

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this part, the researcher describes about the result of research on the field that collected by technique of data collection, they were observation and interview. The result of data observation in PBI B class same with the result of data observation in PBI C class, the dominant communication strategy in these classes was language switch. The result of data interview with 30 students from PBI B class and 30 students from PBI C class which was same, the dominant strategy used by the students were restructuring and repetition.

From data of observation the dominant communication strategy used by the students was language switch, whereas in interview the dominant used communication strategy were restructuring and repetition. The detail can be seen on the table below:

Table 4.1

Communication strategies used by the students from data observation.

No	Communication strategy	Frequency	Precentage
1	Language Switch	71	65%
2	Mime	12	11%
3	Restructuring	7	7%
4	Literal translation	6	6%
5	Positive confirmation check	3	3%
6	Repetition	2	2%
7	Code based confirmation check	2	2%
8	Pharaprase	1	1%
9	Clarification request	1	1%
10	Generalization	1	1%
11	Approximation	1	1%

	Total	107	100%
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From the data above, the students used 11 communication strategies, there were: Language switch, mime, restructuring, literal translation, positive confirmation check, repetition, code based confirmation check, paraphrase, clarification request, generalization and approximation. The dominant strategy used by the student was language switch. From data observation students used Language switch strategy when they did not know a word in English and when the students responded automatically in Indonesian. The example of student used Language switch based on the data observation:

T: Why do you wear jacket? Are you sick?

S: I *kedinginan*

From this conversation the student used the word from L1 (*kedinginan*) to finish his sentence because he did not know the word “kedinginan” in English. Next, the example of student used language switch because they automatically responded in Indonesian:

T: Come forward please!

S: *iya Bu*,

In this case, the teacher asked the students to come forward and do presentation, but the students gave response in Indonesian. Although the

dominant strategy in observation was Language switch, in data interview the dominant strategy was restructuring and repetition. The results from data interview did not support the data observation. The detail of communication strategies used by the student based on the data interview can be seen on the table below:

Table 4.2 Communication strategies used by the students from data interview.			
No	Communication strategy	Frequency	Percentage
1	Restucturing	50	83%
2	Repetition	50	83%
3	Message abandonment	46	76%
4	Topic avoidance	46	76%
5	Mime	45	75%
6	Clarification request	44	73%
7	Language switch	42	70%
8	Comprehension check	41	68%

9	Appoximation	41	68%
10	Literal translation	38	63%
11	Generalization	29	48%
12	Code based confirmation check	24	40%
13	Foreignnizing	20	33%
14	Meaning replacement	17	28%
15	Other refofmulation	13	21%
16	Paraphrase	12	20%
17	Positive confirmation check	10	16%
18	Word coinage	6	10%

Based on the data interview the students used 18 communication strategies by Faerch and Kasper. The dominant startegies used by the students were restructuring and repetition strategy. In interview 50 students from 60 students said they used restructuring strategy and repitition strategy. The students used resrtucturing strategy to repair their sentence or

prounciation and make good sentence appropriate with English. The example of students used restructuring strategy from data interview:

Interview : Please mention the example when you use restructuring strategy!

Student A: When I did presentation, I said “it more tall eh.. taller than bla bla bla”. I repair the word “tall” to “taller”.

From this transcript, the sudents used restructuring strategy to adjust with English grammar. The student followed the rule of degree of comparison, changed the word “Tall” to “Taller”.

Beside restucturing strategy, the dominant strategy used by the students from data interview was repetition. The students used repetition strategy to gain time and think about the next word or sentence. The example of students used restructuring strategy from data interview:

Interviewer : Please mention the example!

Student C : I usually used this strategy when I gain time to arranging the next sentence.

Student A : Me too, for example “I feel..feel... so tired”

Based on this transcrips, the student said they usually used repetition strategy to gain time for arranging the sentence. The student also mentioned the example of repetition strategy “I feel..feel... so tired”. The student thought the next sentence with repeat the word “feel” for twice.

From the result of data observation and data Interview, the dominant communication strategy used by the students was different. Thus, the data interview did not support the data observation. Although, in data interview the dominant strategy were restructuring and repetition, in field (observation in class) the dominant communication strategy used by the students was language switch.

From this result, not all of communication strategies are useful for the students to overcome their difficulties in communicating. Communication strategies that not useful are: Repetition, message abandonmen, topic avoidance, mime, language switch, literal translation, generalization, foreignnizing, meaning replacement, word coinage, positive confirmation check. Communication strategies that useful are: Restucturing, clarification request, comprehension check, appoximation, code based, confirmation check, other refolmulation, paraphrase. The types of communication strategies which are not useful because those startegy do not imprpove students' vocabularies, and also caused misunderstanding between the speakers. Meanwhile, the types of communication strategies which are useful because these strategies improve student's vocabularies and also help communication between the speakers run well.

## **B. Discussion**

Based on the data and data analysis above, the researcher made the discussion about communication strategies used by the students in Speaking

class in second semester at English department of UIN Antasari Banjarmasin.

Researcher did research in two classes PBI B 2018 and PBI C 2018. The researcher did the research based on 18 communication strategies by Faerch and Kasper. To collect the data the researcher used observation and interview. Based on the data observation and data interview there was different result of dominant communication strategy used by the students. From data observation, the dominant communication strategy used by the students was language switch, whereas from the data interview the dominant communication strategy used by the student were restructuring and repetition.

Based on the data observation the students only used 11 communication strategies from 18 communication strategies by Faerch and Kasper. There were 11 communication strategies used by the students from the data observation: Language switch, mime, restructuring, Literal translation, positive confirmation check, repetition, code based confirmation check, paraphrase, clarification request, generalization and approximation. From 11 communication strategies used by the students in data observation, the dominant communication strategy was language



switch. The students used language switch strategy when the students did not know the word or sentence in English. The students just included the word from L1 (Indonesian) to finish their sentence or just respond in L1.

Based on the data interview the students used all of 18 communication strategies by Faerch and Kasper. The dominant communication strategies used by the students were restructuring and repetition. In interview, the students used restructuring strategy to repair the sentence, the students said they usually repair the grammar or pronunciation to make good sentence. The students used repetition when they gain time to think the next word or sentence.

However, based on the interview, the dominant strategies used by the students were restructuring and repetition strategy, in fact from data observation in class the most used communication strategies was language switch. It means the data interview did not support the data observation.

Based on the previous study by Tan Kim Hua entitled “Communication strategies among EFL students - an examination of frequency of use and types of strategies used.” In Tan Kim Hua’s research, the most frequently employed communication strategy was code switching. In other hand, code switch is language switch. Thus, the result of the research by Tan Kim Hua was same with the result from data observation in this research. Tan Kim Hua said the reason of students used code switch (language switch) because they did not know the word in English, which

was also same with the data observation of this research. However the result of Tan Kim Hua did not equal with the result from data interview in this research.

Next, previous study by Yusparizal entitled “Communication Strategies Used by ELT Students Across Genders.” In Yusparizal’s research, the most employed communication startegy by female and male students was approximation. This result was different from the result of data observation and data interview in this research, in this research the dominat strategy based on observation was language switch and the dominant startegy based on interview were restructuring and repetition. In Yusparizal’s research the students used appoximation strategy to reach the goal of communication, although they used incorect item.