

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

On this section, the writer wants to explain the findings based on the data that the writer found in the field. The data were collected through observation and questionnaire. The first findings the writer would like to tell is the finding based on the 5 times observation in the classroom. The observation is used to gather the data about the communication strategies that the English acceleration class students use. The data on the observation also become the consideration of the questions in questionnaire about the communication strategies they use.

1. Findings Based on the Observation

On collecting data about the communication strategies used by the English Acceleration Students the writer has observed the students 5 times in the classroom. On the first observation, the writer found several communication strategies which are used by the English acceleration class students in their interaction. On the first time observation, the writer found that there are several strategies that they use. The following table 4.1 is the communication strategies use by the English Acceleration Students on the first observation.

Table 4.1 The Result of 1st Observation

No.	Types of Communication Strategies	Used by	
		Male	Female
1	Message abandonment	√	-
2	Topic avoidance	-	-
3	Literal translation	-	√
4	Borrowing or code switching	√	√
5	Foreignizing	-	-
6	Approximation or generalization	-	-
7	Word coinage	-	-
8	Circumlocution	-	-
9	Use of all-purpose words	-	√
10	Self-repair or restructuring	√	-
11	Appeals for assistance	-	√
12	Stealing or time-gaining strategies	√	√
13	Mime or non-verbal signal	√	√

The result of first observation on the table 4.1 showed that there were some communication strategies used by the male and female students of English acceleration class. The male students' communication strategies that have been found on the first observation were: (1) message abandonment, (2) borrowing or code switching, (3) self-repair or restructuring, (4) stealing or time-gaining strategies, and (5) mime or non-verbal signal.

On the other hand, the communication strategies used by the female students that the writer found on the first observation were: (1) literal translation, (2) borrowing or code switching, (3) use of all-purpose words, (4) appeals for assistance, (5) stealing or time-gaining strategies, and (6) mime or non-verbal signal.

Therefore, based on the first observation, the result showed that there were several communication strategies used by male and female students. The male students were found using five types of communication strategies, while the female students were found using six types of communication strategies.

After the first observation, the writer observed the students for the second time to gain more data. The result of the second observation is on the following table 4.2.

Table 4.2 The Result of 2nd Observation

No.	Types of Communication Strategies	Used by	
		Male	Female
1	Message abandonment	-	-
2	Topic avoidance	-	-
3	Literal translation	√	√
4	Borrowing or code switching	√	√
5	Foreignizing	-	-
6	Approximation or generalization	-	-
7	Word coinage	-	-
8	Circumlocution	-	-
9	Use of all-purpose words	√	√
10	Self-repair or restructuring	√	-
11	Appeals for assistance	-	√
12	Stealing or time-gaining strategies	√	√
13	Mime or non-verbal signal	√	√

The table 4.2 showed the finding of communication strategies used by male and female students on the second observation. The writer found that male students used the communication strategies such as: (1) literal translation, (2) borrowing or code switching, (3) use of all-purpose words, (4) self-repair or

restructuring, (5) stealing or time-gaining strategies, and (6) mime or non-verbal signal, while the female students were found using: (1) literal translation, (2) borrowing or code switching, (3) use of all-purpose words, (4) appeals for assistance, (5) stealing or time-gaining strategies, and (6) mime or non-verbal signal.

Therefore, there were six communication strategies which were found on the second observation used by male and female students of English acceleration class. After that, writer did the third observation to gain more data. The result of the third observation is on the following table 4.3.

Table 4.3 The Result of 3rd Observation

No.	Types of Communication Strategies	Used by	
		Male	Female
1	Message abandonment	-	√
2	Topic avoidance	-	-
3	Literal translation	√	√
4	Borrowing or code switching	√	√
5	Foreignizing	-	-
6	Approximation or generalization	√	√
7	Word coinage	-	-
8	Circumlocution	√	-
9	Use of all-purpose words	√	√
10	Self-repair or restructuring	√	-
11	Appeals for assistance	√	√
12	Stealing or time-gaining strategies	√	√
13	Mime or non-verbal signal	√	√

On the third observation, the result shows that there were more strategies used by the students compared to the last observation. The male students were

found using: (1) literal translation, (2) borrowing or code-switching, (3) approximation or generalization, (4) circumlocution, (5) use of all-purpose words, (6) self-repair or restructuring, (7) appeals for assistance, (8) stealing or time-gaining strategies, and (9) mime or non-verbal signal. Therefore, there were nine communication strategies used by the male students found on the third observation.

The female students, on the other side, on this third observation were found using: (1) message abandonment, (2) literal translation, (3) borrowing or code switching, (4) approximation or generalization, (5) use of all-purpose words, (6) appeals for assistance, (7) stealing or time-gaining strategies, and (8) mime or non-verbal signal. So, there were eight communication strategies were used by the female students found on the third observation.

Hence, to gain more data about the strategies used by the acceleration class students, the fourth observation was done. The result of the fourth observation can be seen on the following table 4.4.

Table 4.4 The Result of 4th Observation

No. (1)	Types of Communication Strategies (2)	Used by	
		Male (3)	Female (4)
1	Message abandonment	√	√
2	Topic avoidance	-	-
3	Literal translation	√	√
4	Borrowing or code switching	√	√
5	Foreignizing	-	-
6	Approximation or generalization	-	√
7	Word coinage	-	-

(1)	(2)	(3)	(4)
8	Circumlocution	-	√
9	Use of all-purpose words	-	√
10	Self-repair or restructuring	-	√
11	Appeals for assistance	√	√
12	Stealing or time-gaining strategies	√	√
13	Mime or non-verbal signal	√	√

As the fourth observation result has been acquired, the writer found several strategies used by the students. The result on the table 4.4 showed the result of the fourth observation. Based on the table 4.4 above, the male students used communication strategies, such as: (1) message abandonment, (2) literal translation, (3) borrowing or code switching, (4) appeals for assistance, (5) stealing or time-gaining strategies, and (6) mime or non-verbal signal. In sum, there were six communication strategies used by the male students based on the fourth observation.

Compared to the male students, on the fourth observation, the female students were found using communication strategies such as: (1) message abandonment, (2) literal translation, (3) borrowing or code switching, (4) approximation or generalization, (5) circumlocution, (6) use of all-purpose words, (7) self-repair or restructuring, (8) appeals for assistance, (9) stealing or time-gaining strategies, and (10) mime or non-verbal signal. In sum, the female students were found using ten types of communication strategies on the fourth observation.

Therefore, to make sure that the observation data are gained more, the writer did the fifth observation. The result of the fifth time observation is showed on the following table 4.5.

Table 4.5 The Result of 5th Observation

No.	Types of Communication Strategies	Used by	
		Male	Female
1	Message abandonment	√	-
2	Topic avoidance	-	-
3	Literal translation	√	√
4	Borrowing or code switching	√	√
5	Foreignizing	-	-
6	Approximation or generalization	√	-
7	Word coinage	-	-
8	Circumlocution	-	√
9	Use of all-purpose words	-	√
10	Self-repair or restructuring	√	√
11	Appeals for assistance	√	√
12	Stealing or time-gaining strategies	√	√
13	Mime or non-verbal signal	√	√

The result of fifth observation on the table 4.5 presented the data of communication strategies used by the male and female students of English acceleration class. The communication strategies, such as: (1) message abandonment, (2) literal translation, (3) borrowing or code-switching, (4) approximation or generalization, (5) self-repair or restructuring, (6) appeals for assistance, (7) stealing or time-gaining strategies, and (8) mime or non-verbal signal, were found on the fifth observation used by the male students. Hence,

there were eight types of communication strategies used by the male students on the fifth observation

The female students were found using communication strategies such as: (1) literal translation, (2) borrowing or code switching, (3) circumlocution, (4) use of all-purpose words, (5) self-repair or restructuring, (6) appeals for assistance, (7) stealing or time-gaining strategies, and (8) mime or non-verbal signal. Therefore, there were also eight types of communication strategies used by the female students on the fifth observation.

After the fifth observation, the writer came to the conclusion that there are several strategies used by the male and female English acceleration student of Language Center academic year 2015/ 2016. The writer did not find the strategies such as topic avoidance, foreignizing, and word coinage on the strategies they used. The conclusion of the result of observation is showed on the following table 4.6.

Table 4.6 The Conclusion of Strategies Used by the Male and Female English Acceleration Class Academic Year 2015/ 2016. (Observation)

No.	Types of Communication Strategies Used by Male and Female Students	Explanation
1	Message abandonment	Based on five times observation
2	Literal translation	
3	Borrowing or code switching	
4	Approximation or generalization	
5	Circumlocution	
6	Use of all-purpose words	
7	Self-repair or restructuring	
8	Appeals for assistance	
9	Stealing or time-gaining strategies	
10	Mime or non-verbal signal	

The conclusion of communication strategies used by the male and female English acceleration class academic year 2015/2016 showed on the table 4.6 are the data based on the five times observation. The communication strategies used by the male and female students of English acceleration class are: (1) message abandonment, (2) literal translation, (3) borrowing or code switching, (4) approximation or generalization, (5) circumlocution, (6) use of all-purpose words, (7) self-repair or restructuring, (8) appeals for assistance, (9) stealing or time gaining strategies, and (10) mime or non-verbal signal. Therefore, there are ten types of communication strategies used by the male and female students of acceleration class.

Based on the conclusion on the table 4.6, the writer gave the participant self reported questionnaire to know their frequency of using those strategies. The finding of this research based on the questionnaire will be explained on the next following point.

2. Finding Based on the Questionnaire

After the observation has been done, the writer collects the data about the communication strategies by giving the acceleration class students academic year 2015/ 2016 self reported questionnaire sheets. The result of the questionnaire sheets can be seen on the following table 4.7.

Table 4.7 The Result of types of communication strategies from All Acceleration Students. (Questionnaire)

No	Types of Communication Strategies	The reported frequency of the occurrence of the response					Total
		Always	Often	Sometimes	Seldom	Never	
1.	Message abandonment	1 (2.5%)	3 (7.5%)	26 (65%)	6 (15%)	4 (10%)	40
2.	Literal translation	2 (5%)	8 (20%)	15 (37.5%)	13 (32.5%)	2 (5%)	40
3.	Borrowing or code switching	2 (5%)	6 (15%)	21 (52.5%)	11 (27.5%)	-	40
4.	Approximation or generalization	1 (2.5%)	6 (15%)	21 (52.5%)	11 (27.5%)	1 (2.5%)	40
5.	Circumlocution	3 (7.5%)	8 (20%)	16 (40%)	11 (27.5%)	2 (5%)	40
6.	Use of all-purpose words	3 (7.5%)	9 (22.5%)	19 (47.5%)	8 (20%)	1 (2.5%)	40
7.	Self-repair or restructuring	5 (12.5%)	13 (32.5%)	17 (42.5%)	2 (5%)	3 (7.5%)	40
8.	Appeals for assistance	5 (12.5%)	15 (37.5%)	18 (45%)	2 (5%)	-	40
9.	Stealing or time-gaining strategies	10 (25%)	18 (45%)	6 (15%)	4 (10%)	2 (5%)	40
10.	Mime or non-verbal signal	12 (30%)	14 (35%)	13 (32.5%)	-	1 (2.5%)	40

The result on the table 4.7 is from all the acceleration students in Languages Development Center. The total students of English acceleration class are 40 students. The results showed that the strategy message abandonment is only 2.5% that used that strategy in the category always use and only 7.5% in the category often use. So, the total for percentage of message abandonment in the category always use and often use are 10% from 40 students.

The next communication strategy is literal translation. The literal translation strategy has the total percentage of 25% from the category always use

and often use. The always use category of literal translation strategy has the percentage of 5%. On the other hand, the category of often use this kind of strategy has the percentage of 20%.

After the literal translation strategy, there is borrowing or code switching strategy. The communication strategy of borrowing or code switching has the percentage of 5% for the always use category, while on the category of often use has the percentage of 6%. Therefore, the total percentage of borrowing or code switching strategy for the students who answered always use and often use is 8% from the 40 students.

The next communication strategy is approximation or generalization. This strategy has the percentage of 2.5% for category always use, while 15% of the students chose to often use this strategy. So, the total percentage of the students who always and often use this strategy is 17.5%.

Next strategy that will be explained is circumlocution. The communication strategy circumlocution has 7.5% for the students who answered always use this strategy. On the category of often use, this strategy has the percentage of 20%. Hence, there are only 27.5% of the students who really use this strategy.

After circumlocution, the communication strategy of use of all-purpose words will be explained. Use of all-purpose words strategy in the communication process is only 30% students that confess to always and often use this strategy. The 30% comes from the students who always use this strategy 7.5% and the rest of 22.5% from the often use category.

After use of all-purpose words strategy, the strategy that will be explained is self-repair or restructuring strategy. This strategy chose only by 12.5% of the total students in the category of always using this strategy, while the 32.5% chose that they are often using this strategy. Therefore, there are 45% out of 40 students who tend to always and often using this strategy.

Next communication strategy is appeals for assistance. The communication strategy appeals for assistance has the total percentage of 40% from the students who tend to use this strategy in the category always and often use. The former has the percentage 12.5%, while the latter is 37.5%.

Next explanation is the stealing or time-gaining strategies. This strategy has the percentage of 25% for the category always use and 45%. Hence, the total percentage of the students who tend to always and often use this communication strategy is 75%.

The last communication strategy that asked in the questionnaire is the mime or non-verbal signal strategy. This strategy always use by the students with the percentage of 30% and often use by them by 35%. Therefore, there are 75% on the total of the students who tend to always and often this strategy.

However, based on the problem statements, this research also wants to know the differences of communication strategies used by male and female students. Therefore, the result of the questionnaire is divided into two tables to differentiate it based on the sex. The following table 4.8 is the result of questionnaire of male students of English acceleration class.

Table 4.8 The Result of types of communication strategies from all Male Students of English Acceleration Class Academic Year 2015/2016. (Questionnaire)

No	Types of Communication Strategies	The reported frequency of the occurrence of the response					Total
		Always	Often	Sometimes	Seldom	Never	
1.	Message abandonment	-	-	11 (78.6%)	2 (14.28%)	1 (7.13%)	14
2.	Literal translation	-	3 (21.43%)	7 (50%)	3 (21.43%)	1 (7.13%)	14
3.	Borrowing or code switching	1 (7.13%)	2 (14.28%)	7 (50%)	3 (21.43%)	1 (7.13%)	14
4.	Approximation or generalization	-	4 (28.57%)	9 (64.29%)	1 (7.13%)	-	14
5.	Circumlocution	1 (7.13%)	2 (14.28%)	8 (57.14%)	3 (21.43%)	-	14
6.	Use of all-purpose words	1 (7.13%)	2 (14.28%)	7 (50%)	4 (28.57%)	-	14
7.	Self-repair or restructuring	4 (28.57%)	1 (7.13%)	5 (35.71%)	2 (14.28%)	2 (14.28%)	14
8.	Appeals for assistance	2 (14.28%)	4 (28.57%)	7 (50%)	1 (7.13%)	-	14
9.	Stealing or time-gaining strategies	4 (28.57%)	6 (42.86%)	1 (7.13%)	3 (21.43%)	-	14
10.	Mime or non-verbal signal	6 (42.86%)	5 (35.71%)	3 (21.43%)	-	-	14

The table 4.8 above showed the frequency result of only male English acceleration class students. The communication strategy which is not always and often use by the male students is only the message abandonment strategy. On the other hand, the communication strategy that always and often use by the male students are: (1) literal translation with 21.43%, (2) borrowing or code switching with 21.41%, (3) approximation or generalization with 28.47%, (4) circumlocution with 21.41%, (5) use of all-purpose words with 21.41%, (6) self-repair or restructuring with 35,7%, (7) appeals for assistance with 42,85%, (8)

stealing or time gaining strategies with 71,43%, and (9) mime or non-verbal signal with 78,57%.

The next following table is the result of female students' frequency of using the communication strategies based on the questionnaire sheet. The result of it can be seen on the table 4.9 below.

Table 4.9 The Result of types of communication strategies from all Female Students of English Acceleration Class Academic Year 2015/2016. (Questionnaire)

No	Types of Communication Strategies	The reported frequency of the occurrence of the response					Total
		Always	Often	Sometimes	Seldom	Never	
1.	Message abandonment	1 (3.85%)	3 (11.53%)	15 (57.69%)	4 (15.38%)	3 (11.53%)	26
2.	Literal translation	2 (7.69%)	5 (19.23%)	8 (30.77%)	10 (38.46%)	1 (3.85%)	26
3.	Borrowing or code switching	1 (3.85%)	4 (15.38%)	14 (53.85%)	7 (26.92%)	-	26
4.	Approximation or generalization	1 (3.85%)	2 (7.69%)	12 (46.15%)	10 (38.46%)	1 (3.85%)	26
5.	Circumlocution	2 (7.69%)	6 (23.07%)	8 (30.77%)	8 (30.77%)	2 (7.69%)	26
6.	Use of all-purpose words	2 (7.69%)	7 (26.92%)	11 (42.30%)	5 (19.23%)	1 (3.85%)	26
7.	Self-repair or restructuring	1 (3.85%)	12 (46.15%)	12 (46.15%)	-	1 (3.85%)	26
8.	Appeals for assistance	3 (11.54%)	11 (42.30%)	11 (42.30%)	1 (3.85%)	-	26
9.	Stealing or time-gaining strategies	6 (23.07%)	12 (46.15%)	5 (19.23%)	1 (3.85%)	2 (7.69%)	26
10.	Mime or non-verbal signal	6 (23.07%)	9 (34.62%)	10 (38.46%)	-	1 (3.85%)	26

The result of the table 4.9 showed about the result of frequency of communication strategies from all the female students of English acceleration class. They all use all the ten types of communication strategy with the category always and often use. The total percentage of each communication strategy for the category always and often uses are: (1) message abandonment is 15.38%, (2) literal translation is 29.92%, (3) borrowing or code switching is 19.23%, (4) approximation or generalization is 11.54%, (5) circumlocution is 30,76%, (6) use of all-purpose words is 34.61%, (7) self-repair or restructuring is 50%, (8) appeals for assistance is 53,84%, (9) stealing or time-gaining strategies is 69.22%, and the last strategy (10) mime or non-verbal signal is 57,69%.

After the data has been collected, the writer counts the mean of each strategy with the formula the writer explained on the chapter III. The processed data then used to answer all the problem statements in this research.

B. Discussion

On this part, the data collected on the finding will be used to answer all the problem statements of this research. The discussion will be divided into two parts. The first part is about the difference of communication strategies used by male and female students of English acceleration class, while the second part is about common strategies used by the English acceleration class students.

1. The Communication Strategy Used by Male and Female English acceleration students of Languages Development Center academic year 2015/ 2016.

The first thing which is discussed in this research is the communication strategy used by male and female English acceleration of Languages Development Center academic year 2015/ 2016. It is discussed in this research because the writer wants to know if there is a difference between the strategy used by the male and female students of English acceleration class. To know this thing, the data based on the table 4.8 and 4.9 are processed. The result of the processed data of the male students is presented in the table 4.10 below.

Table 4.10 The Mean Score of Communication Strategies Used by Male English Acceleration Students of Languages Development Center Academic Year 2015/ 2016.

Rank Order	Types of Communication Strategies	Mean Score	Interpretation
1.	Mime or non-verbal signal	4.21	always use
2.	Stealing or time gaining strategies	3.79	often use
3.	Appeals for assistance	3.50	often use
4.	Self-repair or restructuring	3.21	often use
5.	Approximation or generalization	3.21	often use
6.	Circumlocution	3.07	often use
7.	Use of all-purpose words	3.00	sometimes use
8.	Borrowing or code switching	2.93	sometimes use
9.	Literal translation	2.86	sometimes use
10.	Message abandonment	2.71	sometimes use

Based on the data presented in the table 4.10, there are six types of communication strategies that are used by the male students in the category of always and often use. The communication strategy which is interpreted in the category of always use is (1) the strategy mime or non-verbal signal with the mean of 4.21. The other strategies which in the mean of range 3.01-4.00 or interpreted in the category of often use are: (1) stealing or time gaining strategies, (2) appeals for assistance, (3) self-repair or restructuring, (4) approximation or generalization, and (5) circumlocution.

After counting the mean for the male students, the writer also counting the mean for the female students result based on the table 4.9. The result of the processed data is presented in the following table 4.11.

Table 4.11 The Mean Score of Communication Strategies Used by Female English Acceleration Students of Languages Development Center Academic Year 2015/ 2016.

Rank Order	Types of Communication Strategies	Mean Score	Interpretation
1.	Stealing or time gaining strategies	3.81	often use
2.	Mime or non-verbal signal	3.73	often use
3.	Appeals for assistance	3.69	often use
4.	Self-repair or restructuring	3.46	often use
5.	Use of all-purpose words	3.15	often use
6.	Borrowing or code switching	2.96	sometimes use
7.	Circumlocution	2.92	sometimes use
8.	Literal translation	2.88	sometimes use
9.	Message abandonment	2.81	sometimes use
10.	Approximation or generalization	2.69	sometimes use

Based on the processed data in the table 4.11 about the mean score of communication strategies used by female English acceleration students, there is no strategy in the category of always use based on the mean score, but there are five types of communication strategies which are used by the female students in the category of often use based on the mean score. The five types of those communication strategies are: (1) stealing or time gaining strategies, (2) mime or non verbal signal, (3) appeals for assistance, (4) self-repair or restructuring, and (5) use of all-purpose words.

Therefore, based on the comparison on the table 4.10 and 4.11 about the communication strategies used by the male and female English acceleration class of Languages Development Center 2015/ 2016, there is a difference between the communication strategies used by the male and female students of English acceleration class of Languages Development Center academic year 2015/ 2016. The conclusion of the different types of communication strategies used by the male and female students is presented in the following table 4.12.

Table 4.12 The Conclusion of Communication Strategies Used by Male and Female English Acceleration Class of Languages Development Center Academic Year 2015/ 2016.

Rank Order (1)	Types of Communication Strategies	
	Used by male students (2)	Used by female students (3)
1.	Mime or non-verbal signal	Stealing or time gaining strategies
2.	Stealing or time gaining strategies	Mime or non-verbal signal
3.	Appeals for assistance	Appeals for assistance

(1)	(2)	(3)
4.	Self-repair or restructuring	Self-repair or restructuring
5.	Approximation or generalization	Use of all-purpose words
6.	Circumlocution	-

The result of the data on the table 4.12 showed that there are six types of communication strategies used by the male students and five types of communication strategies used by the female students. The male students tend to use: (1) mime or non-verbal signal, (2) stealing or time gaining strategies, (3) appeals for assistance, (4) self-repair or restructuring, (5) approximation or generalization, and (6) circumlocution. On the other hand, the female students tend to use: (1) stealing or time-gaining strategies, (2) mime or non-verbal signal, (3) appeals for assistance, (4) self-repair or restructuring, and (5) use of all-purpose words.

2. The Common Communication Strategies Used by English Acceleration Class Students of Languages Development Center academic year 2015/ 2016.

The second thing which is discussed here is the common communication strategies used by English acceleration students of Languages Development Center academic year 2015/ 2016. Based on the result of the questionnaire sheet answered by all the English acceleration class students academic year 2015/ 2016 on the table 4.7, the writer processed the data to ease interpreting the data. The result of processed data is showed in the following table 4.13.

Table 4.13 The Mean Score of Each Communication Strategies by All English Acceleration Students of Languages Development Center Academic Year 2015/ 2016.

Rank Order	Types of Communication Strategies	Mean Score	Interpretation
1.	Mime or non-verbal signal	3.90	often use
2.	Stealing or time gaining strategies	3.75	often use
3.	Appeals for assistance	3.58	often use
4.	Self-repair or restructuring	3.38	often use
5.	Use of all-purpose words	3.13	often use
6.	Circumlocution	2.98	sometimes use
7.	Borrowing or code switching	2.98	sometimes use
8.	Approximation or generalization	2.88	sometimes use
9.	Literal translation	2.88	sometimes use
10.	Message abandonment	2.78	sometimes use

The table 4.13 showed that there are five types of communication strategies that are used by all English acceleration class students. The five types of the communication strategies are in the category of often use with the mean ranging from 3.90-3.13 and they are: (1) mime or non-verbal signal, (2) stealing or time-gaining strategies, (3) appeals for assistance, (4) self-repair or restructuring, and the last (5) use of all purpose words. Therefore, there are five types of communication strategies which are commonly used by all the English acceleration class academic year 2015/ 2016.