

**STUDENTS STRATEGIES IN BUILDING UP EFFECTIVE
COMMUNICATION IN CONVERSATION
(A Descriptive Qualitative study at IAIN Curup)**

THESIS

**This Thesis is submitted the requirement for “Sarjana” degree in English
Language Education**



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2019**

Hal : Pengajuan Skripsi
Kepada
Yth. Bapak Rektor IAIN Curup
Di
Curup

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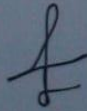
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Demikian permohonan kami ajukan, terimakasih.

Wa 'aikumsalam Wr.Wb

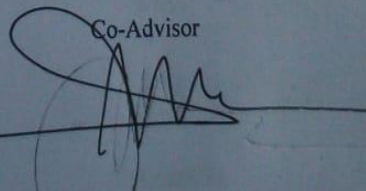
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MOTTO AND DEDICATION

Motto

“EVERY SUCCSEFUL PERSON MUST HAVE A FAILURE. DO NOT BE AFRAID TO FAIL BECAUSE FAILYRE IS APART OF SUCCES”

“LOVE YOUR PROCESS, KEEP POSITIVE THINKING AND DON'T BE AFRAID TO TRY SOMETHING NEW IN THIS LIFE

Dedication

The researcher dedicates this thesis for all my beloved person in my life. They are:

1. For my super hero , he is my amazing father, my beloved father (Komardi) and my wonder women, my everythings my lovely mother (siti Aisah) who always give me support, motivation and everything that I need in my life, especially everything that I need in all journey of my education. I LOVE BOTH OF YOU SO MUCH
2. For my amazing brothers (Azwar anaz, Hardian Lubis, Medi Maidoni, and Riski Redo Kurniawan). Thanks for everything, thanks to always patient to confront me. I Love both of you so much
3. For my best friends, my crazy friend who always be there for me and support me (Listi, Anggini, Kartika, Indah, Indri, Kadek, Khoiri, Riken, and Wisnu)
4. For my amazing senior that who always ready for many question that I gave, (Kag Rizki Indra Guci)
5. For my lovely junior At English Tadris Study Program, that always be there to help me, make laugh and everything, so proud to have junior like both of you, my junior that I cant explain one by one, but I love both of you so muchhhhh

PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled by “STUDENTS STRATEGIES IN BUILDING UP EFFECTIVE COMMUNICATION IN CONVERSATION (A Descriptive Qualitative Study at IAIN Curup)”.

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of Institute College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being better in the future.

Finally yet importantly, the researcher hopes this thesis will be useful to those who are interested in this field of study.

Curup, November 2018

Writer,



Ana Zulaiha

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah SWT who has given His mercy and blessing to the researcher, so the researcher could be able to finish this thesis entitled, “The Students Strategies in buiding up Effective Communication in Conversation ”(A Descriptive Qualitative Study of IAIN Curup)”. Praying and greeting to Prophet Muhammad SAW and all of his family and buddy who has brought us from ignorance into intelligence as we all feel in this moment.

In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd, as the head of IAIN Curup,
2. Mr. Drs. Beni Azwar, M.Pd, Kons, as the head of Education (*Tarbiyah*) Department,
3. Mrs. Jummatul Hidayah, M.Pd., as the head of English *Tadris* Study Program of IAIN Curup,
4. Mr, Sakut Ansori S.Pd,I, M.Hum, as my academic advisor,
5. Mr, Sarwo Edy, M.Pd, as my Co advisor,
6. My lecturers, who have taught me many things,

7. My honest and deepest thanks go to my parents, Mr. Komardi & Mrs. Siti Aisyah, and also all my brothers that always support me.
8. My best friends in English *Tadris* Study Program who always stay beside me and support me,

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Curup, November 2018
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ABSTRACT

Ana Zulaiha, 2019 :“**Students Strategies In buiding up Effective Communication in Conversation (A Descriptive Qualitative study at IAIN Curup)**”

Advisor : **Sakut Ansori, S.Pd, I, M.Hum**

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The objective of this research were to know what student’s strategies in building up effective communication in conversation and how the students build up the communication strategies in conversation at English Tadris Study Program at IAIN Curup. In order to answer the research question, this study employed qualitative research design. The subject of this research was the seventh semester who had joined speaking 1 until speaking 4, and the researcher used *Purposive Sampling* to take the sample, the researcher has some criteria to take the sample. From 30 students, the researcher chose 8 students as a sample of this research who had the criteria based on this research. Then the data were collected by document analysis and interview. The document in this research was the videos conversation of the students, document analysis used to answer the first question about, what were the strategies used by the students and interview used to answer the second research question about how the students build the communication strategies. The result showed that the students used some strategies of communication in the conversation, and they build up those strategies based on their own way and based in the situation.

Key words: *Communication, Effective communication conversation, Communication strategy*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Generally, people are social human, it means that humans have and need the ability to communicate and able to convey message among one each other to give, receive, and share information. All People in the world need to communicate in order to do and achieve what they need by using language as a tool of communication. According to Canary Communication can be defined as a process of transmitting information and common understanding from one person to another.¹ In conclusion Communication is giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions, It is something that humans do every day in their daily life including in education.

In education communication is really needed for the students to share ideas and information, and also to build up the good relation among students and teacher. Communication is an important point since the students become a language learners. The students should know and understand how to use the

¹ Canary, *Communication and organizational knowledge: (Contemporary issues for theory and practice.* Florence, KY: Taylor & Francis H. (2011), P18

language as well that we call communication. In line with Michael Obsorn stated that communication is important for English students, because through communication students can improve their critical thinking, improve the students ability in speaking, communication is the key to successful in the educational environment, improve the student confidence, using the language appropriately, and the last one is it can improve the students vocabulary.² It shows that communication is very important for the students, if they have good knowledge and supported by a good ability in communication it can improve their critical thinking in delivering the ideas. Therefore when the student have a good ability and many knowledge they will feel more confidence to inform anything, it means that when the student always do communication regularly, they will get many knowledge and information therefore students vocabulary will be improved.

Furthermore the function of communication is to express the students feeling and share ideas among each other, to reach that the students need a conversation in the English environment or in speaking class. Along with this, Nunan has stated conversation is the exchange of thoughts, feeling, and opinion, although it is often regarded as any oral production, real conversation requires a true communication, and communication is the most important aspect in learning English because it

² Michael M. Obsorn, *why communication is important*, (Journal Of Asociation For Communication Administration), P.25

can measure the ability of the students to perform a conversation in language.³ It can be defined that, generally, conversation is face to face with a shared context and highly interactive, it is spontaneous interpersonal communication that expresses authentic critical thinking, real conversation always develops from the interactions of at least two people or more. In sum conversation is spontaneous communication that expresses authentic thought and ideas.

To make good communication in conversation and also to avoid misunderstanding in communication process, the students need to communicate effectively. Effective communication means is a two way process, where each person takes responsibility for their own part. According to Garg effective communication is a two-way process that requires effort and skill by both sender and receiver, Communication becomes effective when the receiver understands the meaning of the message as the sender intends, the ideas is clear, consider about the content of the message, being a good listener, the conversation is always running well and there is any feedback between one each other⁴. It refers that, effective communication is needed for the students to transfer the information clearly, if the students able to communicate effectively it will make they comprehend about the meaning of the message or knowledge that the talk about. In

³ Nunan, *Language teaching methodology, (Textbook for Teachers*. NY: Phoenix Ltd). P. 593.)

⁴ M.C. Garg, *introduction to communication, (University of California, January 17 2014): P.23*

Doing communication in conversation it will improve the students ability in listening because in communication we do not only need the ability of speaking but also listening.

To be able communicate effectively is the main goal of learning language, to achieve the effective communication in conversation the students need some strategies. Defined by Dornyei & Scott communication strategies as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty, to manage communication problem serve as devices for keeping the conversation going on and/ for solving communication breakdown.⁵ Based on the explanation above we can say that, communication strategies are some techniques used by the student to solved communication difficulties, to build up the effective communication, the student should have some strategies when they communicate among one each other and to keep the students conversation well without any difficulties.

In addition, Dornyei has stated that “communication strategy is important because it can improve learners communication skill, decrease learners anxiety and increase the students motivation because students feel more comfortable during the conversation, and make the communication in conversation is more effective

⁵ Dörnyei, Z. & Scott, M. L. *Communication strategies in a second language* (Definitions and taxonomies 1997). P.173-210.

and more enjoyable”⁶. It can be inferred that when the students have strategy of communication for conversation it will help students to have confidence and keep on using the target language and it will raise up students curiosity towards many information. Then the result is student ability in doing communication in conversation it will develop.

To keep the conversation runs, the **students** should know and understand about the components of communication, it is important for the students in order to communicate easily and effectively. Communication is the most important skill because it is one of the abilities that is needed to perform a conversation. Communicating in English is not an easy task because speakers should know many significant components of communication, according to Brown there are some component of communication which students should be mastered, there are: Fluency, accuracy, grammatical and pronunciation.⁷

To observe the real fact and condition about the students effective communication strategy in conversation , the researcher conducted a pre-observation to some students of seventh semester at English Study Program (PBI) in IAIN Curup, which got A score in speaking class. According to Brown, to make the communication of the students is effective they should have and understand

⁶ Dörnyei, Z. & Scott, M. “Communication strategies in a second language: Definitions and taxonomies”(*Language Learning* 1997), 173-210

⁷ Brown, H. D *Teaching by Principles-An Interactive Approach to Language Pedagogy*. Prentice Hall Regents. . (1994). P. 175

about component of effective communication. A score is not assure if the students have effective communication, to make sure whether the students have an effective communication or not, the researcher recorded some of them when they were communicating in English and the researcher heard the conversation and assed them based on communicative competence. then the result show that, then the result was the students have the components of effective communication. It could be seen that they have many vocabularies to keep their conversation always going well. Beside that they also have good pronounciation and correct grammatical sentences, thus it can be assumed that their communication is effective.

There were two classes in seventh semester at English Study Program, and each class has the same lecturers in speaking subject, the lecturers applied the same strategy, but the result in each class only some of students that have an ability in effective communication. It can be proved from the data that the researcher got from the speaking lecturers, there were only few students that got A score. Whereas all the students got the same treatment from the lecture, why just few of them who have effective communication in doing conversation. What the strategy that those students used to make their communication became effective. Based on the phenomena above the researcher want to know and describe, what are the strategies used by the students who have the ability of effective communication in conversation, Therefore, an Description study entitled "THE

STUDENTS STRATEGIES IN BUILDING UP EFFECTIVE COMMUNICATION IN CONVERSATION”

B. Research Question

As the description of the background, this research will investigate the following questions:

1. What are the students strategies in building up effective communication in conversation?
2. How do the students build up their communication strategies in conversation?

C. The Objective of The Research

In relating to research questions above, the objectives of the research were to investigate about:

1. To find out the students strategies in building up their communication in doing conversation.
2. To investigate how the students build up the communication strategies in conversation.

D. Significance of the Research

1. For teachers

After the researcher finished this research, the strategy of the students in building up the students effective communication in conversation were identified. It means that teachers or lecturers will know what should be changed or modified in teaching learning process in speaking skill, such as methods, strategies, or another things to build up the students communication in conversation. And it will be useful for the teachers to give some strategy to the students and how to use it well.

2. For the Students

The result in this study could be beneficial for students. Because, students are might be helped in doing communication and knowing some strategies about how to keep the effective communication while doing conversation is always running well without hesitation and something that make the conversation will be stop. Afterward, it could improve the students ability in speaking, because they have known the strategies.

3. For the researcher

The researcher could use this research as the way to know some steps in doing a research and also automatically the researcher will know some strategies in building up effective communication. it would be useful for the researcher to increase the researcher ability of communication in conversation

E. Definition of key terms

a. Effective communication

According to M.c Garg effective communication is a two-way process that requires effort and skill by both sender and receiver, Communication becomes effective when the receiver understand the meaning of the message as the sender intends, the ideas is clear, consider about the content of the message, being a good listener, the conversation is always running well and there is any feedback between one each other.

b. Conversation

Conversation is refer to interaction or communication between two people or more that includes mutually interesting connections between the speaker or things that the speakers know.⁸ In this research, conversation is as conversation activity that students' of English Study Program (PBI) do to communicate

c. Strategy

Defined by Dornyei & Scott communication strategies as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty, to manage communication problem serve as devices for keeping the conversation going on and/ for solving communication breakdown. In this research, strategy is as the ways which students used to break down some difficulty that they found while doing communication in conversation.

4. Delimitation Of the research

⁸ Yahudi, *An analysis of turn taking frequency in conversation among the English Students of STAIN Curup*, (Published by STAIN Curup, 2010) P 24.

In this research, the researcher focused on strategy in building up effective communication in conversation used by English students of English Tadris study program (PBI) at IAIN Curup at seventh semester who get A score, the researcher chose seventh semester because seventh semester have done speaking 1-4.

Due to the theory about the students strategy in communication is too many and complimentary. The researcher chose or focus on Dornyei's theory as a main theory that used in this research, because Dornyei's theory is more simplified, easy to use, easy to understand, easy to apply to the students if we compare with other expert ,So the researcher chose Dornyei's theory as a main theory of this research.

CHAPTER II

LITERATURE REVIEW

A. REVIEW OF RELATED THEORIES

1. Communication

a. The Definition of Communication

Communication is the act of conveying information for the aim of creating a shared understanding. Communication is a basic of human activity, and language is all the basic of human communication. Along with this Mary Fanicciaro has stated, language is a system of arbitrary vocal symbol which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or interact. Furthermore a language is give an opportunity for the people to communicate easier, then it will help them to socialize in their society.⁹

In our daily activities in the society, we communicate with people around us through face to face conversation. Let us condisider some definitions of communication by some experts. First The Longman Dictionary of Contemporary English sees communication as a process of obtaining information or expressing thoughts and feelings.¹⁰ According to Bangs, ‘communication in its broadest meaning is the act or acts which

⁹ Mary Fanicciaro, *Verbal Communication*, (New York,: Transaction Publisher, 1995)P.25

¹⁰ Longman, *communication Public Relation& Advertisement(USA: ,2010), P.27*

produce some kind of response between two or more persons. It takes place through a system of arbitrary signs'. In another development.¹¹ Louis Allen defined Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.¹² Also, defines Hildebrandt Thomas Communication is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver.¹³

Based on varied definitions provided by some experts above, the researcher conclude communication is the process of giving and receiving information or message which is sent from one person two another, and the communication is became effective when the sender and receiver giving feedback or reaction between one each other. Oral Communication or speaking is interactive process of constructed meaning that involve producting, receiving and processing information. communication also give the crucial role in education environment. In order to built an effective role in learning process, so the definition of communication in this research is a process of transfering and expressing feeling, opinion,

¹¹ Bangs, *the Element of Communication, A theoretical Approach*, (British Canadian Cataloguing,2013). P77

¹² Louis Allen, *Language, Context, and tex*: (California, 2007)P.55

¹³ Hildebrandt, *Language Teaching Methodology: A textbook For Teachers*. (New York:Hall International, 19950

idea and also the most important thing in communication process is understandable, for example the information or idea must be shared clearly in order to avoid misunderstanding message. effective communication is very needed for the students to communicate each other and how to deliver and receive all the message had been shared clearly. Furthermore this research will talk about how the students build the effective communication and what the strategy that the students used in English environment or in teaching learning process, especially in learning english as a foreign language at English Study Program IAIN Curup, further information about the effective communication would be discussed in the following discussion.

b. Definition of Effective Communication

Communication is a part of everyone's life. All individuals need to communicate to share their knowledge and information with others. However, the degree of its effectiveness depends upon your personal communication skills. The better are your communication skills, the better a person understands you. The purposes of communication could be many but the most important part is to understand how to communicate effectively. Communication is a two way process and therefore requires complete understanding among the communicators. This requirement can be fulfilled with effective communication skills.

According to Scott effective communication means, is about delivering all the contents of the message clearly and unambiguously, so that the recipient can evaluate and react to them properly. Neil Thompson also has stated in his book effective Communication is at the heart of all work with people and their problems. Whatever the setting, poor communication can prove very damaging in its consequences. However, at its most effective, it has the power to ensure the promotion of equality and well-being.¹⁴ Neil Thompson also stated in his book “communication is a key for everyone across people professions” It is an ideal introduction for students and practitioners of social work, social care, counselling, teaching and educational support, probation work, youth and community work, and advice studies.¹⁵

From the variety definition of effective communication from some expert above, we can conclude if effective communication is communication which is the message or the idea clearly and successfully delivered, received without any ambiguity and both sender and receiver can understand and catch all the message that they discussed about . and effective communication is very important for all element, especially for

¹⁴ Scott, *Interactional Skill in Casual Conversation: Discourse Analysis and Teaching of Conversational Skills to Adult ESL*, (.TESOL-Quarterly-journal.com. Vol 34, Number 3, (autumn 2000) 105 – 120. (P10))

¹⁵ Neil Thompson, *Messages: The Communication Skills Book*. Online at: <http://www.amazon.com/Messages-Communication-Skills-Matthew-McKay>) P.34

students, effective communication is very crucial for them, to communicate and express their meaning and also to transfer information, knowledge with clear explanation without any hesitation. If students can delivered all the knowledge clearly it can improve the students ability in communication and it will easier for them to understand all the knowledge that they catch.

Based on Neil Thompson book the benefit of effective communication is to relies on the fact that it reduces misunderstandings or the possibility of overlooking important information. This ultimately saves time as situations can be assessed accurately and can also save you from potential embarrassment from assuming things that are incorrect.¹⁶ It means effective communication is important for people, especially for English Language students, if they can communicate effectively, it can avoid the missunderstanding between them in deliverd and received all the information that the students talking about. Therefore the effective communication in this research means is, the communication among the students in English environment or in speaking class, how the students transfer and communicate clearly and flowsly without any difficulty and hesitation.

c. The component of effective communication

¹⁶ Ibid, P.85

According to Brown there are some components of effective communication that students should be mastered and also understand it well, because through that the students would know how to make a good communication while doing conversation among each other, and the components are :

1. Fluency

The first component is fluency. Fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

2. Accuracy

The second component is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable

contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. And pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

Based on the explanation about the component of effective communication above we may conclude there are some components that the students should be mastered, there are the ability of, grammatical sentences, vocabularies, pronunciation, intonation, and stressing the word. After knowing all the component of effective communication they will know how to build the effective communication because they will know are the things that they should be mastered such as enrich their vocabulary, improve their ability in grammar, and how to increase the capability to pronounce the words in English.. Therefore to make the communication always runs well and to breakdown the difficulty in express and sharing ideas the students should have

communication strategy, to know more about communication further explanation about communication strategy would be discussed in the following discussion.

d. Communication strategy

1. Definition of Communication Strategy

To be able to communicate effectively, people need strategies. Communication Strategies is used in communication when we find difficulty to express the ideas. When we are able to anticipate it, we may be able to forestall by avoiding communication or modifying what we intended to say. If the problem arises when we are already engaged in speaking, we must try to find an alternative way in getting meaning across. In line with this to Dornyei and Scott had stated the definition of communication strategies is a method of problem management in second language communication that help foreign/second language learners arrange difficult meanings.¹⁷ It can be concluded if communication strategy is strategy that learners used to breakdown the difficulty when they doing communication, it is important for the students to shared anything. In addition Hughes stated that, communication strategy is t term as the ability of the

¹⁷ Dornyei. *Language learning strategies: what every teacher should know*. New York: Newbury house publishers (1990). P.199

learners to manipulate a conversation in an effective way.¹⁸ According to Tarone, “communication strategies are a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared”¹⁹. It shows that communication strategies are techniques students that used to transfer their meaning when requisite of structures in their messages are not shared. Than these strategies reflect students to attempts to make they understood to their interlocutors, they are considered interactional in nature and also how they use the strategies as well as possible based on the situations.

From the statement from some expert above we may conclude if communication strategies is the way that the students used to decrease some difficulties when face some problem when doing communication in conversation and to make the conversation is always going well without any hesitation. The used of communication strategies when we found some trouble to express the ideas when communication runs, when we are able to anticipate it and forestell the difficulty by using the strategies. So the communication startegies give an important role to reach the effective communication goal.

¹⁸ Huges, D. H. “*On communicative competence*”. In: J. B. pride and J. Holmes (Eds.) *sociolinguistics. Selected readings*. Harmondsworth: penguin, (1972). pp. 269-293.

¹⁹ Dörnyei, Z. *On the teachability of communication strategies*.(TESOL Quarterly, 29(1) . 1995),pp55-85.

In addition O'Malley and Channot defined, communication strategy are used to achieve communicative goals whereas learning strategies are meant for learning.²⁰ Fearch and Kasper also stated communication strategy is in reaching a particular communicative goal. Larsen-Freeman and Long pointed out that all communication strategies are helpful for language acquisition because they enable learners to keep the conversation going and thereby provide more opportunities for input.²¹ It means communication strategies are really needed for English language learner in to reach communicative goal and its also helpul for they to keep the conversation runs in order to achive effective communication.

From those statement above communication strategies are helpful for learners to keep the conversation runs and also communication strategies are important to reach communicative goal and build up the effective communication.when both of between sender and receiver are shared completely and the speaker can use it to promote communication. On the other word communication strategies being the effective ways to avoid misunderstanding or lack of communication when students want to express their idea in learning

²⁰ O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9781139524490>

²¹ Larsen-Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research*. London: Longman

process. That's all about the function of communication strategies that will be used in this research.

There are some strategies of communication which are stated by Dornyei:

- 1) Avoidance, strategies refer to all techniques by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it.

Example : the students were talking about their hobbies in class.

Jhon knew Kenji's hobby was keeping tropical fish but it seemed that he was talking about something else. Jhon asked him why he didn't talk about tropical fish after class he said he wanted to but he didn't know many words related to the topic.

- 2) Message Abandonment, is the speaker begins to talk about a concept but, feeling unable to continue, stops before reaching communicative goal.

Example : a student called Aya is a very motivated student, and one day she and they were talking about politics in BRitania. As the conversation went on, it became more complicated for Aya and she started getting lost. So she switched the topic to traveling around BRitania and they enjoyed talking for the rest of the time

3) Paraphrase, the speaker exploit his/her resources in the target language to develop an alternative means to convey the original message.

Example: a student Called Komoro didn't know the word "professor", so she said to komoro, "a teacher who teach in a university"

4) Substitution, learners may avoid a problematic word by using a different one, for example: substituting the irregular verb make with the regular verb ask. The regularity of "ask" make it easier to use correctly.

Example : a student Called Miyami used "do" when she couldn't think of the appropriate verb. For instance , she said, "I did a nap on the train"

5) Coinage new words, the refers to learners creating new words or phrases for words that they do not know.

example: a learner might refer to an art gallery as a "picture place"

6) Language switch, learners may insert a word from their first language into their sentence and hope the interlocutor will understand.

Example : a learner called Suhei said to the ALT, “do you like “masturi” (festivals) ? since the ALT didn’t know the word, he asked him what ‘what masturi meant’

- 7) Asking for clarification, the strategy for asking the interlocutor for the correct word or other help is a communication strategy

Example : a learner called mami asked me in class how to say “Kujira” in English and continued the conversation after she was told the English word.

- 8) Non verbal strategies, this can refer to the strategies such as the use of gesture and mime to augment or replace verbal communication .

Example : a student called Saomi mimed instead of saying, “ I played volleyball yesterday”

- 9) Time gaining strategy , strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think ,

For example : strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think for example: well, uh...., mmm...., eee.

This is another example of communication strategies is come from Tarone :

- 1) Avoidance, avoidance strategies refers all the technique by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it. Within this group two types of strategies can be distinguished:
 - a. Topic Avoidance : the speaker, lacking the necessary vocabulary to refer to an object, action or idea, avoid any kind of reference to it
 - b. Message abandonment: the speaker begins to talk about a concept but feeling unable to continue , stops before reaching the communicative goal.
- 2) Paraphrase, the speaker exploit his//her resources in the target language to develop an alternative means to convey the original message. This can be achieved in at least 3 ways:
 - a. Approximation : the speaker substitutes the desired unknown target language item with a new one which , although incorrect , is thought to share enough semantic features with it to be correctly interpreted
 - b. Word coinage: the learner make up a new word following the target language rules of derivations and composition
 - c. Circumlocution: the learner describes an object or action instead of using the appropriate target language item.

- 3) Conscious transfer . the speaker also can communicate thir intended meaning transferring items for their first language or any other language they know, and this can be done in two different ways:
- a. Literal translation : the learner use the first language item or structure modified in accordance with features of the target language .
 - b. Language switch: the speaker uses the first language item with no modification at all
- 4) Appeal for assistance . the learners ask the intercultur for help
- 5) Mime, the learners uses a gesture or any paralingistics form to refer to an object or event.

Those all nine communication strategies it will be used in my research as a guide of data observation. The types of communication strategy by Dornyei are chose because it is included all the communication startegies and Dornyei classified it in easy way so that is is more understable. Furthermore the reseacher will investigate the communication strategies that usually used by learners in English Study Program at IAIN Curup especially in their speaking class or in English environment apply those classifications from Dornyei The strategies will divide and describe into a tabel :

No	Communication strategies	Description
1	Topic avoidance	Avoiding topic areas that pose language difficulties.

2	Message abandonment	Leaving a message unfinished because of language difficulties
3	Paraphrase	exploit his/her resources in the target language to develop an alternative means to convey the original message
4	Substitution	may avoid a problematic word by using a different one
5	Coining new words	refers to learners creating new words or phrases for words that they do not know.
6	Language switch	learners may insert a word from their first language into their sentence and hope the interlocutor will understand
7	Asking for clarification	the strategy for asking the interlocutor for the correct word or other help is a communication strategy
8	Non verbal strategies	this can refer to the strategies such as the use of gesture and mime to augment or replace verbal communication .
9	Time gaining strategy	strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think ,

Based on explanation above to make the communication always flows well, there are nine strategy which students should be mastered, there are: topic avoidance, message abandonment, paraphrase, substitution, coinage new words, language switch, asking for clarification, non verbal strategies and time gaining strategy. After mastered all the strategies, they will know how to anticipate the difficulty in doing communication, and this is the right way for them to start make a good conversation, because to build up the effective communication when doing conversation they have already known

about the strategy. To ensure what is conversation means it would be discussed in the following discussion.

e. Conversation

Conversation is the activity that we do everyday in our daily life, every single time we need conversation among each other as a human being. Conversation is one of activities of speaking skill which involve some people discuss about something. Eckard stated that, Conversation is the Exchange of Thoughts, Feelings, Opinions, and Ideas. Although it is often regarded as any oral production of a meaningful combination of words and phrases, real conversation requires a “true communication of ideas.”²² Furthermore James also stated , conversation is more than an exchange of concept, it is perceptual process as well. Conversation is typically thought of speaking and listening , but james would enlarge the real of conversation to conceiving and perceiving that involves all the senses including emotions and feelings touch taste and smell.²³ Barraja-Rohan has stated, conversation is Simply ‘getting students to talk’ is not the point of teaching conversation. Conversation is not just

²² Eckard, “*Pragmatics and Discourse : A resource book for students*”, (USA : Routledgr, 2002) P 28.

²³ James, “*Teaching Spoken Language*”, (Cambridge : Cambridge University Press, 1983), P 33

words—it is a complex process that emphasizes meaning over accuracy and spoken grammar over written grammar .²⁴

Based on varied definitions provided by the experts above, we may conclude that conversation is interaction between 2 speakers or more with certain aim to discuss about something such as, sharing information, talking about something or other and conversation is a form of interactive, spontaneous communication among each other. People need a conversation when they want to say something transmit information or need to speak. People use a conversation according their purpose and it is necessary for there to be a listener and a speaker for effective communication. In learning and teaching activity in the classroom conversation and also in English environment conversation should be used regularly due to see the students progress in English through their acts, expressions when they do interaction in classroom and also to improve students ability in speaking through conversation.

f. Review of The Related Findings

there were a lot of researches discussed about communication strategy which done by so many researchers before this. In line with this to support

²⁴ Eckard, Joan Cutting, Op,Cit, P.32.

this research, the researcher was observed some previous research that related to this research and has different with them.

The first previous research belongs to Farid Noor Romadlon in the University Of Maria Kudus, his research is entitled by “*communication Startegies in the Conversation between Indonesia University Students and Native Speaker*”. After doing so many steps and processes in this study, he concluded that the used of communication strategies in the University of Maria Kudus, the native speaker try to have a relative balance of power relation without the domination of one person to others. The study reveals that the students skillfully initiate the communication by introducing new topics of discussion and the native speaker as well.

The researcher found it is completely related to this research because both of the researches are in the same view: Communication strategy in conversation. But, the researcher above focused in the strategies communication in conversation between Indonesian University and Native speaker, while this research is about effective communication strategy in building up effective communication in conversation.

The second previous study is belong to Monica Farah Dewi at Satya Wacana Of Christian University, which titled “*Communication Strategy Used by Tansactional Speaking Students in English Departement of Satya Wacana Christian University* ”, there are so many steps taken by the

researcher to investigate what are the strategy which the students used in communication transactional speaking students.

That research is so closely related to what the researcher wants to observe here: the communication startegy. But, the difference is, the researcher focuses *Communication Strategy Used by Tansactional Speaking Students in English*. This study seems like wider than what Rizky done before. while this research is about effective communication strategy in effective communication in conversation.

The last related finding by Puthut Ardianto at Universitas Sarjanawiyata Tamansiswa, Yogyakarta. Which titled "*communication startegies in English Conversation*" This research aims to reveal communication strategies used by students of the English Education Department of a university in Indonesia in English conversations and to find out the moments when the strategies were used. This research employed an interlanguage analysis.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind Of The Research

This research was designed as a Descriptive research with Qualitative approach. Hancock has stated that, “Qualitative research is concerned with developing explanation of social phenomena”.²⁵ Than this research was focused on describing the social phenomena which the researcher presented this research based on the the real data which found in the field without some addition or assumption of the researcher.

Suharsimi Arikunto stated that descriptive research is a research intended to collect information about the indication status happens, that is the indication based on the real situation when the research is being done.²⁶ According to Sukardi, descriptive research is a research method which tries to describe and interpret the object based on the real situation. In conclusion descriptive research is generally done to describe the fact and the characteristic of the object or subject researched systematically and accurately. The aim of this research is to describe the condition of variable in

²⁵ Beverly Hancock, *Trend Focus for Research and Developing in Primary Health Care: An introduction to Qualitative Research*, (University of Nottingham : Trend Focus Group, 1998), P 2.

²⁶SuharsimiArikunto, *ManajemenPenelitian*, (Jakarta : RinekaCipta, 1990), page 309

that situation. The researcher will describe the situation as mentioned in the formulation of the research.

Moreover why the researcher used of Descriptive Qualitative research to investigate and discribed about Students' Stertegies in buiding up effective communication in conversation at English Study Program (PBI) in IAIN Curup. There were nine strategies of communication startegy that researcher wanted to know it's employing on students conversation. After that, the data that the researcher got from the field was presented in a qualitative manner.

B. Subject of the Research

The subject of the research means the participants in the research that researcher chose to get the data. This is appropriate to Hart C who stated that the subject is participant which ready to give information based on the research issues²⁷.

As the subject of this research, the researcher chose seventh semester students of English Tadris Study Program IAIN Curup who had joined speaking 1- 4. There were three classes of TBI, involved, VII A (15), VII B (15 students), Thus, the total number of students were 30 students. Then, the researcher used *Purposive Sampling* to take the sample. Gay has stated *Purposive sampling* is non probability sampling which is the way to take the sample that is not

²⁷ Hart C, *A Sample Guide to Research*, (London, Harlow ; Prentice Hall, 2001), P 16.

randomly and it consider with the characteristic that will be taken as a number of sample and one of type of Purposive Sampling is criterions. Where it is sample that chose to all participants who met defined criteria.²⁸ So, from the population that researcher chose before, the researcher considered the characteristics and formulated the category who had appropriate category as sample of this research.

These are some considerations based on this research characteristics such as : First, The sample who has done studied in the English Study Program and had faced Speaking 1, 2, 3 and 4, because the researcher believe the students with that criteria has more knowledge about speaking skill, and the second is the sample who got the highest score in Speaking. Canale had stated, to make the communication of the students is effective they should have and understand about communicative competence. A score was not assure wheter the students have effective communication or not, to make sure whether the students have an effective communication or not, the researcher recorded some of the students when they were communicating in English and the researcher analyzed the conversation and assed them based on the fluency and the accuracy of the students while doing conversation. then the result show that, then the result was the students have the ability of fluency and accuracy. It could be seen that they have many vocabularies to keep their

²⁸ L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey:Prentice-Hall,Inc, 2000), P 137

conversation always going well. Beside that they also have good pronunciation and correct grammatical sentences, thus it can be assumed that their communication is effective.

The researcher hoped they have more information and ability to speak English and they have many vocabularies . So, the subjects that researcher got from VII semester were : 5 students from VII A, 4 students from VII B 4 students and total participants or samples of this research were 8 students.

C. Technique of Data Collection

The technique of collection data means the way which the researcher used to collected the data or informations from the participats.²⁹ In this research, the researcher used document analysis and interview as the techniques of collecting data. In the process of collecting data, the researcher identified and analyzed the data. The data was taken by doing recorded the video conversation of the students and interviewing the students about what are the communication strategies which the students used in doing conversation, where the researcher analysis the data based on the theory and the data. Here the techniques that the researcher used:

1. Document Analysis

²⁹ Ibid.

As defined by Bowen, document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. He also provided some advantages that led the researcher to choose this technique.

First, document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analyzing documents is often far more

Cost efficient and time efficient than conducting your own research or experiments. Also, documents are stable, “non-reactive” data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher’s influence or research process.³⁰ Document analysis is a way to gain the data through document, video, test result, book, recording, etc it will be systematically record.³¹

Based on the statement above the document which the researcher would analyzed was the videos conversation of the students who has selected as subject of the research they were a students of seventh semester in English Study Program, first the researcher would record the

³⁰ Triad 3, “*An Introduction to Document Analysis*”, <http://led500.trubox.ca/2016/244>, accessed on July 8th, 2017

³¹ Khotari 20014. “*Research and methodology*”, New Delhi, New Age International p.97

conversation of the students, then the students would did a conversation in pairs, and this term would be did in a 3 times, the researcher did in a 3 times because to make sure what were the exactly strategies were used by the students and the subject of the research were free to chose their partner in doing conversation then the researcher recorded the conversation of the students in 3 times and in different times, first conversation taken on 25th october 2018, and the second conversation taken on 16th november 2018, then the last conversation taken on 17th november 2018. After finished recorded the conversation of the students So the researcher analyzed to investigate those strategies and when it was applied in students conversation based on that theory as guideline and it could give data for the first research question. The researcher used Checklist as long as doing analyzing the video conversation of the students.

2. Interview

One of substantial techniques of qualitative study in collecting data is interview. Gay has stated that an interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.³² It means the way to get and collect information through direct interaction and that was used for collecting formation which cannot be obtained from the observation.

³² L.R Gay, Op,Cit, P 219

The interview used in this research was *Semi-structured interview*. In this type of interview, the researcher wanted to know specific information which can be compared and contrasted with information gained in other interviews.³³ In addition, Dawson said that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.³⁴ In other words semi-structured interview was used to take the information from students where the students were not limited in giving information that they feel important to talk and the researcher just give little directional as a guide. The entire questions constructed based on the theories from Dornyei, the record data changed into written transcript text.

In this research the researcher would interviewed the students of seventh semester who had selected as a subject of the research , the researcher used interview to got more information, In collecting data the researcher did interview with the students based on the criteria in order to know how the students used some startegies of communication. It was done by using guidelines of interview and also by using video recorder to get the result of interview. This interview consists of some questions used to get information from the students.

³³ Catherine Dawson, *Practical research Method* , (United Kingdom: Deer Park production, 2000),P.28

³⁴ Ibid.

D. Research Instruments

The researcher need tools as a media to collected the data from the sample or participant. This is appropriate to “Research Instruments are simply devices for obtining information relevant to your research project, and there are many alternatives from which to choose.”³⁵ Because this is Descriptive Qualitative study so, the main instrument in this research was the researcher herself this is appropriate then Wikinson said that in Qualitative research, the main instrument to collect the data is the researcher herself.³⁶ But, the researcher also helped by some instruments, such as Checklist, Interview guidance, and tape recorder for helping and completing the data

1. Document Checklist

One of the most frequently used of all measuring instruments is Checklist. A Checklist is used to determine whether an individual behaves in a certain (usually desired) way when asked to complete a particular task. If a particular behavior is present when an individual is observed, the researcher places a check mark (√) opposite it on the list.³⁷

³⁵ David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), P 3.

³⁶ David Wilkinson and Peter Birmingham, Op,Cit, P.116.

³⁷Ibid., P 120-122

In this research, the checklist used to identify the strategies that students used in communication.

Here are the following steps the researcher constructed the Checklist ; first, the researcher determined the indicator of each theory. The main theory used in this research is Communication Strategy by Dornyei; where there are nine strategies in it. Second, after getting the indicator, the researcher input the utterances or sentences that included as Example of each strategy. Third, for checking and classifying the accuracy of it, the researcher gave it to Validator Lecturer. Fourth, during the formulation of the Checklist, researcher made several improvements to get the most appropriate Checklist in the content and context of it.

Furthermore, the researcher was able to construct the checklist below for analyzing the documents gotten from videos conversation of the students which taken in 3 times, the following table displays the example of Checklist :

Table. 1

Document Analysis Checklist

		Strategies	Indicators	Checklist	Note
1.	Communication Strategy	Avoidance	- The interlocutor doesn't know about the topic specifically - The interlocutor avoid the topic that		

			they talking about		
		Message abondamn et	<ul style="list-style-type: none"> - The interlocutor felt difficulty to explained some point of the topic in the conversation - The interlocutor left some point in the conversation 		
		Paraphrase	<ul style="list-style-type: none"> - The partner of interlocutor didn't understand of the word that se/he said - The interlocutor describe the word with another way to clarify the word that she means 		
		Substitutio n	<ul style="list-style-type: none"> - The interlocutor feel improper to used words in the context that they talking about - The interlocutor used the proper word that match with the topic 		-
		Coinage new word	<ul style="list-style-type: none"> - The interlocutor felt difficulty to mention the real word in English - The interlocutor used their own word to continue the conversation 		

		Language switch	<ul style="list-style-type: none"> - The interlocutor didn't know the exact word in English when discussed about something - The interlocutor switch from English into their first language during the conversation 		
		Asking for Clarification	<ul style="list-style-type: none"> - The interlocutor felt difficulty to answer the question of the partner - The interlocutor didn't understand the message of the partner talking about - The interlocutor asking for clarification to continue the conversation 		
		Non verbal Strategies	<ul style="list-style-type: none"> - The interlocutor used a gesture to describe something 		
		Time gaining strategies	<ul style="list-style-type: none"> - The interlocutor forget about the topic - The interlocutor felt nervous - The interlocutor felt confused during conversation 		

			The interlocutor feel difficulty to answer the question and used time gaining startegies to continue the conversation		
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2. Interview guidance

The researcher should have interview guideline to indicate what questions were to be asked, in what order and how much additional prompting or probing is permitted.³⁸ It used when the researcher interviewed the students in order to attain standardized comparable data from each respondent. All interviews must be conducted in essentially the same manner.

In this research, the researcher used some questions in interview section for the students. The steps of constructing questions were; first, the researcher determined the indicator of each theory. The main theory used in this research is communication strategy from Dornyeir; where there are nine strategies in it. Second, after getting the indicator, the researcher determined the question used based on the indicator. Third, to establish the question the researcher

³⁸ Ibid, P 292

formulated the question with validator. This step aims for checking and classifying the accuracy of the questions. Fourth, during the formulation of the question, researcher made several improvements to get the most appropriate question in the content and context of the question. The researcher revised the question for four times to the Validator Lecturers. This interview consisted of some questions that were used to get information about the strategies of communication in conversation:

Table. 2

Interview guidance

No	Communication strategies	Indicators	Questions
1	Avoidance	<ul style="list-style-type: none"> - The interlocutor doesn't know about the topic specifically - The interlocutor avoid the topic that they talking about 	<ol style="list-style-type: none"> 1. Have you ever avoid the topic when you did a conversation with your partner? 2. Why did you avoid the topic? 3. How did you avoid the topic when the conversation was going?
	Message abondamnet	<ul style="list-style-type: none"> - The interlocutor felt difficulty to explained some point of the topic in the conversation - The interlocutor left some point in the conversation 	<ol style="list-style-type: none"> 4. Have you ever felt difficulty to explained some point of the topic in the conversation? 5. Have you left some point in the

2			<p>conversation ?</p> <p>6. How did you left some point in the conversation?</p> <p>7. What were you going to do if you felt unable to continue the conversation and how to make the conversation was going on</p>
3	Paraphrase	<ul style="list-style-type: none"> - The partner of interlulator didn't understand of the word that se/he said - The interculator describe the word with another way to clarify the word that she means 	<p>8. Have you ever paraphrase the word when you did conversation?</p> <p>9. Why did you paraphrase the word?</p> <p>10. How did you paraphrase the word?</p>
4	Coinage new word	<ul style="list-style-type: none"> - The interlucator felt difficulty to mention the real word in English - The interlucator used their own word to continue the conversation 	<p>11. Have you ever felt difficulty to mention the real word in English?</p> <p>12. What did you do to mention the word that you didn't know?</p>
5	Language switch	<ul style="list-style-type: none"> - The Interlocutor didn't know the exacts word in English when discussed about something - The interlucator switch from English into their first language during the conversation 	<p>13. Have you ever insert your first language when you did a conversation?</p> <p>14. Why did you insert you first language in your conversation?</p> <p>15. How did you</p>

			changed English into your first language?
6	Asking for Clarification	<ul style="list-style-type: none"> - The interlocutor felt difficulty to answer the question of the partner - The interlocutor didn't understand the message of the partner - The interlocutor asking for clarification to continue the conversation 	<p>16. When you did a conversation, have your partner ever explained the message was not clear?</p> <p>17. What were you going to do the the message was not clear?</p> <p>18. How did you clarify to make the message clear and continued the conversation?</p>
7	Non verbal Strategies	<ul style="list-style-type: none"> - The interlocutor felt confious to describe something - The interlocutor used a gesture to describe something 	<p>19. Have you ever used a non verbal language in conversation?</p> <p>20. Why did you use non verbal language in your conversation?</p> <p>21. What did you do if your partner didn't catch your message by doing non verbal language?</p>
8	Time gaining strategies	<ul style="list-style-type: none"> - The interlocutor forget about the topic - The interlocutor felt nervous - The interlocutor felt confious during conversation - The interlocutor feel difficulty to answer the question and used 	<p>22. Have you ever used time gaining strategies in conversation?</p> <p>23. Why do you used time gaining startegy?</p> <p>24. What kind of time</p>

		time gaining strategies to continue the conversation	gaining strategies that you usually use in conversation? 25. How do you used time gaining stratgies? 26. In what situation that you usually do this startegie?
9	Substitution	<ul style="list-style-type: none"> - The interlucator feel improper to used words in the context that they discussed - The interlucator used the proper word that match with the topic 	27. Have you ever used an improper word in conversation after that changed the improper word into a proper word that match with the topic? 28. How did you determine the appropriate word to change the word that you mention before?

3. Video Recorder

During observation and interview, the researcher used tape recorder as a tools to help researcher got the data or information. It is really important to make the data that researcher got is valid, because the researcher can play it more then

twice to check and get the valid data. This statement also appropriate to Catherine said the advantages of using tape recorder are:³⁹

1. Can concentrate on listening to what they say.
2. Able to maintain eye contact
3. Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
4. Have plenty of useful for report. The recorder data will be changes into written transcript text.

After that, the recorded data about the information of students strategy in building up effective communication in conversation are changed into written transcript text.

5. Technique Of Data Analysis

After the data was collected from the techniques of collecting data, the researcher continued to analyze the data. Creswell stated that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.⁴⁰ All the data were analyzed by some steps, they were :

1. Managing

Before the data from observation and interview read and able to be interpreted, first they were managed by envisioning what the data from

³⁹ Ibid., P 66

⁴⁰ John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

observation and interview of the research look like. The researcher divided the data based on the resources. From checklist, they saved in one folder, but interview data saved in other folders. Besides that, the folders of data divided also by the date were gotten.

2. Reading/Memoing

After managing the data, the researcher read the data from observation by using checklist and interview by using the result of interview. The researcher read what are the strategies in building up the effective communication and then interpretation of it which are used. In addition the researcher also read from interview result the situations they used those strategies.

3. Classifying

Classifying data were done after reading the data observation and interview. The data were classified based on the kinds of strategies of communication that is used and the situations those strategies are used.

4. Description

Description was based on the observation and checklist which was provided the true picture of the setting and events that took place in it. So, the researcher and the reader have an understanding of the context in which the conversation took place. In this step, the researcher started to describe all the data that can help the researcher to do next step in analyzing the data.

5. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he or she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

BAB IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

In this chapter the researcher presented research findings and further discussion related to the research question about what are the students strategies in buiding up effective communication in conversation which the collected data by analyzed the video conversation of the students and supported by document analysis cheklist and how the students build up the communication strategies which data collected by interviewed the students.

This research had been done on November 2018. In collecting data, the researcher used some instruments such as document analysis checklist, interview guidance and video recorder. To answer the first research question it will discussed below.

1. The Communication strategies are used by student's of English Study Program (PBI) at IAIN Curup in doing conversation

To find what were the students strategies in building up effective communication in conversation, in doing the process of analysis, the researcher used document analysis checklist to check what were strategies that students used, here the following below were the result of them:

The researcher analyzed the video conversation of the students which researcher got from recorded the conversation of the students on 25th October 2018 and 16th 17th November 2018 in order to answer the first question.

The conversation done in students of VII semester (Class A, B) who have a criteria in this research which have discussed in chapter 3 and the criteria were, first the students who have finished speaking 1-4 and the students who got A Score. Here to do the conversation, from 8 students, they were free to chose their partner and their topic in doing conversation, it means that the researcher didn't include on their conversation therefore the conversation was more comfortable and naturally. In additions, the researcher used document analysis Checklist to analyzed what were the students strategies in communication during the researcher analyzed the conversation video of the students.

From 9 communication strategies, and the strategies are language switch, asking for clarification, time gaining strategies, topic avoidance, body language, coinage new word, paraphrase, Substitution, and Non verbal Strategies. The researcher found that they used those strategies in their conversation. In additional to make further explanation, the data of communication strategies used by students are served on the table below :

Table 4.1

Document Analysis Checklist Result

No	Students	Communication Strategies	Utterances	Checklist
1	Student A	1. Language switch	<ul style="list-style-type: none"> - I saw your photos on wall facebook of IAIN DEMA. - Yeah, that is my photos, I followed the batics photos competition. What about you did you follow that competition? - No I didn't, because im not good on that. - No, you are good actually, you just not donfidence enough to follow that one - Yeah maybe, but btw wil you be a winner? - Im do hope I will got the winner, because I wanna get a voucher. - Voucher, what do you mean of voucher - Ya, voucher bacuse “the ‘hadiah’ is Voucher” - Not hadiah present maybe or gift - Hhe, I mean is that one, because I forget how o say that 	
		2. Asking for clarification	<ul style="list-style-type: none"> - What is the criteria of that competition? - There are some criterias such as, the batic that we wear, the angle of the photos, the expression on that photo - Oh I see, did you fulfill it? - Yes I did, and you may 	-

			<p>give a caption on my photo></p> <ul style="list-style-type: none"> - Give a Caption, why me, that is your photo, not mine? - No caption, I mean is comment - Owh comment, ok I'll give it later 	
		3. Time gaining strategies	<ul style="list-style-type: none"> - What dou you think about my photo? - In my opinion your photo is nice, your angle is also good. - Are you sure? Do you think I'll be the winner, hhhe - Mmmmmmm, you, - What? - Mmmmmmm yes you, I mean is, may be, hhha 	-
2	Student B	- Time gaining strategies	<ul style="list-style-type: none"> - What did you do in your free time? - I usually watch movie, - What movie did you watch? - I love cartoon movie - Can you tell to me one of the movie thatyou really like and ever watch - I love the jungle book, because the main character of that movie was eeeee "I don't know to say eeee" (3 times) 	-
		- Language Switch	<ul style="list-style-type: none"> - Did you have unforgatable story there? - Yes I have, the people 	-

			<p>over there were hospitable my students was so naughty, its hard for me to handle it well.</p> <ul style="list-style-type: none"> - Mmmm, are you sure? But it was nice experience right. Btw what about the taste of the foof over there, was it same like Indonesian food? - No, of course not“the food is eee “masam”, Indonesian food is still number one for me - Oh I see, im sure that since you were there, you truly miss Indonesian food right 	
		1. Avoidance	<ul style="list-style-type: none"> - What did you do in your free time? - I really love game very much, what about you what kind of games do you like - I don't like games, I love watching movie, especially cartoon movie 	-
3	Student C	1. Time gaining strategies	<ul style="list-style-type: none"> -Well, how many days did you stay in Thailand -Its around 25 days -Wow, what did you over there? -Ya, there were many activities that I did, such as visited some tourisent places, being a teacher, 	-

			<p>learnt Thailand language etc</p> <ul style="list-style-type: none"> - It sounds great, - Yes of course because, I got eee.... Many experience over there, You know eeee 	
		2. Body language	<ul style="list-style-type: none"> - What about your students, do you like them? - Yes I like, because both of them were cute and smart. - Did they can speak Indonesia - “use the hand to explain “”they cant” - What about English? - No they cant, that’s why I was there to teach them how to use English language 	-
		3. Asking for clarification	<ul style="list-style-type: none"> - Both of the students PPL had different location. - Was the location far? - Yes, but not too - What about you where were you stay? - We stayed in soka - What is soka mean? - Soka was the name of village that I stayed 	-
		4. Language switch	<ul style="list-style-type: none"> - Did you like the food - No did not - Why? - Because the taste of the foof was streght, and put by some ingredients that 	-

			<p>I didn't know, and what of them We call in bahasa is "seledri"</p> <ul style="list-style-type: none"> - How did looks like? - It like, gado gado maybe 	
4	Student D	1. Language switch	<ul style="list-style-type: none"> - What is your planning after your graduated from this lovely collage? - I don't know, im still confious to think about that actually - What about you? - Im going to go abroad, I wanna visit other countries out there - Waw, it sounds nice, which country do you want to visit? - Maybe, korea, japan, Austrlia etc. I see you play guitar, dio can play guitar well - No I don't, I just eee"I like memetik the senar of guitar" - Why dou like unfaedah things like that? - Hhhhha, I don't know, I just spend my time 	-
		2. Body language	<ul style="list-style-type: none"> - Well, can you play it to me. How amazing the sounds of your guitar - Alright then, Like this one "gejreng2, the 	-

			<p>guitar”</p> <ul style="list-style-type: none"> - OMG, the sound was so not good, better for you to stop it, and change to other something that make a sense 	
		3.Avoidance	<ul style="list-style-type: none"> - I really love music, I always listen to music in my free time. - Are you sure, can you sing a song now? - Hhha, no I cant , my voice is too amazing for you to hear it. - Heh, what dou you mean hah? - Just kidding, lets forget it, btw Do you know the new song from ed shereen - I don't know, what are you going to do after this? - Im going to visit my friend house 	-
		3. Time gaining strategies	<ul style="list-style-type: none"> - Why did you choose English as your major? - I love English, when I see someone who can speak English well it looks cool men, so I wanna be like that. - Waw, - What about you, why do you choose English asyour major? - Ya, I think after I graduated from this major it will easy for me to get a job. 	-

			<ul style="list-style-type: none"> - What job eeee, are you looking for - Mmmmmmm, im looking for eee, I don't know exactly actually, hhhee 	
		4. Coinage new word	<ul style="list-style-type: none"> - What is your favorite food? - My favorite food is satay, I love satay very much, because the taste is very and the smell of satay is make me berselera. What about you what is your favorite food - Oh I see, my favorite foof is Ayam geprek, I love geprek very much because is so spicy, and truly love spicy food - Where do you usually buy it? - I usually buy it at Geprek Tanjakan STM, in my opinion this geprek is different than others 	-
		5. Paraphrase	<ul style="list-style-type: none"> - Btw a like your style today, and where did you buy your veil? - I bought it at Arenas. - How much you bought it? - It is Rp.35.0000 - Waw it so cheap, even the veil is so beautiful an the color is so nice. How did you got it? - If I buy a clothes I always do bargain with the seller - What is bargain means? - Bargain is like we want to 	-

			<p>the price down from the normal price</p> <ul style="list-style-type: none"> - Owh, maybe if I wane buy something I you should acompany me, to get the low price 	
5	Student E	1. Time gaining Strategies	<ul style="list-style-type: none"> - Do you have unforgetable story - Yes I have, when I was on senior high school, I ever followed singing competition, and I got a second winner, that was my first experience to show my talent in front of many people. It was amazing for me. What about you dou have unforgetable story? - Yes I have, When I was on elementary school, mmmmm, I eeee, ever followed doa-doa pendek competition, but in when the competition start, I forget the doa, so just silence, I was so shy, I didn't want to go anywhere, I just stayed in my home. - Waw , im sure it will be your unforgetable story ever right. 	-
		2. Coinage new word	<ul style="list-style-type: none"> - Do you love your mother? - Yes of course, my mother is my super hero in my life, cuase she always be there for me, my mother can do everything for me. What about you what is mother for You? - Me too, I love my mother 	-

			<p>very much, she is the first girl that I know in this world, my mother always give me support, caring, motivation and others. What does you mother like?</p> <ul style="list-style-type: none"> - My mother really like fried fried, so I always bought him some fried fried, when I back to home. - Oh really? 	
		3. Avoidance	<ul style="list-style-type: none"> - I like Korean food, because I see on the Korean movie, I always watch Korean drama every day, there are many food, that looks so nice, what about you do you like Korean food? - I don't know exactly about Korean food. Do you like travelling? - I like traveling, and I want to visit many countries in this world 	-
6	Student F	1. Switch language	<ul style="list-style-type: none"> - When you in Thailand, what did you do everyday? - I always teach my new students there, they were so clever - Did your student can speak Indonesia? no they didn't, we used the Thailand language, and we used the dictionary of Thailand language when wanna talked something with them.. 	-

			<ul style="list-style-type: none"> - Waw, what about the people there? - When I was in Thailand, the people was so “ramah”,like an Indonesian people 	
		2. Time gaining strategies	<ul style="list-style-type: none"> - Whose the name of your favorite student? - The name is mmmmm. I forget eeee - Never mind, you may chect it later, and give me know later 	-
		3. Paraphrase	<ul style="list-style-type: none"> - Do you wanna go abroad? - Go abroad? - Go abroad means, like we go to the other country 	-
7	Student G	1. Paraphrase	<ul style="list-style-type: none"> - What did you do in you last holiday? - Mmmm, I didn't do anything I just stayed in my home, hibernated like a bearr hha, it so bored actually - So how did you spend your time? - I just spent my time with played some games on my mobile phone, then watch movie, then play my mobile phone, check social media, hhha. What about you? - I just spent my time, with cleanead up my house, then rdecorate my house, When I redecorate my bedroom, my friend comes - What is redecorate means? - Its like we try again to make something 	-

			<ul style="list-style-type: none"> - Owh I see, to make your bedroom more nice right 	
		2. Body language	<ul style="list-style-type: none"> - What did you do with your bedroom? - I stick some photos, I stick the picture of (Use the hand too describe mountain), - What photos did you stick, your boy friend - No I don't, I don't have boyfriend , I put my friends photos 	-
		3. Time gaining strategies	<ul style="list-style-type: none"> - What kind of movie do you like - I like action movie, you? - I like horror movie - Why do you like horror movie? - Because it can pacu my agrenalin hhhe And The movie that I watched eeee was terrible 	-
		4. Language switch	<ul style="list-style-type: none"> - The actors are serem 	-
8	Student H	<p>1. Language switch</p> <p>2. Time gaining satrtegies</p>	<ul style="list-style-type: none"> - The agenda of English camp was so good, I can learn many of from that, like how to socialize with others students in PBI, how to arrange the schedule of the agenda etc - Ya, but fortunetly I cant attend on that amazing agenda, because I have other agenda, what about at night , what did you do? - At nifht we just sharing with our senior, its about how to leanr Englishand 	-

			<p>the experince that that they got since they joined in TBI, and at night I cant terpejam, beacause there were many friends in the classroom</p> <p>- The English camp was mmmmm</p>	
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From the table above, student A used three strategies of communication and the strategies were, language switch, asking for clarification and time gaining strategy. Further more the expression of language switch strategy that student A used was “the hadiah is voucher” because the student didn’t know how to say gift so he used language switch strategies to told the word that he meant, then then the expression of asking for clarification strategy was the first student didn’t ’t understand about caption that the partner said, so the student A asking to clarify what does it mean, then the students B said that if not caption that she meant but comment after the student clarify the word the conversation was runs, and the last expression of time gaining strategies was when the students explained the topic that they talked the student forget about the things that he want to explained so she used time gaining strategies “mmmmm” to think what the things that should be explain.

Then Student B used three communication strategies, the strategies were time gaining strategy, language switch and topic avoidance. Then the expression

of time gaining strategy was, “I don’t know to say *eee*” the student used *eee* to think about what she wanted to say because she forgot what the things that she wanted to said the using of time gaining strategy helped her to continue the conversation without stopped the conversation, the expression of language switch was , “the food is masam”, because she didn’t know masam in English that’s why she used the switch language into her first language to continue the conversation, and the last expression of topic avoidance strategy was, the student didn’t know more information about games so she changed the topic with cartoon movie to make the conversation always going well.

After that student C used four communication strategies, the strategies were, time gaining startegy, body language, asking for clarification, and switch language. for time gaining startegy she used 3 times such as *eeee* and *emmmm*, the student used that strategy because need time to think what she wanted to tell more and to gave he time to remember the covabulary that he forgot in order to make the conversation going well, the expresson of body body language was she used her hand to describe “*I cant*”, the expression of for clarification, and the statement was:

a: We stayed in soka

b: What is soka mean?

c: soka is the of the city in thailad that I visit

from the conversation the researcher saw that if the student want to his partner to clarify what the meaning of soka because she never heard that

word before, and she clarify to his friend what soka meant, then the conversation was continue. The expression of strategy of switch language startegy was he changed the word “*seledri*” because the student didn’t know what seledri in English to make the conversation run he switch the language became bahasa from “*chellery*” became “*seledri*”.

Furthermore, student D used four communication strategies, first language switch, second topic avoidance, third time gaining strategy and paraphrase. For the expression of language switch startegy dialoge was:

A: “I like memetik the senar of guitar”

B: Like this one “gejreng2, the guitar

From the conversation above the researcher saw that the student didn’t know *memetik* and *gejreng-gejreng* in English so he switched the language became bahasa to continue the conversation. The second expression of topic avoidance was, the expression that the student used is topic avoidance, and the conversation is :

A: Do you know the new song from ed shereen

B: I don’t know, what are you going to do after you finished your study

From the conversation above the researcher conclude that the student avoid the topic about song because she didn’t have information about that, so she

decided to change to the other topic and the topic is about study she chose the topic about study because she believed her partner knows well about this topic. The third expression of gaining strategy was “*What job eeee, are you looking for*” from that expression the student used “*eeee*” to think what she wanted to talk, after she used that strategy she can continue the topic that they discussed about. The expression of coinage new word was “*I usually go to warung store*”, from the statement above the student coinage the new word from small shop into “*warung store*”. And the last expression of paraphrase strategy was in the conversation below :

*A: If I buy a clothes I always do **bargain** with the seller*

B: What is bargain means?

*A: **Bargain is like we want to the price down from the normal price***

From the conversation above the student try to paraphrase the word bargain into *we want to the price down from the normal price*, to make sure his partner understand what she means.

Then student E used four communication strategies, there were, time gaining strategy, body language, coinage new word, last was topic avoidance. First expression of time gaining strategy was “*When I was on elementary school, mmmmm, I always*” from that expression the student used “*mmmmmm*” to think what she was going to talk and gave her opportunity to remember what she wanted to talk and to continue the conversation. The second expression of body language was, the student used her hand to

explained “*she cant*”. The third expression of coinage new word strategy was she didn’t know “*gorengan*” in English then she decide to coinage the new word from fries into “*fried fried*”, she coinage the new word to decrease her difficulty then to make the conversation runs. And the last expression of topic avoidance strategy “*I don’t know exactly about Korean food. Do you like travelling?*”, from that conversation the student avoid the topic about Korean food became travelling because she doesn’t know more information about Korean so she changed the topic into traveling to make sure the conversation going well.

Furthermore the student F used three strategies of communication, they were language switch, time gaining, and paraphrase startgy, the expression of language switch was “*When I was in Thailand, the people was so “ramah”*” from the expression above the student didn’t know to say ramah in English then she switched the language humble into ramah. After that he used and kind of time gaining strategy such as “*eeeeee*”. The expression of paraphrase startegy was in the conversation below”

A: Do you wanna go abroad?

B: Go abroad?

C: Go abroad means, like we go to the other country

From the conversation above the student used paraphrase, the student B didn’t know what was abroad, so student A paraphrase abroad into *Go*

abroad means, like we go to the other country” and the make his partner understand what she meant.

Next student G used four communication strategy paraphrase, body language, time gaining strategy, and language switch, the expression of paraphrase strategy was in the conversation below:

A: When I redecorate my bedroom, my boy friend comes

B: What is redecorate means?

A: Its like we try again to make something

From the expression of conversation above, the student paraphrase the word “*redocarate*” became *Its like we try again to make something*, to convince his partner understand the word of decorate then to make the conversation going well. The second expression of body language strategy was, the word that he explain by using body language is “*mountain*”, so he used his hand to describe mountain. The third expression of \ time gaining strategy was, “*The movie that I watched eeee was terrible*” he used *eeee* to remember what she wants to explain. The last strategy that he used is language switch, the expression is “*The actors are serem*”, the student doesn’t know *serem* in English, so she switch the language to bahasa from horrible into *serem*.

Furthermore student G used two strategies, the first strategy that she used is language switch, and the expression is “*I cant terpejam*”, she doesn’t know how to say *terpejam* in English, finally she switches the word *closed*

became *terpejam*, to explain to her friend and to continue the conversation. The second strategy that she used is time gaining strategy, the expression is “*The English camp was mmmmm*” she used time gaining strategy, and kind of time gaining strategy the she used is” *mmmmmmm*”, she used that expression because she need time to think what she wants to talk and after that she can continue the conversation.

After the researcher analyzed all the conversation of the students, the researcher found, those students used some strategy of communication startegy in order to manage the difficulty of the students when they did a conversation, the strategies were truly helping them to make the communication was effective further to make the conversation always runs without any ambiguity and difficulty between them. What are the students strategies were have analyzed, then to know how the students build up the strategies of communication it will be answered to next section below.

2. How The Students Build their Communication Strategies

To answer the second research question, and and the question is how the students build up the communication strategies in conversation, the researcher did an interview to the students then the interview have done on 19th November 2018.

The investigation towards how the students build up the communication strategies in conversation, of English Study Program at IAIN Curup were done by interview on November, 19th 2018, from interview, the researcher got the informations about how the students build up their communication strategies in conversation. There are nine communication strategies by Dornyei that students used there are, topic avoidance, Message abandonment, Paraphrase, Coinage new word, Language switch, Asking for Clarification, Non verbal Strategies, Time gaining strategies.

Table 4.2

Interview result of How Students Build the Communication Strategies

No	Students	Strategies	Descriptions
1	Student A	1. Language switch	- He insert the first language because he doesn't know the word in English - He switch the language through such as said in "Bahasa" we call that
		2. Asking for clarification	- When the explanation of his friend is not clear, he ask to his friend to repeat and clarify what does it mean
		3. Time gaining strategy	- He used time gaining strategy when he felt nervous, so to make the conversation is always run she used time gaining strategy decrease his nervous.

2	Student B	1. time gaining strategy	- she used time gaining strategy in her conversation because she felt confious about what she wants to talk, the she used time gaining strategy such as eeeee, mmm. Then function of that expression is to give she time to think about what she wants to talk about
		2. Language Switch	- she used language switch when she forget about vocabulary that she wants to explain, to make the conversation is always going well, she used the first language to continue the conversation
		3. Avoidance	- He used Avoidance because he felt he doesn't know more information about the topic. So he decided to avoid that topic which changed the with other topic, to make the conversation is always runs
3	Student C	1. time gaining strategies	- she used time gaining strategy when she forget about the topic that she wants to explain, furthermore she used the expression of time gaining strategy such as eee and mmmm, to give time for her to remember the things that she wants to explain, and to make the conversation is always running well.
		2. Body Language	- she used body language to explain the expression or the word that she forget so she explains through body

			language to describe the expression that she means, when her partner is not understand the body language she decided to used the first language to make sure the conversation is not stop
		3. Asking for clarification	- She used asking for clarification strategy when she doesn't catch the meaning of explanation of her partner said, then she doesn't want the conversation is stop because of that, so she ask to her friend to clarify about what her partner explain before.
		4. Language Switch	- She used language switch strategy when she doesn't know the vocabulary that she wants to tell and when she forget the vocabulary, because of that she insert her first language to explain the expression that she wants to explain
4	Student D	1. Language Switch	- He usually used language switch strategy because of he is not familiar with the vocabulary that he wants to say, so to avoid the conversation is stop because of that vocabulary, he used Bahasa or his first language to say the word that he means
		2. Body language	- He used body language strategy to support the expression of the word that he

			tell also he used body language strategy when he confious how to explain the expression of the topic that he wants to tell, so he use his body language to explain that expression and to make his partner undersand.
		3. Avoidance	- He used the Avoidance strategy when she felt confious about the topic that his partner talking about then to avoid the ambiguity also to make the conversation always runs she tried to avoid the topic by talking the other topic that he thinks his partner also know about the topic that he means
		4. Coinage new word	- He used coinage new word strategy when he doesn't know the word that he wants to explain, after that he decided to created the new word by himself to explain the word that he doesn't know how to tell in English, the purpose is to avoid the conversation is stop
		5. Paraphrase	- He used Parapharase strategy when his partner doesn't understand with the word or expression that he explain to his fried, he thinks the best way to make sure his partner is understand, he parapharase the word that he talks before into the new expression which more easy to understand
5	Student E	1. Time gaining Strategy	- He used time gaining strategy when she felt confious and

			blank because of many things, to avoid the conversation is not going well so he used some expression of time gaining strategy such mmmm and eee, that strategy is truly help him to survive with his condition and to make the communication in conversation runs
		2. Body language	- He used body language strategy when he forget the vocabulary so he used his body language to support the expression that he means
		3. Coinage new word	- He used coinage new word strategy when she felt hesitate to say the vocabulary that he means he doesn't know exactly about the word, so he created a new word which the meaning of that word is not too far from the right word
		4. avoidance	- He used avoidance strategy when he doesn't have enough information about the topic, then to make the conversation is fun and to ignored the conversation is stop, so she avoid that topic by change to other topic that
6	Student F	1. Language Switch	- She used language switch when he difficulty to explain some point in English, because of that she used her first

			language to explain the expression that she doesn't know how to tell in English
		2. Time gaining Strategy	- She used time gaining strategy to give her times to think about the topic
		3. Paraphrase	- She used paraphrase strategy when her partner doesn't understand the word that she tells, so she paraphrased the word that she became more specific which shows the word that she means
7	Student G	1. Paraphrase	- She used paraphrase strategy when her friend felt difficulty to catch the meaning of the word that she tells, then to clarify that she paraphrased the words that she means became more specific and understandable
		2. Body language	- She used body language strategy when she had difficulty to express the situation that she means, so she used her body language to make it easier to express her expression
		3. Time gaining strategy	- She used time gaining strategy when she felt confused and forgot the topic so she used mmm and eee to continue the conversation
8	Student G	1. Language Switch	- He used language switch strategy because he forgot how to say some word in English, then, to make sure the conversation is always going well, so she used his first

			language to overcome his problem
		2. Time gaining startegy	- He used time gaining staregy when she felt confious and forget the topic so he used mmmm and eee to continue the conversation

Based on the table of interview above, nine strategies of communication strategies were used by them and how they used those strartegies were known. From the result of Interview they used some strategy of communication, they used the strategy when they felt difficulty to explain something then to avoid the conversation stopped they used some strategy that can cover their difficulty and to make the conversation was always effective and going well, there were nine strategy of communication strategy but the students prefer to used some strategy to help the breakdown then the difficulty during communication while doing conversation , the most strategy that students usually used was time gaining strategies it can be seen from one of statement of the student about time gaining strategy

“...i often used time gaining strategy because that strategy it can help me when I feel difficulty to expain something and that strategy is give me time to think about what the things that I should explaind, from that strategy it can make the communication when we doing conversation is not stuck and always going well.”⁴¹

⁴¹ Reynaldi , interview result, on November, 7th, 2018 .

From those statement above the researcher conclude if time gaining strategy is the appropriate strategy to used in communication while doing conversation because in conversation students often felt confious and need time to think about what the things that they want to explain, through that strategy it can decrease the ambiguity and also give a time for them to think with elegan way, that's why time gaining strategy is the most strategy that students often to used.

The second strategy that often students used in conversation is language switch, this is one of the great way for students to overcome the difficulty while doing conversation, in line with this one of the students who often used this strategy stated.

“...to overcome the difficulty in conversation to used switch language is the great way, because in conversation sometime I forget how to explaind some word in English, but I don't want that problem is make my conversation is stop that's why I insert my first language to my conversation, to make my parner doesn't confious why I suddenly used Bahasa, I say “in Bahasa we call that.....” .”⁴²

From the statement above the researcher conclude language switch strategy one of a good way to overcome when they find the difficulty how to explaind some word in English therefore to insert the first language of the student on conversation is needed fro them, to assure the conversation runs, and to avoid the missunderstanding of the partner why switch the language before switch the language the student give a statement such as “in bahasa we say that”.

^{42 42} Ira Khoiriah Azzahra , interview result, on November, 7th. 2018 .

The third strategy that the students often used is message abundance, in the conversation students often talk about many topics, but sometime not all the topics of the conversation the student knows well, sometime only one of them it knows about the topic well and others not therefore to manage the difficulty on avoid the conversation is stuck, the student avoid the topic then talking to other topic which the both of them are knows well about the topic.

The fourth strategy that the students often used is paraphrase, in conversation there are many vocabulary and many expression that students used to support the conversation is good and always going well, sometime not all the expression or vocabulary that they used is understand by one of the partner, because of that, they sometimes used paraphrase strategy, they paraphrase the vocabulary that they means become more specifically to describe the word that she means but still used English but the student only describe by paraphrase.

And the fifth strategy that student often used is body language strategy, based on the result of interview that researcher did, they stated that if they used body language to describe the expression that they mean to their partner in conversation it means that to make the conversation is more interactive, and the other reason why they used body language is to hide their lack when they forget the word that they want to explain.

Based on the interview result the researcher concluded the students build up their communication strategies were depend on the situation or the difficulty which faced by them, from the difficulty that students found in the conversation they will

know what the strategies will be used in order to make the conversation become effective then always going well without any hesitation.

B. DISCUSSIONS

In this part, the researcher presented the discussion of results provided on finding. Along with the kind of this research, descriptive study, the researcher described the things found by the researcher throughout several steps early. Started by analyzing the documents in order to find what are the communication strategies used by students of English *Tadris* Study Program and then continued by interview about how the students build up their communication

1. Students Strategies in Building up Effective Communication In Conversation

By analyzing the document videos conversation form of the students, the researcher completely collected the data needed, what were the communication strategies used by student. In field, the researcher find seven strategies, the strategies were language switch, asking for clarification, time gaining strategies, topic avoidance, paraphrase and coinage new word, and body language strategy which students usually used when they doing communication in conversation.

The first strategies that students often used was time gaining strategies, all of the students used that strategy. , the students often used this strategy in conversation when they feel confident to explain something and they used this

strategy to give the opportunity for them to think what the things that they want to explain.

The second strategy that students often used was body language there were 4 students that used this strategy, based on the videos of conversation that the researcher has, they used body language when they confused how to explain some expression in English therefore to support that they used body language strategy.

The third strategy that student often used was switch language, all of the students used this strategy, they used this strategy when they don't know or forget to say some word in English then they used their first language to explain the vocabulary that they want to talk.

The fourth strategy that students often used was paraphrase strategy, there were three students used that strategy, this strategy is the appropriate strategy for them to use when their partner don't understand with the word that she/he talked, then to make their partner understand the student paraphrase the word with describe with the simple word and easy to understand.

The fifth strategy was avoidance, there were three students used this strategy, based on analysis the video conversation of the students they often used this strategy when they are not too understand with the topic, then to make the conversation runs well, they changed the topic which interesting on them

Then sixth strategy that students used was coinage new word, there were two students used this strategy in their conversation, they used this strategy when

don't know what is the exactly word in English because of that they created new word to describe the word that they don't know.

Then last strategy that students often used was body language strategy, there were four students used this strategy, they used this strategy to support the communication of them to made the conversation was more attractive besides when they difficult to describe something they used this strategy, last they used this strategy when they forgot about the vocabulary then they want to mention.

2. How the Students Build up the Communication strategies in conversation

To know about the answer of the second research question the researcher used interview to get the informations. Based on the finding as mention before, the researcher conclude that how the students of English Study Program in IAIN Curup build up their communication strategies in conversation.

The first strategy that students usually used in conversation was time gaining strategy and the students who used this strategy in conversation based on data which researcher got and analyzed there were eight students it means that both of students which as the subject of this research were used time gaining strategy, according to Dornyei time gaining strategy is strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think, for example well, uh, ee, etc. Based on Dornyei statement above, the students often used time gaining strategy in order to manage the difficulty in the conversation,

because they forget about what the things that they want to explained to their partner, then to using time gaining startegy was the appropriate way for them to make the conversation was going, therefore by using this strategy gave time for them to think what they want to talked with the elegant way without stopped the conversation, time gaining startegy can helped them to reach the effective communication. In conclusion the students build up time gaining strategy which way used kind of time gaining strategy such as eee, mmm, when they felt confious then forget about the topic of conversation, this startegy will automatically appear.

The second strategy that students often used was language switch, based on the data which researcher got, there were 7 students used language switch strategy in the conversation, according to Dornyei language switch startegy is learner may insert a word from their first language into a sentence, based on dornyei statement, the students often used language switch startegy into their conversation, they used language switch strategy because when doing communication in conversation they sometimes forget about vocabulary that they want to talked and also they forget which word that they want to explain, they forget the vocabulary it because, they were rarely to used the vocabulary that they meant, therefore to break down the difficulty they used language swicht strategy, by switched their second language into their first language, the word that switch was just the word that they didn't know how to said in English, the function of using the first language was to decrease their difficulty then to make

sure the conversation was effective and always runs well. Then the students build up language switch strategy which way directly used their first language or they confirm to their partner if they want to used their first language because didn't know how to mention the word that they meant in English.

Body language strategy was the third strategy which students often used while doing communication in conversation, there were four students often used this startegy, based on Dornyei statement body language strategy is the strategy it can refer startegies such as the use of gestures and mime to augment or replace verbal communication, based on Dornyei statement body language strategy is the strategy which students used to describe something by using their body language, and in this research the studnets used this strategy because they want to make the conversation more atratective by using their body language when explained some word or to describe something they they meant, and sometime they used body language strategy when they didn't know how to epxlaind in verbal, and also when they forget the word in English, that's why to overcome that problem, the students used non verbal startegy as the apporiate startegy to manage the difficulty while doing conversation, because of that the startegy the conversation was effective and the conversation was still runs. So the students build up this strategy by using their gesture to describe some point to their partner in order to made the communication was more interactive or to manage the difficulty while doing conversation.

Avoidance as the fourth strategy which students used in the conversation based on the analyzing the videos conversation of the students that did by the resercaher, according to Dornyei strategies refers all tehcniques by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it. based on Dornyei statement the researcher conclude if avoidance strategy is the strategy which students used because of they didn't know some related words with the topic which they discussed about. Then this case appeared in this research, there were three students used this startegy, they used this startegy because they didn't have enough information about the topic, and also they used this strategy because they didn't know any vocabulary related to the topic they talked about, that's why to made the conversation was going the students try to avoid that topic by changed the topic which the topic that they think she/he and their partner also understand and like that topic also, by switch the topic the conversation will runs, and the conversation between them were became effective. In sum, the students build up this startegy which way try to changed to other topic that interesting on them, in order to break the difficulty in conversation, the topic that they changed was, the topic that all of them understand well about that.

The fifth strategy which students used was paraphrase startegy, three students used this startegy in the conversation, according to Dornyei paraphrase strategy the speaker exploits his/her resources in the target language to develop an alternative means to convey the original message. Based on dornyei statement

the researcher conclude that paraphrase strategy was the students used when the partner of the students didn't about the the word or the expression which the student explain to their partner, then to make sure the partner understand the student paraphrase the word the she/he meant into the specific one. In this research the only 3 students used this strategy, and the case was same with the Dornyei statement, the using of this strategy was because the partner didn't catched the meaning of the oword that she/he said. That why the using of this strategy was good way for them to manage the difficulty in conversation. In sum the students build up this strategy by describe the word that they want to explaind by using simple word which can easy to understand.

The sixth strategy which students used was asking for clarification, according to Dornyei asking for clarification means the strategy for asking the interlocutor for the correct word or other help is a communication strategy, according to Dornyei, based on Dornyei statement above, in this research the students used this strategy in conversation when they didn't understand or didn't catch the meaning of point that their partner explaind to them, therefor the using this strategy was appropriate way for them to clarify or asking to their partner about the point that they didn't understand. So the students build up this strategy which they ask to their partner about the vocabulary that they confious and difficult to understand, they will asking to their partner for require about what she/he meant.

The last strategy which students used in this research was coinage new word, this strategy was rarely used because it wasn't easy to create a new word in English. Based on Dornyei coinage new word means this refers to learners creating new words or phrases for words that they don't know for example a learner might refer to an art gallery as a "picture place". Based on Dornyei statement in this research the students used this strategy when their partner didn't understand with the word or vocabulary that they meant, then to assure the conversation and to avoid the misunderstanding the students used this strategy which created a new word from word that they meant before into the other word in order to make the partner understand with the word that they explained before. Then the students build up this strategy by using created a new word by their own word that can describe the word that they meant.

Further more from nine strategies of communication which stated by Dornyei, there were only seventh communication strategies which used by students, and two strategies that students didn't use were substitution and message abandonment. According to Dornyei substitution means learners may avoid a problematic word by using a different one, for example: substituting the irregular verb make with the regular verb ask. The regularity of "ask" make it easier to use correctly. From the analysis of the researcher, researcher conclude if students never used this strategy because it difficult for them to substituting the irregular verb with the regular verb that's why this strategy was never used by them. Then the second strategy never used by them was avoidance according to

Dornyei avoidance means, strategies refers all tehcniques by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it. Based on analyzing by the researcher the students never used this strategy because they prefer to used message abondamnt strategy, its because that strategy was little bit same with avoidance startegy, but message abondament were more easy to applicated in conversation because the students can automatically changed the topic.

After discussing so much about the communication startegy and the students build up the startegy which they used in the conversation, the researcher conclude if the communication of the students was became effective because of using some strategies, those startegy are really helping them in break down the difficulty that they found during conversation.

BAB V

CONCLUSIONS AND SUGGESTIONS

After investigating and describing the obtained data in the previous chapter, the next section is conclusion and suggestion. The conclusion below is the answer of the research questions, while the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

A. CONCLUSIONS

Based on the finding and discussion in previous chapter, the conclusions are:

1. All of participants of English Study Program in IAIN Curup are used communication startegies.
2. From nine strategies of communication there were 7 strategies of communication that students used, there were, asking for clarification, time gaining strategy, paraphrase, body language, coinage new word, body language, and switch language. They used those strategies based on the difficulty that they found while doing conversation, they will used the appropriate strategy based on the appropriate time.
3. The students build up the strategy was also based on the strategy that they used, and based on the difficulty that student got in communication

B. SUGESTIONS

After doing analyzing and interview the respondents, the researcher would like to give some suggestions which may be useful for:

1. Academically

- a) This research is expected give additional informations about the the communication strategies for students
- b) This research is expected can be useful as an academic reference that discuss about the communication strategies, especially for English Learner and English Lecturer.

2. Practically

The researcher hopes this research can be useful to the reader in increasing their knowledge about Language that, particularly when they do interaction the reader are more creative to avoid

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(Communication Strategies by Dornyei)

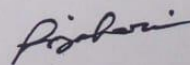
No	Communication strategies	Indicators	Questions
1	Avoidance	<ul style="list-style-type: none"> - The interlocutor doesn't know about the topic specifically - The interlocutor avoid the topic that they talking about 	<ol style="list-style-type: none"> 1. Have you ever avoid the topic when you did a conversation with your partner? 2. Why did you avoid the topic? 3. How did you avoid the topic when the conversation was going?
2	Message abandonment	<ul style="list-style-type: none"> - The interlocutor felt difficulty to explained some point of the topic in the conversation - The interlocutor left some point in the conversation 	<ol style="list-style-type: none"> 4. Have you ever felt difficulty to explained some point of the topic in the conversation? 5. Have you left some point in the conversation ? 6. How did you left some point in the conversation? 7. What were you going to do if you felt unable to continue the conversation and how to make the conversation was going on

3	Paraphrase	<ul style="list-style-type: none"> - The partner of interlocutor didn't understand of the word that se/he said - The interlocutor describe the word with another way to clarify the word that she means 	<p>8. Have you ever paraphrase the word when you did conversation?</p> <p>9. Why did you paraphrase the word?</p> <p>10. How did you paraphrase the word?</p>
4	Coinage new word	<ul style="list-style-type: none"> - The interlocutor felt difficulty to mention the real word in English - The interlocutor used their own word to continue the conversation 	<p>11. Have you ever felt difficulty to mention the real word in English?</p> <p>12. What did you do to mention the word that you didn't know?</p>
5	Language switch	<ul style="list-style-type: none"> - The Interlocutor didn't know the exacts word in English when discussed about something - The interlocutor switch from English into their first language during the conversation 	<p>13. Have you ever insert your first language when you did a conversation?</p> <p>14. Why did you insert you first language in your conversation?</p> <p>15. How did you changed English into your first language?</p>
6	Asking for Clarification	<ul style="list-style-type: none"> - The interlocutor felt difficulty to answer the question of the 	<p>16. When you did a conversation, have your partner ever</p>

		<p>partner</p> <ul style="list-style-type: none"> - The interlocutor didn't understand the message of the partner - The interlocutor asking for clarification to continue the conversation 	<p>explained the message was not clear?</p> <p>17. What were you going to do the the message was not clear?</p> <p>18. How did you clarify to make the message clear and continued the conversation?</p>
7	Non verbal Strategies	<ul style="list-style-type: none"> - The interlocutor felt confused to describe something - The interlocutor used a gesture to describe something 	<p>19. Have you ever used a non verbal language in conversation?</p> <p>20. Why did you use non verbal language in your conversation?</p> <p>21. What did you do if your partner didn't catch your message by doing non verbal language?</p>
8	Time gaining strategies	<ul style="list-style-type: none"> - The interlocutor forget about the topic - The interlocutor felt nervous - The interlocutor felt confused during conversation - The interlocutor feel difficulty to answer the question and used time gaining strategies to continue the conversation 	<p>22. Have you ever used time gaining strategies in conversation?</p> <p>23. Why do you used time gaining strategy?</p> <p>24. What kind of time gaining strategies that you usually use in conversation?</p>

			<p>25. How do you used time gaining stratgies?</p> <p>26. In what situation that you usually do this startegie?</p>
9	Substitution	<ul style="list-style-type: none"> - The interlucator feel improper to used words in the context that they discussed - The interlucator used the proper word that match with the topic 	<p>27. Have you ever used an improper word in conversation after that changed the improper word into a proper word that match with the topic?</p> <p>28. How did you determine the appropriate word to change the word that you mention before?</p>

Validator



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APPENDIX 1

INTERVIEW GUIDENCE

(Communication Strategies by Dornyei)

No	Communication strategies	Indicators	Questions
1	Avoidance	<ul style="list-style-type: none"> - The interlocutor doesn't know about the topic specifically - The interlocutor avoid the topic that they talking about 	<p>29. Have you ever avoid the topic when you did a conversation with your partner?</p> <p>30. Why did you avoid the topic?</p> <p>31. How did you avoid the topic when the conversation was going?</p>
2	Message abandonment	<ul style="list-style-type: none"> - The interlocutor felt difficulty to explained some point of the topic in the conversation - The interlocutor left some point in the conversation 	<p>32. Have you ever felt difficulty to explained some point of the topic in the conversation?</p> <p>33. Have you left some point in the conversation ?</p> <p>34. How did you left some point in the conversation?</p> <p>35. What were you going to do if you felt unable to continue the conversation and how to make the conversation</p>

			was going on
3	Paraphrase	<ul style="list-style-type: none"> - The partner of interlocutor didn't understand of the word that s/he said - The interlocutor describe the word with another way to clarify the word that she means 	<p>36. Have you ever paraphrase the word when you did conversation?</p> <p>37. Why did you paraphrase the word?</p> <p>38. How did you paraphrase the word?</p>
4	Coinage new word	<ul style="list-style-type: none"> - The interlocutor felt difficulty to mention the real word in English - The interlocutor used their own word to continue the conversation 	<p>39. Have you ever felt difficulty to mention the real word in English?</p> <p>40. What did you do to mention the word that you didn't know?</p>
5	Language switch	<ul style="list-style-type: none"> - The Interlocutor didn't know the exacts word in English when discussed about something - The interlocutor switch from English into their first language during the conversation 	<p>41. Have you ever insert your first language when you did a conversation?</p> <p>42. Why did you insert you first language in your conversation?</p> <p>43. How did you changed English into your first language?</p>

6	Asking for Clarification	<ul style="list-style-type: none"> - The interlocutor felt difficulty to answer the question of the partner - The interlocutor didn't understand the message of the partner - The interlocutor asking for clarification to continue the conversation 	<p>44. When you did a conversation, have your partner ever explained the message was not clear?</p> <p>45. What were you going to do the the message was not clear?</p> <p>46. How did you clarify to make the message clear and continued the conversation?</p>
7	Non verbal Strategies	<ul style="list-style-type: none"> - The interlocutor felt confious to describe something - The interlocutor used a gesture to describe something 	<p>47. Have you ever used a non verbal language in conversation?</p> <p>48. Why did you use non verbal language in your conversation?</p> <p>49. What did you do if your partner didn't catch your message by doing non verbal language?</p>
8	Time gaining strategies	<ul style="list-style-type: none"> - The interlocutor forget about the topic - The interlocutor felt nervous - The interlocutor felt 	<p>50. Have you ever used time gaining strategies in conversation?</p> <p>51. Why do you</p>

		<p>confious during conversation</p> <ul style="list-style-type: none"> - The interlucator feel difficulty to answer the question and used time gaining startegies to continue the conversation 	<p>used time gaining startegy?</p> <p>52. What kind of time gaining startegies that you usually use in conversation?</p> <p>53. How do you used time gaining stratgies?</p> <p>54. In what situation that you usually do this startegie?</p>
9	Substitution	<ul style="list-style-type: none"> - The interlucator feel improper to used words in the context that they discussed - The interlucator used the proper word that match with the topic 	<p>55. Have you ever used an improper word in conversation after that changed the improper word into a proper word that match with the topic?</p> <p>56. How did you determine the appropriate word to change the word that you mention before?</p>

APPENDIX 2

Table 3.2: Checklist Of Document Analysis

No	Students	Communication strategies									Note
		Topic avoidance	Message abandonment	Paraphrase	Substitution	Coining new words	Language switch	Asking for clarification	Non verbal strategies	Time gaining strategies	
1	Student A						√	√		√	
2	Student B	√					√			√	
3	Student C						√	√	√	√	
4	Student D	√		√		√	√		√	√	
5	Student E	√				√			√	√	
6	Student F			√			√			√	
7	Student G			√			√		√	√	
8	Student H						√			√	

NO	Students	Communication strategies	Questions	Answers
1	Student 1	Language Switch	1. Have you ever insert your first language when you did a conversation?	1. Ya, saya pernah
			2. Why did you insert your first language in your conversation?	2. I used my first language because I didn't know the English of the word that I meant
			3. How did you changed English into your first language?	3. Ya, I will directly used Bahasa in my conversation
		Asking for clarification	1. When you did a conversation, have your partner ever explained the message was not clear?	1. Yes, I have
			2. What were you going to do the the message	2. I would like to my friend to explain again the expression that I didn't undersatnd
			3. How did you clarify to make the message clear and continued the conversation?	3. When that problem appeared I will ask my frienf to explain more

				about the explanation which I didn't understand
	Time Gaining Strategy	1. Have you ever used time gaining strategies in conversation?	1. Ya, saya pernah	
		2. Why do you used time gaining startegy?	2. I used this strategy to think about the vocab or the topic that I forgot	
		3. What kind of time gaining startegies that you usually use in conversation?	3. Like mmm	
		4. How many times that you usually use this strategy?	4. Often, maybe 4 times in once conversation	
		5. How do you used time gaining stratgies?	5. I used this strategy when I forget about something I will automatically used this strategy	
		6. In what situation that you usually do this strategies?	6. in the difficult situation, I meant when I got blank	

2	Student 2	Avoidance	1. Have you ever avoid the topic when you did a conversation with your partner?	1. Yes I have
			2. Why did you avoid the topic?	2. I avoid the topic because when the conversation runs, not all the topic we understand, because I don't know the topic exactly, I usually shift to other topic to make the conversation was connected between I and my partner, if I still defend the topic that I don't know exactly the conversation will be awkward
			1. How did you avoid the topic when the conversation was going?	3. I will changed the topic, for example, when I talk about study, but I don't know more about that then I connected that

				topic with competition, to make the conversation is not stop
		Time gaining strategy	7. Have you ever used time gaining strategies in conversation?	1. Yes I have
			8. Why do you used time gaining startegy?	2. I used this strategy is to think what the things that I want to say, because sometimes I forget about the vocabulary that I want to tell, so I used this satrtegy to think for a moment in order to remember the vocabulary which I forget
			9. What kind of time gaining startegies that you usually use in conversation?	3. I usually used eeeee
			10. How many times that you usually use this strategy?	4. It is depend on the situation
			11. How do you used time	5. Ya, when I forget the

			gaining strategies?	vocabulary, when I need time to think I used this strategy to support me
			12. In what situation that you usually do this strategies?	6. When we talk about the highest topic, then I don't know or I forget the vocabulary I used this strategy
		Language switch	1. Have you ever insert your first language when you did a conversation?	1. Yes I have
			2. Why did you insert your first language in your conversation?	2. I insert my first language because I don't know the vocabulary that I mean in English, so to overcome this problem I used my first language to explain to my friend
			1. How did you changed English into your first language?	3. When I don't know the word then I directly switch the language into Indonesia
3	Student 3	Time Gaining Strategies	1. Have you ever used time gaining strategies in conversation?	1. Yes I have

			2. Why do you used time gaining strategy?	2. I used this strategy to think what I want to say, and I usually elongate the word that I said to think what the word that I want to say
			3. What kind of time gaining strategies that you usually use in conversation?	I usually used like eeeee
			4. How many times that you usually use this strategy?	3. That's depend on the difficulty of the topic or the word that we discussed in the conversation.
			5. How do you used time gaining strategies?	4. When I forget the context or the word I directly will used this strategy to make sure the conversation always go on
			6. In what situation that you usually do this strategies?	5. 6. when I felt I need time to think, to mention the word that I mean

		Body Language	1. Have you ever used a non-verbal language in conversation?	1. Yes I often
			2. Why did you use non-verbal language in your conversation?	2. It can support the conversation , it can make the conversation is more attractive, besides I used this strategy when I want to describe something
			3. What did you do if your partner didn't catch your message by doing non-verbal language?	3. 3. if my partner did understand what I mean the best way that I used is translate to Bahasa
		Asking for Clarification	4. When you did a conversation, have your partner ever explained the message was not clear?	1. yes, in many times
			5. What were you going to do the the message	2. Ya, I ask my friend to clarify and to explained more about the point that I

				didn't understand
			6. How did you clarify to make the message clear and continued the conversation?	3. I ask to him to clarify, after she/he clarify, then I understand, the conversation will going
		Language Switch	1. Have you ever insert your first language when you did a conversation?	1. yes I have, I often
			2. Why did you insert you first language in your conversation?	2. I insert my first language when my partner cant understand the word that I mean,
			3. How did you changed English into your first language?	3. 3. Directly I changed the language to Bahasa
4	Student 4	Language Switch	1. Have you ever insert your first language when you did a conversation	1. yes I have
			2. Why did you insert you first language in your conversation?	2. I used this startegy when I forget about the vocabulary for example when I did a conversation

		Body Language		with my friend I forget masam in English that's why I used Bahasa to explaind this word, in order to make the conversation runs
			3. How did you changed English into your first language?	3. 3. I give a sign to my partner such as in Bahasa we call that one is, this way I used to ignored the shock of my friend because suddenly I used Bahasa
			1. Have you ever used a non-verbal language in conversation?	1. yes I have
			1. Why did you use non-verbal language in your conversation?	2. I used this strategy when I truly excited then my gesture is like suddenly appear, and this strategy it can raise up my spirit and also my partner because of using the gesture
			3. What did you	3. I try to explain

			do if your partner didn't catch your message by doing non-verbal language?	with oral language, the expression that I mean when I used body language strategy.
	Topic Avoidance		1. Have you ever avoid the topic when you did a conversation with your partner?	1. yes I have
			2. Why did you avoid the topic?	2. Ya I often to avoid the topic in the conversation, I have some factors first is vocabulary, I mean is the vocabulary that related with the topic im not to familiar, that's why to ignored the conversation stop I avoid that topic and switch the topic .
			3. How did you avoid the topic when the conversation was going?	3. 3. I just try to shift to other topic which interesting to discuss.
	Time gaining strategy		1. Have you ever used time gaining	1. Yes, I have

			strategies in conversation?	
			2. Why do you used time gaining strategy?	2. I used this strategy, to think what the next expression or the word that want to say, so used this strategy to manage the difficulty, and give me time to think
			What kind of time gaining strategies that you usually use in conversation?	3. the kind of time gaining strategy that I used is eee, and mmm
			3. How many times that you usually use this strategy?	4. That's depend on the difficulty that I found
			4. How do you used time gaining strategies?	5. When I forget the word, when I forget the topic, and this strategy is help me to think and remember what the expression or the word that I want to say
			5. In what	6. That's depend

			situation that you usually do this strategies?	on the topic, if the topic is hard, it will automatically I will used this strategy in many times
	Coinage new word	1. Have you ever felt difficulty to mention the real word in English?	1. yes, I have	
		2. Have you ever created a English an word by yourself	2. yes I have,	
		3. How did you created the new word	3. I created the new word when I didn't know the exactly word that I mean in English, so that's why to manage this difficulty I created a new word by describing the word that I mean by my own style	
	Paraphrase	1. Have you ever paraphrase the word when you did conversation?	1. Yes I have, because that was one of way that my lecture said if we were not to understand	

				the word we may paraphrase the word
			2. Why did you paraphrase the word?	2. I paraphrase the word in order to make it the word that I explain to my friend was clear, and also to illuminating the word that I mean
			3. How did you paraphrase the word?	3. I paraphrase the word which I describe the word that I mean, describe with easy word that easily to understand
5	Student 5	Time Gaining Strategy	1. Have you ever used time gaining strategies in conversation?	1. Yes I have, o often used this strategy
			2. Why do you used time gaining strategy?	2. Ya, I used this strategy because I often feel confuse like after this what that I should talked, so this strategy was like an opportunity to

				think, and help me to continue the conversation
			3. What kind of time gaining strategies that you usually use in conversation?	3. 3. the kind of time gaining strategy that I often used was eee
			4. How many times that you usually use this strategy?	4. That's depend on the difficulty that I found
			5. How do you used time gaining strategies?	5. I used this strategy when I felt confuse, I will directly use this strategy to helped me
			6. In what situation that you usually do this strategies?	6. in the informal situation I usually used this strategy
		Body Language Strategy	1. Have you ever used a non-verbal language in conversation?	1. yes, I have
			2. Why did you use non-verbal language in your conversation?	2. I used this strategy when I didn't know how to explain in verbal, then

				when I forget the vocabulary, so automatically the ability of body language of mine was active t describe the word that I didn't know in verbal
			3. What did you do if your partner didn't catch your message by doing non-verbal language?	3. If my friend didn't understand I used my first language to explain that one
		Coinage new Word	1. Have you ever felt difficulty to mention the real word in English?	1. Yes, I have
			2. Have you ever created a English word by yourself	2. Yes, I have, because as we know our culture is totally different then there were many vocabulary were not exist over there.
			3. How did you created the new word	3. I created a new vocabulary which way I explained the

				definition of the word.
		Avoidance	1. Have you ever avoid the topic when you did a conversation with your partner?	1. Yes I have
			2. Why did you avoid the topic?	2. I avoid the topic, because I was afraid if talk about this topic I was afraid if my vocabulary was not good enough to talk the topic that I was not interesting to discussed.
			3. How did you avoid the topic when the conversation was going?	3. I just talk to my friend if I was not interested to talked about that topic, lets we talk about the other one which more fun.
6	Student 6	Switch Language	1. Have you ever insert your first language when you did a conversation	1. Yes, I have
			2. Why did you insert you first language in your conversation?	2. I insert my first language because, when I forget the vocabulary, or

				I truly didn't know how to mention that word in English, so that's why I used this strategy to help me manage the difficulty and support my conversation was always going well.
			3. How did you change English into your first language?	3. Ya, I talked to my partner that I didn't know this word in English so I will tell in Bahasa
		Time gaining strategies	1. Have you ever used time gaining strategies in conversation?	1. Yes I have
			2. Why do you use time gaining strategy?	2. I used time gaining strategies because this strategy can help me when I felt confused when I felt nervous and when I forget about what I want to talk, that's

				<p>why this strategy was helped me to overcome those difficulty, that strategy was like gave me time to think with the elegant way without stop the conversation.</p>
			3. What kind of time gaining strategies that you usually use in conversation?	3. Kind of the strategy that I always used eeee and mmmm
			4. How many times that you usually use this strategy?	4. That depend on the difficulty
			5. How do you used time gaining strategies?	5. when I felt confuse, stuck I will used this strategy
			6. In what situation that you usually do this strategies?	6. 6. I used this strategy was on emergency situation such as, stuck, confuse, and lack vocabulary
7	Student 7	Paraphrase	1. Have you ever paraphrase the word when you did	1. yes I have

			conversation?	
			2. Why did you paraphrase the word?	2. I usually paraphrase the vocabulary because to made the meaning of the word that I talked was more easy to understand by my partner, because when my partner look confuse and didn't catch the meaning of the word that I mean, I will directly paraphrase that word
			3. How did you paraphrase the word?	3. I paraphrase the word by using describe the word that I mean by using the simple word, and by used that strategy my partner will understand the word that I mean, and the conversation will runs.
		Body Language	1. Have you ever used a non-	1. Yes, I have

			verbal language in conversation?	
			2. Why did you use non-verbal language in your conversation?	2. I used non-verbal strategy when forget the vocabulary, so I will used my gesture to describe the vocabulary that I forget
			3. What did you do if your partner didn't catch your message by doing non-verbal language?	3. If my partner didn't understand with my gesture, I will try to paraphrase that word or using my first language
		Time gaining strategy	1. Have you ever used time gaining strategies in conversation?	1. Yes, I have
			2. Why do you used time gaining strategy?	2. I used this startegy because when I used this strategy that will gave me time to thought, because, sometime I felt nervous and it made

				me forget what the things that I should talked, then this startegy like gave me time to think and decrease my nervous and it will helped me to remember the word or the expression that I want to tell.
			3. What kind of time gaining strategies that you usually use in conversation?	3. 3. the kind of time gaining strategy that I often used was eeeee
			4. How many times that you usually use this strategy?	4. 4. Maybe it will many times, I used this strategy
			5. How do you used time gaining strategies?	5. Ya, when I felt confuse I will automatically use this strategy
			6. In what situation that you usually do this strategies?	6. In the awkward situation, I means when I didn't know what I want to

				talked
		Language Switch	1. Have you ever insert your first language when you did a conversation	1. Yes, I have
			2. Why did you insert your first language in your conversation?	2. I used my first language when I didn't know the vocabulary that I meant in English.
			3. How did you changed English into your first language?	3. Just directly changed to Indonesia, but not all the word, just the word that I didn't know, and the used of this strategy it will helped me to decrease my difficulty and made my conversation was going well
8	Students 8	Language switch	1. Have you ever insert your first language when you did a conversation	1. Yes, I have
			2. Why did you insert your first language in your conversation?	2. I used my first language when I totally forget the word in English.
			3. How did you	3. I talked to my

			<p>changed English into your first language?</p>	<p>fried first, I forget this word in English, so I will talked this word in Bahasa, just this word, like that. After I mention the word that I forget in Bahasa, I will back to used English, the used of this strategy was just one of way to manage my difficulty and to ignored the conversation stopped</p>
		Time Gaining strategy	<p>1. Have you ever used time gaining strategies in conversation?</p>	<p>1. Yes, I have</p>
			<p>2. Why do you used time gaining strategy?</p>	<p>2. I used this strategy to remember the topic or the vocabulary that I forget</p>
			<p>3. What kind of time gaining strategies that you usually use in conversation?</p>	<p>3. Mmmm, and ee</p>

			4. How many times that you usually use this strategy?	4. That's depend on the difficulty of the topic, and depend on my mood
			5. How do you used time gaining strategies?	5. When I forget the topic or the vocabulary I will used this strategy
			6. In what situation that you usually do this strategies?	6. In the difficult situation.



APPENDIX 3

Table 3.2 : The Result of Of Interview, How the Students Build Up the Communication Strategies

APPENDIX 4

The Transcript of The Interview

NO	Siswa	Communication strategies	Pertanyaan	Jawaban
1	Siswa 1	Language switch	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapanmu?	4. Ya, saya pernah
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu ?	5. Saya menggunakan bahasa Indonesia karena ketika yang tidak mengetahui apa kata yang saya ingin katakan itu dalam bahasa Inggrisnya
			3. Bagaimana kamu menggnati bahasa Inggris ke bahasa Indonesia?	6. Ya saya langsung saja menggunakan bahasa Indonesia
		Asking for clarification	1. Ketika di dalam sebuah percakapan yang kamu lakukan pernah tidak penjelasan yang diberikan oleh temanmu kurang jelas?	4. Ya, pernah
			2. Apa yang akan kamu lakukan	5. Saya akan meminta

			jika itu terjadi?	teman saya untuk menjelaskan kembali.
			3. Bagaimana cara anda untuk meminta teman anda untuk menjelaskan kembali pesan yang tidak anda mengerti?	6. Ketika hal tersebut terjadi saya akan meminta teman saya untuk menjelaskan kembali kata yang saya yang kurang jelas tadi.
		Time Gaining Strategy	1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?	1. Ya, saya pernah
			2. Mengapa kamu menggunakan time gaining strategy?	2. Saya menggunakan staretgy ini untuk berfikir
			3. Bentuk time startegi seperti apa yang biasanya kamu gunakan?	3. seperti mmm
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di dalam percakapanm?	4. Sering ya, mungkin 3 atau 4 kali

1	Siswa 2	Avoidance	1. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	1. Ya, pernah, bahksan sering
			2. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	2. Ya saya menghindari topik, karena tidak semua hal yang kita bicarakan itu nyambung dan juga bisa disebabkan karena tidak mengerti dengan topic yang sedang di diskusikan.
			3. Bagaimana cara kamu menghindari topic yang sednag kamu bicarakan dan mengganti ke topic yang lain	3. Ya saya itu biasaya saya alihkan topic nya supaya nyambung gitu, karena lw enggak ngerti topiknya bakal kelihatan kaku, dan biar percakapan nya bisa jalan lagi.
		Time gaining startegy	1. Pernakah kamu menggunakan time gaining startegy di	1. Ya saya pernah

			dalam percakapan mu ?	
			2. Mengapa kamu menggunakan time gaining strategy?	2. Mikir, saya biasanya menggunakan strategi tersebut untuk mikir, karena dalam bahasa inggris kadang kadang ada kata kata yang kita lupa-lupa ingat , kayak mmmm, jadi mikir sebentar untuk mengingat
			3. Bentuk time startegi seperti apa yang biasanya kamu gunakan?	3. Yang biasanya saya gunakan kayak eeee
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di dalam percakapanm?	4. Kalau dulu sering, tapi makin kesini si uda jarang, tapi masih di gunakan la beberapa kali
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	5. Ya, when I forget the vocabulary, when I need time to think I used this startegy to

				support me
			6. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	6. Biasanay lw membahas yang kayak yang udah high seperti ilmu pengetahuan
		Language switch	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapnmu?	1. Ya saya pernah
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu	2. Saya menggunakan bahasa Indonesia itu biasanya pada saat saya benar-benar tidak tau sebuah kosa kata itu dalam bahsa inggrisnya, jadi untuk mengatasi hal tersebut saya biasanya menggunakan bahsa Indonesia untk menjelaskan kata yang saya tidak tau bahasa inggrisnya apa
			3. Bagaimana kamu	3. Ketika saya tidak tau

			menggnati bahasa Inggris ke bahasa Indonesia?	bahasa inggrisnya biasanya saya akan langsung mennggunakan bahasa pertama saya atau bahasa Indonesia
3	Siswa 3	Time Gaining Strategies	1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?	1. ya , pernah
			2. Mengapa kamu menggunakan time gaining strategy?	2. saya menggunakan startegi tersebut untk memikirkan apa yang akan saya jelaskan , dan biasanya aya juga memperpanjan g akhiran dari sebuah kosa kata seperti I thinkkkk hal tersebut saya lakukan juga untuk mengingat sebuah kata yang akan saya jelaskan.
			3. Bentuk time startegi seperti	3. saya biasanya menggunakan

			apa yang biasanya kamu gunakan?	ekspresi seperti eeee
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di dalam percakapanm?	4. Itu biasanya tergantung dengan kesulitan yang saya temukan dala sebuah topic dalam conversation yang sedang kita bicarakan.
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	5. ketika saya lupa apa yang akan saya jelaskan dan secara spontan saya akan menggunakan startegety tersebut.
			6. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	6. ketika saya membutuhkan waktu untuk berfikir terhadap kata yang saya ingin katakana biasanya di situasi seperti itu.
		Body Language	1. Pernahkah kamu menggunakan bahasa tubuh di dalam percakapanmu?	1. Ya pernah, bahkan sering

			<p>2. Mengapa kamu menggunakan bahasa tubuh di dalam percalapan?</p>	<p>2. karena body language itu sendiri bisa membantu kita dalam percakapan maksudnya adalah bisa membuat percakapan kita menjadi lebih hidup, dan saya menggunakan body language ketikasaya ingin menggambarkan sesuatu kepada lawn bicara saya</p>
			<p>3. Apa yang kamu lakukan jika temanmu tidak mengerti bahasa tubuh yang kamu maksud ?</p>	<p>3. Ketika teman saya tidak mengerti ,maka saya akan menggunakan cara terampuh yaitu mebggunakan bahasa Indonesia</p>
		Asking for Clarification	<p>1. Ketika di dalam sebuah percakapan yang kamu lakukan pernah tidak penjelasan yang diberikan oleh temanmu kurang jelas?</p>	<p>1. Ya, pernah</p>

			2. Apa yang akan kamu lakukan jika itu terjadi?	2. ketika saya tidak mengerti atau penjelasan teman saya yang kurang jelas, saya akan meminta teman saya untuk menjelaskan kembali point yang sya tidak mengerti.
			3. Bagaimana cara anda untuk meminta teman anda untuk menjelaskan kembali pesan yang tidak anda mengerti?	3. Ya saya akan meminta teman saya untuk menjelaskan ulang, ketika saya mengerti maka conversation kami akan berjalan lagi.
		Language Switch	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapnmu?	1. ya sering
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu	2. saya memasukkan bahasa Indonesia kedalam percakapan saya ketika teman saya tidak mnegerti

				atau keliatan kebingunganm aka saya akan menjelaskan dengan menggunakan bahasa Indonesia
			3. Bagaimana kamu menggnati bahasa Inggris ke bahasa Indonesia?	3. ketika saya merasa perlu menggunakan cara itu, maka secara spontan saya akan menggunakan bahasa Indonesia.
4	Siswa 4	Language Switch	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapnmu?	1. ya saya pernah
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu	2. saya menggunakan startegi ini biasanya ketika saya lupa dengan kosa kata yang saya ingin sampaikan , contoh kemaren ketika saya conversation dengan teman saya ssay lupa apa itu bahasa Inggrisnya masam, jadilah

		Body Language		sya menggunakan bahasa Indonesia untuk menjelaskan kata tersebut. Dan untuk membuat conversation kami jalan terus.
			3. Bagaimana kamu menggnati bahasa Inggris ke bahasa Indonesia?	3. biasanay saya memberikan tanda kepada teman saya, biar dia tidak kaget kok sya tiba-tiba pakek bahasa Indonseia,
			1. Pernahkah kamu menggunakan bahasa tubuh di dalam percakapanmu?	1. Ya, saya pernah
			2. Mengapa kamu menggunakan bahasa tubuh di dalam percalapan?	2. Saya menggunakan startegi ini ketika saya sangat bersemangat untuk menjelaskan sesuatu , kemudian gesture atau bahsa tubuh saya akan muncul secara

				tiba-tiba, dan menggunakan gesture itu bisa menambah semangat ketika berkomunikasi
			3. Apa yang kamu lakukan jika temanmu tidak mengerti bahasa tubuh yang kamu maksud ?	3. Saya akan menjelaskan dengan gesture saya terhadap kata yang saya ingin gambarkan
		Topic Avoidance	1. Di dalam sebuah percakapan pernah enggak anda menghindari sebuah topic yang sedang kalian bicarakan atau kalian diskusikan?	1. Ya, saya pernah
			2. Biasanya hal apa yang membuat anda menghindari topic tersebut?	2. Ya, saya sering menggunakan strategi ini untuk menghindari sebuah topic, saya memiliki beberapa factor seperti vocabulary saya tidak terlalu mumpuni

				<p>untuk membahas masalah itu, kedua saya tidak terlalu familiar terhadap topiknya, itulah keapa saya menggunakan startegi ini untuk membuat conversation kami lanjut terus.</p>
			<p>3. Bagaimana cara kamu menghindari topic yang sednag kamu biacarakan dan mengganti ke topic yang lain</p>	<p>3. Ya, saya encoba untuk menganti topic dengan yang lebih menarik</p>
		Time gaining strategy	<p>1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?</p>	<p>1. Ya saya pernah</p>
			<p>2. Mengapa kamu menggunakan time gaining strategy?</p>	<p>2. saya menggunakan strategi ini untuk berfikir ungakapan apa yang akan saya jelaskan</p>

				selanjutnya atau vocabulary apa yang akan saya jelaskan, jadi penggunaan strategi ini sangat membantu..
			3. Bentuk time startegi seperti apa yang biasanya kamu gunakan?	3. saya biasanya menggunakan ekspresi seperti mmm dan eee
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di dalam percakapanm?	4. itu tergantung dengan kesusahan yang saya temukan dalam conversation.
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	5. ketika saya lupa kosa katanya, ketika saya lupa point yang saya ingin jelaskan, dan strategi ini membantu saya untuk berfikir dan mengingat kembali apa yang seharusnya saya jelaskan.
			6. Di situasi	6. tergantung

			seperti apa biasanya kamu menggunakan time gaining strategy?	dengan topic jika topiknya berat maka saya akan sering menggunakan startegi ini.
	Coinage new word	1. Pernahkah anda merasa kesulitan untuk menjelaskan sebuah kata dalam bahasa Inggris?	1. Ya ,saya pernah	
		2. Pernahkah anda menciptakan kata bahasa Inggris baru menggunakan kata-kata anda sendiri?	2. Ya, saya pernah	
		3. Bagaimana anda menciptakan kata tersebut?	3. saya menciptakan kata baru ketika saya tidak tau persis kata tersebut daam bahasa Inggrisya, jadi saya menggunakan startegi ini untuk mengurangi kesulitan saya, dan saya, menggambar an kata yang saya maksud menggunakan gaya sya	

				sendiri.
		Parapharase	1. Pernahkah anda memparapres sebuah kata di dalam percakapan anda>	1. Ya, saya pernah, karena dosen juga saya juga pernah menjelaskan lw kita tidak terlalu mengerti kita bisa menggunakan startegi ini
			2. mengapa anda memparapres sebuah kata?	2. Saya menggunakan startegi ini, untuk membuat penjelasa saya menjadi lebih jelas, ketika teman saya tidak engerti kosa kata yang saya katakan .
			3. Bagaimana anda memparpres kata tersebut?	3. saya menggunakan startegi ini dengan cara saya menggamabra kan kata yang saya maksud dengan menggunakan kata kata yang lebih mudah untu di cerna.

5	Siswa 5	Time Gaining Strategy	1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?	1. Ya saya pernah, saya sering menggunakan strategi ini.
			2. Mengapa kamu menggunakan time gaining strategy?	2. saya sering menggunakan startegi ini karena saya sering merasa bingung seperti setelah ini apa yang harus sya jelaskan atau katakana, jadi strategi ini seperti memberikan kesempatan kepada saya untuk berfikir terhadap apa yang harus saya katakan selanjutnya.
			3. Bentuk time startegi seperti apa yang biasanya kamu gunakan?	3. seperti eee
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di	4. itu tergantung dengan kesulitan yang saya temukan dan

			dalam percakapanm?	kebingungan yang saya hadapi
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanmu?	5. saya menggunakan startegi ini ketika saya bingung dan secara spontan saya akan menggunakan stratgei ini
			6. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	6. Biasanya saya menggunakan startegi ini di situasi yang formal
		Body Language Strategy	1. Pernahkah kamu menggunakan bahasa tubuh di dalam percakapanmu?	1. Ya, saya Pernah
			2. Mengapa kamu menggunakan bahasa tubuh di dalam percalapan?	2. Saya menggunakan startegi ini ketika saya tidak tau bagaimana menjelaskannya secara verbal, dan ketika saya lupa vocabulary nya, jadi secara langausng saya akan menggunakan

				body language untuk menggambar kan kata yang saya maksud
			3. Apa yang kamu lakukan jika temanmu tidak mengerti bahasa tubuh yang kamu maksud ?	3. ketiak teman sya tidak mengerti saya akan menggunakan bahasa Indonesia
		Coinage new Word	1. Pernahkah anda merasa kesulitan untuk menjelaskan sebuah kata dalam bahasa Inggris?	1. Ya, saya pernah
			2. Pernahkah anda menciptakan kata bahasa Inggris baru menggunakan kata-kata anda sendiri?	2. Ya , saya pernah, karena seperti yang kita ketahui budaya kita sangat berbeda denga budaya luar, jadi ada bebrpa ungkapan kita yang tidak ada disana
			3. Bagaimana anda menciptakan kata tersebut?	3. Saya menciptakan vocabulary baru dengan cara saya menjelaskan pengertian dari kata tersebut.

		Avoidance	<p>1. Di dalam sebuah percakapan pernah enggak anda menghindari sebuah topic yang sedang kalian bicarakan atau kalian diskusikan?</p>	<p>1. Ya, saya pernah</p>
			<p>2. Biasanya hal apa yang membuat anda menghindari topic tersebut?</p>	<p>2. Saya menghindari topic karena saya takut ketiak tetap membiacarakan tentang topic yang saya tidakte terlalu paham dan ketika vocabulary saya tentang topic tersebutbtidak terlalu banyak.</p>
			<p>3. Bagaimana cara kamu menghindari topic yang sednag kamu biacarakan dan mengganti ke topic yang lain</p>	<p>3. Ya, saya akan langsung katakana kepada teman saya jika saya tidak tertarik membicarakan tentang topic tetsebut, ayo kita bicara topic yang</p>

				lebih seru.
6	Siswa 6	Switch Language	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapanmu?	1. Ya, saya pernah.
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu	2. Saya memasukkan bahasa Indonesia ke dalam percakapan saya ketika saya lupa dengan kosa kata nya, atau ketika saya benar-benar tidak tau apa bahasa Inggrisnya dari kata tersebut. Jadi itulah saya menggunakan startegi ini untuk membantu saya
			3. Bagaimana kamu menggnati bahasa Inggris	3. Ya, saya katakana kepada teman saya jika saya

			ke bahasa Indonesia?	tidak tau bahasa Inggrisnya, dan saya akan menggunakan bahasa Indonesia
	Time gaining strategies	1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?		1. ya, saya pernah
		2. Mengapa kamu menggunakan time gaining strategy?		2. Saya meggunakan startegi tersebut, untuk membatu saya ketika saya kebingungan dan ketika saya gugup, dan saya akan menggunakan startegi ini untuk membantu saya dan mengatasi kesulitan saya.
		3. Bentuk time startegi seperti apa yang biasanya kamu gunakan?		3. Saya paling sering menggunakan sekpresi seperti mmmmm
		4. Berapa kali biasanya kamu		4. Tergantung dengan

			menggunakan time gaining strategi di dalam percakapanm?	kesulitannya
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	5. Ketika saya kebingunagn dan stuck maka saya akan menggunakan staretegi ini.
			6. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	6. Saya akan mengguanak staretgi ini disituasi yang darurat seperi, kebingungan, stuck lpa vocabulary dsb.
7	Siswa 7	Parapharase	1. Pernahkah anda memparapres sebuah kata di dalam percakapan anda?	1. Ya, saya pernah
			2. Mengapa anda memparapres sebuah kata?	2. Saya biasa menggunakan staretgi ini untuk membuat orang lebih mudah menangkap atau lebih mudah

				<p>mengerti terhadap kata yang saya maksud, karena ketika teman saya Nampak kebingungan dan tidak menangkap arti dari kata yang saya maksud aka saya akan reflek untuk menggunakan strategi ini.</p>
			<p>3. Bagaimana anda memparpres kata tersebut?</p>	<p>3. saya memparapres kata dengan cara menggambar kata yang saya maksud dengan menggunakan kata-kata yang simple tapi bisa menggambar kata yang saya maksud.</p>
		Body Language	<p>1. Pernahkah kamu menggunakan bahasa tubuh di dalam percakapanmu?</p>	<p>1. Ya, saya pernah</p>
			<p>2. Mengapa kamu menggunakan</p>	<p>2. Saya menggunakan</p>

			<p>bahasa tubuh di dalam percalapan?</p>	<p>non verbal strategi ketika saya lupa kosa kata dalam bahasa Inggrisnya, jadi saya akan menggunakan gerakan tubuh saya untuk menggambarkan kata yang saya maksud.</p>
			<p>3. Apa yang kamu lakukan jika temanmu tidak mengerti bahasa tubuh yang kamu maksud ?</p>	<p>3. Jika teman saya tidak mengerti terhadap gesture yang saya berikan, maka saya akan memparapres kata tersebut atau menggunakan bahasa Indonesia</p>
		Time gaining strategy	<p>1. Have you ever used time gaining strategies in conversation?</p>	<p>1. Ya, saya pernah</p>
			<p>2. Why do you used time gaining startegy?</p>	<p>2. Saya menggunakan startegi ini karena staretegi akan memberikan waktu untuk</p>

				<p>saya berfikir, karena kadang-kadang saya mersa nervous dan hal tersebut membuat saya lupa terhadap beberapa vocabulary, jadi ketika hal tersebut terjadi maka startegi ini akan mambantu saya untk berfikir mengurangi nervous dan mengingat kembali kata apa yang seharusnya saya katakana.</p>
			<p>3. What kind of time gaining startegies that you usually use in conversation?</p>	<p>3. 3. Bentuk dari ekspresi dari strategi yang sering saya gunakan adalah eeee</p>
			<p>4. How many times that you usually use this strategy?</p>	<p>4. 4. Mungkin saya akan sering menggunakan strategi ini di dalam percakapan yang saya lakukan.</p>

			5. How do you used time gaining stratgies?	5. Ya, ktika saya merasa cemas maka secara otomatisa saya akan menggunakan strategi ini
			6. In what situation that you usually do this startegie?	6. Di situasi yang kaku karena saya nervous tadi.
		Language Switch	1. Have you ever insert your first language when you did a conversation	1. Ya, saya pernah
			2. Why did you insert you first language in your conversation?	2. Saya menggunakan strategi ini ketika saya tidak tau kata yang saya maksud dalam bahasa Inggrisnya
			3. How did you changed English into your first language?	3. 3.Saya akan secara langsung mengganti bahasa Inggris menjadi bahasa Indonesia, saya hanya menggunakan bahasa Indonesia terhadap jata yang saya

				tidak tau saja tidak semuanya. Dan strategi akan sangat membantu saya untuk mengurangi kesulitan saya di dalam conversation dan akan membuat conversation saya selalu berjalan lancar.
8	Siswa 8	Language switch	1. Pernahkah kamu menggunakan bahasa Indonesia di dalam percakapanmu?	1. Ya, saya pernah
			2. Mengapa kamu menggunakan bahasa Indonesia di dalam percakapanmu	2. Saya menggunakan strategi ini ketika saya benar-benar lupa kata yang saya maksud di dalam bahasa Inggris.
			3. Bagaimana kamu menggnati bahasa Inggris ke bahasa Indonesia?	3. Pertama saya akan mengatakan kepada teman saya bahwa saya lupa kata ini dalam bahasa Inggrisnya,

				jadi saya akan menggunakan bahasa Indonesia untuk kata ini, setelah itu saya akan menjelaskan kata tersebut dalam bahasa Indonesia, dan ini adalah salah satu cara yang ampuh untuk menghindari conversation berhenti.
		Time Gaining strategy	1. Pernahkah kamu menggunakan time gaining startegi di dalam percakapan mu ?	1. Ya, saya pernah
			2. Mengapa kamu menggunakan time gaining strategy?	2. Saya menggunakan startegi ini untuk mengingat topic atau vocabulary yang saya lupa.
			3. Bentuk time startegi seperti apa yang biasanya kamu	3. Mmmm,and ee

			gunakan?	
			4. Berapa kali biasanya kamu menggunakan time gaining strategi di dalam percakapanm?	4. Itu biasanya tergantung dengan kesulitan yang saya temukan di dalam percakapan saya atau tergantung dengan mood saya.
			5. Bagaimana kamu menggunakan time gaining strategy di dalam percakapanu?	5. Ketika saya lupa topic dan vocabulary maka saya akan menggunakan strategi ini.
			6. Di situasi seperti apa biasanya kamu menggunakan time gaining strategy?	6. Di situasi yang sulit



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

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KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1295 /Sti.02/I/PP.00.9/12/2017

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Mengingat :
- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 - Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
 2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
 3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 4. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
 5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan
- Pertama :
1. Sakut Ansori, M.Hum 19811020 200604 1 002
 2. Sarwo Edi, M.Pd 2001 1038 702
- Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A : Ana Zulaiha
N I M : 14551041
JUDUL SKRIPSI : Students Strategy In Building Up Effective Communication In Conversation.
- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan Nama tersebut di atas, Karena yang bersangkutan tidak Terjadi perubahan Pembimbing Nama tersebut ;
- Ketiga : lulus dan telah melakukan perbaikan skripsi ;
- Keempat : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
tanggal, 20 Desember 2017
Ketua STAIN Curup

Haidra Haidri, M.Pd.
NIP. 1973108 200312 1 001

- Terselenggara :
1. Pembimbing I dan II;
 2. Bendahara STAIN Curup;
 3. Kasubbag AK;
 4. Kepala Perpustakaan STAIN;
 5. Mahasiswa yang bersangkutan;
 6. Mahasiswa Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 166 /In. 34/PP.00.9/10/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian 22 Oktober 2018

Kepada Yth.
Ka. Prodi PBI IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka peyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)

Curup:

Nama : Ana Zulaiha
NIM : 14551041
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : Students Strategy In Building Up Effective Communication In
Conservation.
Waktu Penelitian : 22 Oktober s.d 22 Januari 2019
Tempat Penelitian : Prodi PBI IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

Rektor
IAIN Curup
Muhammad Abdu, S.Pd.I., MM
NIP: 19690810 199503 1 002



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ana Zulaiha
 NIM : 19511041
 JURUSAN/PRODI : Teknik / T.B.1
 PEMBIMBING I : Sakat Ansoni M.Hum
 PEMBIMBING II : Sahid Eli M.Pd
 JUDUL SKRIPSI : Student Strategic In Building up Beresane Communication In Communication

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Diwajibkan kepada mahasiswa yang men-tila skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ana Zulaiha
 NIM : 19511041
 JURUSAN/PRODI : Teknik / T.B.1
 PEMBIMBING I : Sakat Ansoni M.Hum
 PEMBIMBING II : Sahid Eli M.Pd
 JUDUL SKRIPSI : Student Strategic In Building up Beresane Communication In Communication

Kami herquadapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Pembimbing II,

NIP.

NIP.



No. TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	Discussing Peranomening		
2.	Discussing Teknik.		
3.	Discussing Chapter I		
4.	Discussing Chapter I		
5.	Discussing Chapter II		
6.	Discussing Chapter III		
7.	Discussing Chapter IV		
8.	Discussing Approval		



No. TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	Discussing Peranomening		
2.	Discussing Teknik		
3.	Discussing Theory		
4.	Discussing Technique data		
5.	Discussing Chapter III		
6.	Discussing Chapter IV		
7.	Discussing Chapter IV		
8.	Discussing Approval		

BIOGRAPHY



The researcher name is **Ana Zulaiha** she was born in curup, on november 22th 1995. She is a daughter of Mr. Komardi and Mrs. Siti Aisyah. She has 4 brothers and she doesn't have sister. She lives in Air Duku. She had finished her elementary school at SD 57 in 2008. Then she continued her study in junior high school no 1 Selupu Rejang and finished her study in 2011. Next she was graduated from vocational high school number 01 Curup Timur in 2014. After that , she decide to entering IAIN Curup and chose English Study Program as her faculty..