. So it also...it also needs the
family...the family...I mean the family's attentions not only the parents
but also the member of the family like brother or sister.

(18) Speaker 1: Yes, off course. Because they are also in the environment
surrounding the children, right?

(19) Speaker 4: Yes.

(20) Speaker 1: I think what kind of TV programs that is good for children?

(21) Speaker 3: As far as I know, there is Sesame Street that I've told you and then there are such...maybe the adventures... *Bolang*? I think it is good enough for the children...I think it...it...it teaches the children to get adventures and maybe to study about something with the interest way.

(22) Speaker 1: Ok, we have to pay attention with the TV program, such as *Satria Baja Hitam*. Maybe it includes in the children's programs but it contains a lot of violence and it's not good for the children.

(23) Speaker 2: And maybe... it have... it have... what is *kemungkinan*?

(24) Speaker 3: Possibility.

(25) Speaker 2: It have possibility to the children to that bad effects and the children doesn't really know what the risk in their act.

(26) Speaker 1: Ok. I think that's all for our discussion. Thank you very much.

(27) Other speakers: Thank you. Good bye.

Conversation 3

(1) Speaker 1: We have to discuss about: Do you agree if smoking is banned around the campus? Ok guys what is your opinion about this?

(2) Speaker 2: I agree because smoking is a bad habit for students is the first ok. The second is smoking can ee... ee... mm.... disturb ee... other environment ee...can damage environment... make a pollution... air

pollution... and can make any disease such as lung *apa ya? kanker paru-paru?*

(3) Speaker 1: Lung cancer.

(4) Speaker2: lung cancer, and it danger for us but actually there are many boys who smoke around the campus. What do you think?

(5) Speaker 1: Yes, off course. I agree with you because we as student ... our duty is to study in the campus. Not...not... do bad habit. So, what about you friend?

(6) Speaker 3: Yes, I...I... I also agree with you. Smoke should be banned around the campus because first as Eka said that smoking is bad habit, beside it can disturb...people around him...around them, it can also give bad effect to them. It can make our lungs...ee...ee... it also can...it also...

(7) Speaker 1: It also wastes their money, off course.

(8) Speaker 3: Yeah, it also wastes the money to buy smoke. Because especially for ...for people like us. We... we...just have...our parents just give us money for study, to buy books.

(9) Speaker 1: And why don't they use the money to buy food...some nutritious food so it can make them healthy.

(10) Speaker 2: I think the problem to ban smoking around the campus is difficult. Because...what? Ee...it can make people ...ee...what?candu...

(11) Speaker 1: Yes, it can make the consumer...the consumer... want to and want and want to smoke always.

(12) Speaker 2: Yes. And also that the passive smoker gets the bad effect better than active smoker.

(13) Speaker 1: Yes.

(14) Speaker 2: So I think that smoker is...what? Just...make them...ee...what?
puas ya?

(15) Speaker 1: Satisfied

(16) Speaker 2: Yes. Satisfied himself but not care with the environment

(17) Speaker 1: And what is the solution about this problem? Do you have any suggestions?

(18) Speaker 2: I think it's difficult, it depends to the people. I think they can ...ee...ee...change their habit to something else like sport, reading, and others.

(19) Speaker 4: Yes, they can do some positive activities.

(20) Speaker 2: I think... I think... smoke can make ... eh... smoke have nicotine inside and it can make *candu*. So, I think it is difficult ...difficult to decrease this habit.

(21) Speaker 4: Don't you see that there is no ...in public area...in our campus...like in the parking lot or in the gazebo...there is no ee...warning 'don't smoke'. It will free the people to smoke there.

Because in foreign country there is many notice like that in ...ee...many public places.

(22) Speaker 1: Maybe we also can give smokers a room...so ee... it can ... it will not disturb the others. A room which people can smoking there.

(23) Speaker 3: yes. That's right.

(24) Speaker 2: Yes, and we can ask them to therapy...in television I watch that there is a therapy for... for smokers to... to... ee... yeah, the point is not to smoke.

(25) Speaker 1: Yeah. They gave the smokers ee... stimulus to avoid smoke.

(26) Speaker 4: I don't think so, friends. Because we have... to make this program works optimally, we need some fun to make it works optimal. But you know that in our university don't have enough fun to...just to make it work optimal. But I think for therapy, the university not...not getting yet in the part.

(27) Speaker 2: I think we can start with make announcement first in the campus and give some suggestion to them to change habits. But how about if the lecturer is smoking?

(28) Speaker 3: As I know that in my faculty, in here... I never watch... I never see a lecturer is smoking.

Conversation 4

(1) Speaker 1: Ok guys, what is your opinion about this question: What is more important to your life; love or money? Ok, the first...

(2) Speaker 2: I'm...I'm...I'm

(3) Speaker 1: Me

(4) Speaker 2: Me, ok. I think more important in my life is money. because with money we can buy everything that we need, and with money we can have each other that needed, also with money we can improve our love by emm... by everything who love us like...like... ee...

(5) Speaker 1: Ok. What about you?

(6) Speaker 3: I think the most important in my life is love, because with love I can life well I'm not feel alone. Eh, I think the more important in my life is love because love can give us everything. Money maybe can buy anything and everything needs money. But money couldn't buy love. If we have money...it will not show that we will have love and happy with our family. But if we have love and happy in our family, I believe it can give us spirit to search a job and search money so can life with a good job and happy together.

(7) Speaker 1: and what do you think? What is more important in your life, Raissa?

(8) Speaker 4: I think its money. Why money? I'm not a *matre*, but I think with money, we can buy anything. So, we can ...we can ... we can make...we fall in love with someone.

(9) Speaker 3: So, you think with money you can buy love or someone to love you?

(10)Speaker 4: Not exactly.

(11)Speaker 3: So why do you think that money is more important?

(12)Speaker 4: we can imagine if we only have love and we didn't have money, so what do you eat? Yes, Puji?

(13)Speaker 1: I agree with you, Raissa. We don't *matre* but we look ee...ee...the realize of this era.

(14)Speaker 3: If you have some problem, and you live alone without love, without someone to love you, no one love you but you have made so much money. And live with the people you love but you...you... haven't money. What do you choose, Kusuma?

(15)Speaker 2: Ok, I'll answer it. I think I'd better to live with someone who I love than I'm rich but I have no one with me. Because every human need love. So, I think if we live with another who loves us, we will be happy and can live together although maybe we are not rich and don't have so many...eh so much money.

(16)Speaker 4: I choose to become a rich woman without someone loves me. Because if no one loves me I can go to the club, or like... ee... discotheque.

(17)Speaker 1: Ok, I see.

(18)Speaker 4: It can make us happy. And we don't need any love.

(19)Speaker 2: Actually I will not choose to be poor people with someone I love that we can get a realize in global era. Someone who didn't have money will be underestimate by other people. As we know, in this era everyone needs money.

(20)Speaker1: I think that you are right that everything needs money but money is not everything in our life. So both of them maybe I think can be...ee...same. I mean in the same position in our life and must balance both love and money. We need money to fulfill our needs but we need love to make us happy.

Conversation 5

(1) Speaker 1: Ok my friend, what do you think about have a date before marriage? In my opinion, it is necessary to have date before marriage because I think we need to know about our boyfriend or girlfriend, about her personality, about her family, about the girl's or the boy's life so, I think it is necessary to have date before marriage. And what do you think about this?

(2) Speaker 2: Ee... I agree. It is necessary to have a date before marriage and the same because to have date before marriage, we can know for each other the personality, and the family, and we know ...and then not only it is. Because we marriage, we can know moreover like... moreover so that we can think that our boyfriend is a right chosen of our and it is not wrong that we've chosen. That's all, and how about you?

(3) Speaker 3: For me it depends on each other person. Well, I am not going to tell you that it is necessary or not or it is very important because we have to know...the...our next husband eh...our maybe husband or ...our future husband or future wife. I think it's...it's just...it's just...what is it? it depends on them...I mean if...I myself personally having a date is not in orientation that I will be married with someone that I date and well...yes, I'm serious about dating but...and for giving promise that I will be marry her and...it's so confuse me.

(4) Speaker 4: In my opinion if somebody asks me if it is necessary to have date before marriage or not, in my opinion I think it's not necessary to have date before marriage. Moreover we are Moslems and we are not allowed to have date and then having...ee...special relationship between man and woman. So I think if we want to know each other, we don't need to have date. We can just talking or...yes just have a conversation. We don't have to...have a date.

(5) Speaker 1: if you don't agree about this opinion, how we know about our ...what is it? next... *calon apa?*

(6) Other speakers: Future

(7) Speaker 1: about our future wife?

(8) Speaker 4: Yes. Ee...ee...I think we can know the personality of my would be wife is yes, just talking, just conversation. We can know how her personality without have a date.

(9) Speaker 1: Is that effective?

(10) Speaker 4: Yes...it's a *prinsip* in Islamic that maybe it's not polite if we broke our *prinsip*.

(11) Speaker 1: Oh, I know like a *ta'aruf* maybe?

(12) Speaker 4: Yes.

(13) Speaker 3: How could you be sure to be your would be wife? And if you...didn't... haven't know anything about her.... haven't known anything about her?

(14) Speaker 4: I don't say that I have know anything about her but ee...we can know our would be wife or our would be husband. *Ta'aruf* in Islam is not a date but it's just with talking then we can know the personality of our would be wife or our would be husband.

(15) Speaker 2: So that in "Ayat – Ayat Cinta", *ta'aruf* like that you mean?

(16) Speaker 4: Yes.

(17) Speaker 1: You think that *ta'aruf* is so effective and Islamic? And then with *ta'aruf* we know each other and then they...*apa?sex bebas?*

(18) Other speakers: Free sex

(19) Speaker 1: Yes. And in *ta'aruf* not only two persons, but when they are going they will have someone to accompany. So they are not alone?

(20) Speaker 4: Yes.

(21) Speaker 3: So, if you don't think that it is necessary to have date before marriage, do you think that it is wrong?

(22) Speaker 4: It's culture. We can not say that it is right or wrong. But for the Moslems, it is wrong. But maybe in the western country, it's ok. But for me, for the Moslems, I will not break my *prinsip*.

(23) Speaker 2: But I think it is ok if we have date, we don't do wrong activity such as: kissing, *sex bebas*, or anything. I think it's ok if we have date just talking and knowing each other from the girls and the boys. And in your opinion, what is the difference between *ta'aruf* and date?

(24) Speaker 4: In *ta'aruf*, for example, I meet my would be wife before marriage. And before marriage if we want to go always not...not...we are not just two people but we take maybe my sister or her sister or friends to accompany us, like that.

(25) Speaker 1: How about date? Relationship in date?

(26) Speaker 4: Oh... ee...I think date is going just two people...and in Islam it will...will...be dangerous because...it...will cause many bad effects for us.

(27) Speaker 1: So, it depends for the people themselves, right?

(28) Speaker 4: Yes, we can not say that it is right or wrong. But it depends in our culture, our religion, and our *prinsip*.

(29) Speaker 1: So, what is your opinion about having relationship after marriage in Islam?

(30) Speaker 4: Yes. in Islam, we can have a date not before but after marriage.

Conversation 6

(1) Speaker 1: Are TV programs good or bad for children? In my opinion, television gives good information for children. For example if TV give educational ee.. for example geography project or something else. It can... ee... ee... yeah raise his or her science and... it can have him in the class or in the discussion or something else.

(2)Speaker 2: Ok. In my opinion TV programs give disadvantages more...ee...more advan...eh more disadvantages than advantages for children, because we know that now is globalization, there are many west culture that shown in television. Eee...sometime or usually the west culture is not good...not proper in our culture...but shown to children. So, it is not good or bad for children.

(3) Speaker 3: In my opinion TV program is very good for the children because it gives many education like what the first said and then it will give information by the news because the children need the news from all

over the world. After they hear or watch the news, they will know what happen in the world. They can enjoy the entertainment like cartoon and music for children; maybe there are many programs for children like Cartoon Network or Walt Disney or something like that. So I think television is good for children.

(4) Speaker 4: in my opinion, TV program have bad effect for children. From TV program, children can see abuse or violence. They can imitate in their life.

(5) Speaker 1: And Alifa, what do you think about Tom and Jerry Show?

(6) Speaker 2: It gives bad effect for children because in that show we can see , for example Tom hit Jerry with... *palu apa?*

(7) Speaker 3: Hammer.

(8) Speaker 2: With hammer and children can imitate that behavior in their lives.

(9) Speaker 1: Ok, Retno. Eliva has told the negative effects. And can you give me the positive effect Tom and Jerry Show?

(10) Speaker 3: I think that show does not only give bad effect to the children, because from Tom & Jerry Show, we watch about the good thing for the children also.

(11) Speaker 1: Ok Retno, thank you. I want to give a question. About WWF Smack down, is it give negative effect for children?

(12)Speaker 2: Off course it gives bad effect for children because this program shows the children to fight each other and the children can hit...to other friends. I think it's so bad for the children. And then we can see that there are a lot of children that their friends and it make victim that their friends will be died.

(13)Speaker 1: Are anyone of you can give conclusion about our discussion?

(14)Speaker 2: Ok. In my opinion the conclusion about this discussions that the TV programs can give good influence to the children. If the program that is shown in television can entertain the children like music program, and etc. TV can also give bad effects for the children, like Smack down, that's all.

(15)Speaker 1: Ok, Miss Retno. What is your conclusion about our discussion today?

(16)Speaker 3: There are many bad things from television and also there are many good things. We can not judge whether it is right or wrong to allow the children watching the television. The good effect is they get many education by watching television of discovery channel, or Walt Disney, BBC, etc. and they get entertainment by watching Tom & Jerry Show or Cartoon Network. And they get many information from all over the world from TV. And also thee are many bad effects from the television, the children will be very lazy to do anything at home. They just sit on

the...sit in front of the television in the whole day watching the station they like. It will make them lazy to study.

(17) Speaker 1: Ok. Thank you Ms. Retno, Ms. Wati, Ms. Eliva. That's all for our discussion. See you on the next event and next event.

Conversation 7

(1) Speaker 1: Well, I guess more than half smokers die earlier than their normal life. Smokers could be lose of average of 20 – 25 years of their life. Mm.. that's right...eh, that's why smoking is danger for us. And... in your opinion, do you agree that smoking is banned around the campus?

(2) Speaker 2: Obviously I agree with that statement because I think smoking is have ee...many negative effects like ee... yellow your teeth and hands...it also can raise your blood pressure and heart beat. As I know, in addition, smoking is expensive habit...ya...it cost per pack is 8000 rupiahs, right?

(3) Speaker 1: and you, do you agree that smoking should be banned around the campus?

(4) Speaker 3: Ee... yes. Smoking is not only bad for the smokers but also for the people around the smokers.

(5) Speaker 2: And now, what do you think? Do you agree if smoking is banned around the campus or not?

(6) Speaker 1: I personally agree if smoking is banned around the campus.

Because ee... besides all of bad effects that you... you... have explained, and...and the...bad effects of the passive smoker that Sonia said...Sonia has said. Smoking is should be banned in the campus because it can dangerous other people besides the smokers. I think campus is not...is... not the place for people to smoke. It is a public place that should...we should not smoking in campus and it can dangerous other people. And you, do you agree if smoking is banned around the campus?

(7) Speaker 4: No, I really don't agree that if smoking is banned around the campus. Smoking is all right, is ok. And it really does not cause any damage...any dangerous effect to human being. As you know that ...there is a ...*dosen*...his age is around 80, and he is smoker. But it's all right.

(8) Speaker 1: But campus is a public place, so do you agree that people smoking in public place?

(9) Speaker 4: as you see that smoking is all right. It don't cause any damage effect to other people. So, the people around him is safe.