

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this chapter, the writer wants to explain the findings based on the data that the writer finds in the field. Data was collected through observation, photovoice, interviews, and documentation. Researchers have taken several photos of students who are having conversations then the researcher approaches them to conduct interviews related to communication strategies, where before conducting interviews the researchers explain what communication strategies are and what types of communication strategies are. After the students understood this, the researcher conducted interviews based on the photos taken and the questions that had been prepared in advance. the following are photos of research and data obtained by researchers:

Photovoice of Student 1



Almira said that she used some communication strategies like Stalling or Time-Gaining and Approximation. The example is “eeee” for stalling or time-gaining, according to Fauziati in Heru (2017, p.3) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let’s see, uh, as a matter of fact). Fauziati also said in Heru (2017, p.3) that approximation is using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat) whereas Almira said “bird” to say “owl” and she feels still lacks vocabulary.

Photovoice of Student 2



Next there is Aulia, she used Literal Translation and Approximation. According to Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. Aulia use “Burung Beo” for literal translation, that is translation word by word to say it become “Beo Bird” and she also use approximation based Dornyei (1995, p.58) said that approximation is using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g.,

ship for sail boat), the example is “daun bawang” she said “onion leaf”. She thinks using those communication strategies is the easiest even though it’s not very good and she still feels a lack of vocabulary and forgot grammar then makes it difficult to arrange a sentence.

Photovoice of Student 3



Diah Said that she used Literal Translation for example is “line clothes” for Clothesline. According to Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. According to Fauziati in Heru (2017, p.3) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let’s see, uh, as a matter of fact). Aulia also uses Stalling or Time-Gaining like more of a pause to think about the next words to continue the conversation. She prefers use and implement it because she often using it and she thinks she still lack in pronunciation.

Photovoice of Student 4



According to Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). Shofia said she used Stalling or Time-Gaining and usually she often said like “wait I will look for on dictionary” she said that if she don't know the vocabularies and that is so wasting time. According to Dornyei (1995, p.58) that Topic avoidance is avoiding topic areas or concepts which pose language difficulties. She used Topic Avoidance when she don't know about the topic with change the topic.


Photovoice of Student 5

	<p>"I am talking with my friend, first time I meet with her so happy because she is my friend and talk with her. In daily conversation usually I use communication strategies like literal translation and Stalling or Time-Gaining, also use Language Switch, circumlocution and word coinage but seldom. The example of literal translation "we together (<u>bekerja sama</u>), the example of stalling or time-gaining "I think, do you think, <u>mmmmm</u>, alright, okay". The example of Language Switch "Meatball, triple just say tri, tooth brush" circumlocution like to a description because I don't the language the example is <u>kabel</u> for music because I don't know the language of <u>kabel</u> I just use language "long-long black for to entering the music and the music can turn on". My obstacles in implementing this communication strategies I think miss in vocabularies and miss in grammar. I prefer implementing this communication strategies because the important thing is to use more words to describe a word, because I don't know the vocabulary, so it's described and usually I think first what I want to talk about next, that's why I use time-gaining". (<u>Sa'idah</u>)</p>
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There is Sai'dah, according to Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. Sa'idah used literal translation for example she wants to say "bekerja sama" for "We together". Based on Fauziati in Heru (2017, p.3) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). She used stalling or time-gaining for example like "I think, do you think, mmmmm, alright, okay". Then she also used language switch for example like "Meatball, triple just say tri, tooth brush", as claimed by Dornyei (1995, p.58) that Code switching or language switch is

using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2. Based on Dornyei (1995, p.58) Circumlocution is describing or exemplifying the target object or action (e.g., the thing you open bottles with for corkscrew). And she said she also used circumlocution like to a description because she don't know the language the example is "kabel" for music because she don't know the language of "kabel" she just use language "long-long black for to entering the music and the music can turn on". She prefer to use that communication strategies because the important thing is to use more words to describe a word, because she don't know the vocabulary, so it's described and usually she thinks first what she want to talk about next, that's why I use time-gaining. She thinks she still miss in vocabularies and in grammar.

Photovoice of Student 6

	<p>"I am talking with my friend about something our daily activity. I feel Happy and funny to know and use communication strategies in daily conversation. I use communication strategies like Literal Translation, Stalling or Time Gaining and language switch. The example of literal translation like I don't the vocab of <u>Antena</u> so I use "Stick from radio" to say it and I use Time-Gaining when I forget the vocabularies so I say "<u>really?</u> <u>mmmmm</u> <u>hhmmmm</u>" and also the example of language switch "feet but we are use foots". My obstacles in implementing communication strategies are minus vocabularies and grammar. I prefer implementing this communication strategies because it's easy to explain, and if I use time-gaining I can think before talk and I also use language switch and word coinage because I don't the vocabularies". (Sabila)</p>
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Sabila said she used literal translation for example she don't know vocab of "antena" so she said "stick from radio" to say it. According to Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. She also used stalling or time-gaining usually she said "really? Mmmm, and hhhmmm". Based on Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). She also use language switch for example "feet" but she say "foots", Dornyei (1995, p.58) stated that Code switching or language switch is using a LI word with LI pronunciation or a L3 word with L3 pronunciation in L2. She choose that communication strategies because she thinks it's easy to explain something to other.

Photovoice of Student 7

	<p>"I am talking with my friend then when I know about communication strategies <u>now</u> I feel still study by hard again about grammar and pronunciation. I use communication strategies like Stalling <u>or</u> Time-Gaining and Mime. For <u>example</u> is using Stalling <u>or</u> Time-Gaining usually still think about something and then that is make <u>along</u> time or want to explain something which are specific but afraid the friends not understand and the example of using Mime is like for to expression the something which hard vocabularies so I speak so simple. My obstacles in using communication strategies in daily conversation is still can by grammar in daily activities still need more study by hard again. I prefer implementing this communication strategies because communication can understand between two people or more because that usually want simple in daily communication". (Rizka)</p>
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Rizka said she used stalling or time-gaining for example usually she thinks about something and then that is make along time or want to explain something which are specific but afraid the friends not understand. According to Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). And also she used mime to communicate for example like to expression the something which hard vocabularies so I speak so simple. Based on Dornyei and scott (1997, p.190) that Mime (nonlinguistic/ paralinguistic strategies) is Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration (the example I was miming here, to put it out in front of the house, because I couldn't remember the word). She prefer use that communication strategies because communication can understand between two people or more because that usually want simple in daily communication. In daily communication she have obstacle like still can by grammar and she feel need more study by hard again.

Photovoice of Student 8



Nabila said she used literal translation for example "hard work" but she said "work hard". According to Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. Based on Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact), and she used stalling or time-gaining like while thinking before speaking or saying the wrong words, the example is when she want to talk but forgetting the vocabulary or needing time to remember the vocabulary that will be used so usually she use "Mmm wait a moment". And she used Mime, the example like she wants to show the building but don't know the name, so she immediately say "over there or is that" while pointing in the direction shown, Dornyei and scott (1997, p.190) claimed that that Mime (nonlinguistic/ paralinguistic

strategies) is Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration (the example I was miming here, to put it out in front of the house, because I couldn't remember the word). She chooses used communication strategies that because it doesn't depend on grammar and is simple.

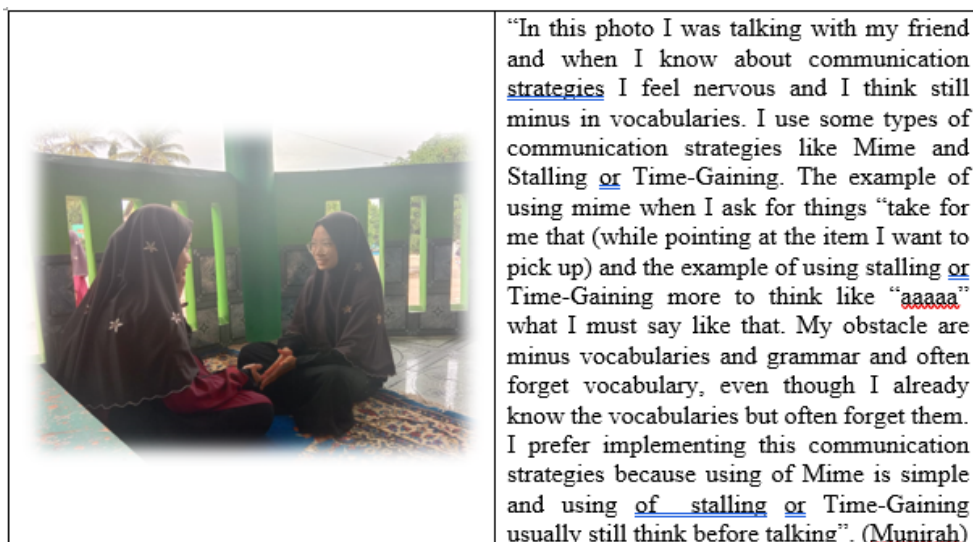
Photovoice of Student 9



Aisyah said that she used stalling or time-gaining for example "so?", based on Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). She also used mime, when she don't know the vocabularies so she pointing directly in the direction. According to Dornyei and scott (1997, p.190) that that Mime (nonlinguistic/paralinguistic strategies) is Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration (the example I was miming here, to put it out in front of the house, because I couldn't remember the word). She said the obstacles implementing communication strategies is she uses a

vocabulary he doesn't know and why she uses communication strategies that because she usually using it.

Photovoice of Student 10



Munirah said that she used mime to ask her friend for help to get something for her, for example "take for me that (while pointing at the item I want to pick up), as claimed by Dornyei and scott (1997, p.190) that that Mime (nonlinguistic/paralinguistic strategies) is Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration (the example I was miming here, to put it out in front of the house, because I couldn't remember the word). And she also used stalling or time-gaining and usually she say "aaaaa" for think what she want to say next. According to Dornyei (1995, p.58) that stalling or time-gaining is Using fillers or hesitations devices to fill pauses and to gain time to think (e.g well, now, let's see, uh, as a matter of fact). Munirah said hers obstacle are minus vocabularies and grammar and often forget vocabulary, even though she already know the vocabularies but often forget them. she prefer

implementing this communication strategies because using of Mime is simple and using of stalling or Time-Gaining usually still think before talking.

B. DISCUSSION

In this part, the data collected on the finding will be used to answer all the problem statements of this research. From first question is What communication strategies are used by An-Najah Islamic Boarding School students in their daily speaking routine? And the second question is How do students at An-Najah Islamic Boarding School use communication strategies in their daily speaking routine? from the findings above the researcher found the types of communications strategies used by An-Najah Islamic Boarding School students.

Types of communication strategies used by students are stalling or-time gaining used by 9 students, literal translation used 5 students, mime used 4 students, code switching or language switch used 2 students, approximation used 2 students, topic avoidance 1 student, and circumlocution 1 student.

The practice of communication strategies used by students are:

1. Stalling or Time Gaining

Based on the finding, there is 9 students used this type. According to Dornyei (1995, p.58) that Stalling or time-gaining strategies is using fillers or hesitatiob devices to fill pauses and to

gain time to think (e.g well, now, let's see, uh, as a matter of fact). The example of of usage from students are (**Eeeee, Hhhmmm, Aaaaa, wait I will look for on dictionary, I think, do you think, mmmmm, alright, okay, Mmm wait a moment, so**). They said why used stalling or-time gaining because didn't know the vocabulary and they must think before talking.

2. Literal Translation

This strategy used by students when they using vocabularies in English but translate words according to their first language. Based on Dornyei (1995, p.58) Literal translation is translating literally a lexical item, an idiom, a compound word or structure from LI to L2. The example of usage from students are ("**burung beo**" is a bird but **Beo is still Beo, right so "Beo Bird", "we together (bekerja sama)", "Stick from radio", "Work hard", and "line clothes"**).

3. Mime

Mime is a strategy used by students when they don't know the vocabulary and they have to use their gestures to convey something. According to Dornyei and scott (1997, p.190) that that Mime (nonlinguistic/ paralinguistic strategies) is Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration (the example I was miming here, to put it out in front of the house, because I couldn't remember the word). The

example of usage from students are **want to show the building but don't know the name, so immediately say "over there or is that" while pointing in the direction shown, to expression the something which hard vocabularies so speak so simple, when I don't know the vocabularies like that, like "I want go to ... (while pointing in the desired direction)", when ask for things "take for me that (while pointing at the item I want to pick up).** They said using mime in communication make conversation be simple.

4. Code switching or Language Switch

This Strategy used by student when they speak in Bahasa they use pronunciation from English, based on Dornyei (1995, p.58) stated that Code switching or language switch is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2. The example usage by students are **"feet" but she say "foots" and "Meatball, triple just say tri, tooth brush"**. But here I think that example they is not using code switching but using word coinage based on Dornyei (1995, p.58) Word-coinage is creating a nonexisting L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).

5. Approximation

This strategy is used by students when they want to say something but do not know the vocabulary so they use words that

are closer to the object they want to convey. According to Dornyei (1995, p.58) said that approximation is using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sail boat). The example of usage by students are **“bird” to say “owl” and “daun bawang” she said “onion leaf”**. I think for the second example not use approximation but use literal translation because she translates Indonesian to English word by word from **“daun bawang” to “onion leaf”** is must in English is **“leek”**.

6. Topic Avoidance

This strategy just used by one student. According to Dornyei (1995, p.58) that Topic avoidance is avoiding topic areas or concepts which pose language difficulties. She used Topic Avoidance when she don't know about the topic with change other the topic.

7. Circumlocution

In this strategy also only one student who use this. According to Dornyei (1995, p.58) Circumlocution is describing or exemplifying the target object or action (e.g., the thing you open bottles with for corkscrew). And she said she also used circumlocution like to a description because she doesn't know the language the example is **“kabel”** for music because she don't know the language of **“kabel”** she just use language **“long-long black for to entering the music and the music can turn on”**. She prefers to

use that communication strategies because the important thing is to use more words to describe a word, because she don't know the vocabulary, so it's described.