

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

At the Darul Hijrah Junior High School for female, this study was carried out. There are two sections to the study's results. The first one is to find out the types of English communication strategies. The second is to find out how they improve their communication strategies.

In this section, the researcher wants to present the findings of the research results from the data that the researcher found in the field. The data were collected through observations and interviews. This research study was conducted to describe the English communication strategy at Darul Hijrah Pesantren Putri. Researchers have made observations and conducted interviews with teachers and some students there.

When I observed the school, there were several English communication strategies that they used. Such as message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, Word conaige, nonlinguistic signal, literal translation, code-switching, appeal for help, stalling or time-gaining, repetition, message reduction, self-repair, other repair, comprehension check, asking for repetition, asking for clarification and expressing non understanding. It was found that the learners used 19 types of communication strategies in oral communication in the classroom as well as in the dormitory environment. In detail, the students applied 19 strategies from Dörnyei's (1995) taxonomy. Each strategy is described below.

1. Message Abandonment

Message abandonment is a strategy to overcome communication problems by leaving the message unfinished due to some language difficulties. This is because they have a limited vocabulary and are afraid of mistakes either in pronunciation or grammar. To overcome this communication problem, students stop in the middle of a sentence that should still be unfinished. For example:

S1 : Do you know what theme for this speech competition ?

S2 : Participating in a speech competition has a certain theme ... emm for the theme, just ask the committee yourself."

S1 : okay, thank you

From the example mentioned previously, the student left the message unfinished after stopping for a while. In this case, she talked to her friend about the theme of the speech that she actually knew but she forgot the vocabulary so she did not convey the theme of the speech.

2. Topic Avoidance

In this strategy, the speaker avoids the scope of topics or concepts that give rise to language difficulties. However, there are only a few people who use this strategy.

3. Circumlocution

Circumlocution is a description of a speaker where they explain the sentence they want to convey but with long-winded or exaggerated words. Some students use this strategy when they don't know the vocabulary they are going to use so they exaggerate the sentence they are going to say. Examples are:

Conversation

S1 : Hi, where do you go?

S2: I want going to dormitory, the students will pick up trash around the dormitory.

S1 : do you mean community service ?

S2 : yes, that's I mean

They should say community service but the speaker does not use it because she has difficulty describing or paraphrasing the target object. She prefers to change the word rather than naming it.

4. Approximation

Approximation can use analogies or comparisons to explain something complex or abstract. Students usually also use this strategy when they have difficulty in conveying complex sentences. For example:

Conversation

S1: Hi Anis, how are you?

S2: Hi Syabita!

S1: What are you doing here?

S2: Oh, I'm waiting for my friend who had an accident

S1: Oh congratulations Bara! When did it occur?

The conversation shows that the speaker lacks vocabulary. She tries to replace the word “occur” with “happened”. In this case, the word “happened” is of course closest in meaning to happened, but but it doesn't fit the sentence. The speaker should have used the word “accident” or “happened” which makes more sense. . The conversation also shows that the speaker tried to say the words that came to her mind, so that she found a meaning that was close to the intended meaning.

5. Use of All-Purpose

This strategy is that the speaker will use the general for more specific things due to limited vocabulary in the target language. It is found that it is often used by the students because this strategy is very effective in overcoming language problems or difficulties in communication. Of all the speech that the students uttered, this strategy appeared quite often and occurred quite frequently.

The students who have a high level of English proficiency, especially in speaking often use this strategy. They are considered to be fluent speakers, so they want to speak endlessly. Thus, since they are fluent English speakers, they have a tendency to add unimportant or insignificant or meaningless words such as "like", "just", and "thing" in every phrase many times. This strategy also has a role in keeping the conversation going despite the many meaningless words that are added.

Conversation

S1: Hi, don't forget that on Sunday we have an activity.

S2: Sorry I forgot, what activity?

S1: That's what it's like emm like picking up trash, basically.

S2: ohh you mean community service, right?

6. Word Conaige

Word conaige is usually the speaker inventing new vocabulary when she wants to say her target. In this case, the students did use this strategy several times. An example is onion leaf (leek). When they should have said leek but they created new vocabulary that is understandable but with the wrong English.

Conversation

S1: what are you looking for?

S2: I'm looking for spring onion leaf (leek) to cook later.

S1: oh I have the plants, just take them to my house.

S2: wow, thank you

7. Nonlinguistic signals

In this strategy, students usually use their body language such as gestures, facial expressions or voice signals. Some students often use this strategy when they have difficulty in the targeted language. This strategy effectively helps the interlocutor to understand what the speaker meant. Some speakers tend to use facial expressions rather than gestures such as

the flagpole. They liken it to gestures such as the hands of both hands resembling a flagpole.

Conversation

S1: Where did he hide Lisa's sandals earlier?

S2: That's what it is there (while pointing to the flagpole practicing his hand like a flagpole).

S1: oh dear lisa, you have to advise her later who has hidden her sandals.

8. Literal Translation

This strategy involves the speaker translating the sentence from her first language into the foreign language literally. Examples include :

Conversation

S1: Oh... I think we should buy a fan.

S2: A fan? Why not just a hand fan?

S1: You want me to get sore hands if I only use a hand fan.

S2: Okay, okay, it's up to you.

S1: Please choose...

S2: Look, it's a second-hand fan. We canget a cheaper price.

S1: Mmh... are you sure we want to buy it?

S2: Look, it's more... eee... cheaper.

S1: Mmh... but... mmh... let me think about it. If we buy used fan, it will be eee... it will be serviced again and again. And it will be more expensive and eventually we will buy a new one.

Some students who struggle to communicate in English often resort to literal translation as a means of overcoming language barriers. Despite the use of literal translation, the recordings show that the remarks are easily comprehended. It is possible to resolve miscommunication. We might conclude that the intended meaning appears to be effectively conveyed when literal translation is used.

9. Code-Switching

Code-switching is a communicative strategy in which a speaker switches from one language or code to another during a conversation or

communicative interaction. Code-switching is most common in the neighborhood. For example:

Conversation

S1: Hi, can you explain what the competitions in the classmeeting will be?

S2: There are many competitions, well like classmeeting sebelumnya

S1 : Well, do you know the challenges of each race?

S2: Challenge every... lomba-lomba itu berbeda

One of their typical strategies is the one example. They occasionally also use phrases like "follow sosmed saya" and "trailer film-nya," among many other terms, while employing code switching strategies. This frequently occurs as a result of their occasional lexical errors or attempts to simplify their speech for their listeners.

10. Appeal for Help

This strategy is where the speaker asks for help from their interlocutor to find the word to say, either directly or indirectly. For example, the speaker forgets the original vocabulary of public payphone so she uses the word 'phone place' and then is helped by her interlocutor which should be 'payphone'.

Conversation

S1: Hi, did you go to what is the phone place to call your parents today?

S2: You mean the payphone, right?

S1: Yes that's what I mean, thank you for helping.

11. Stalling or time-gaining

This strategy is where a speaker usually stalls for time to think when she forgets a word to say. This strategy is quite often used by them. examples such as adding the word 'eee' 'emmm' etc.

Conversation

S1: Excuse me sis. Is this Suci's house?
 S2: Yes, it is. Are you a classmate of Suci?
 S1: Yes, I'm Suci's classmate.
 S2: Just come in!
 S1: Mmh... Thank you.
 S2: Mmh... Where's Suci, sis?
 S2: She's in the garden. I'll call her later.
 S1: Oh, okay. Thank you, sis.
 S2: Mmh... Suci will be here in 5 minutes. Sit down.
 S1: Alright, I'll wait for her.

12. Repetition

Repetition is another communication strategy, which is very common in second language acquisition. In this strategy, speakers tend to repeat words right after they are spoken.

Conversation

S5: Dad, let's get up!
 S6: Mmh... where are we... where are we going? I'm... But, Daddy still I'm... But, Daddy still sleepy, son.
 S5: No, we have to buy my new stationery.
 S6: Okay, okay. Please, umh... I'm going to take a shower first.

13. Message reduction

This strategy is an attempt to reduce the message by avoiding certain language structures or topics that are considered problematic language or by leaving out some intended elements due to lack of linguistic resources. However, only a few of them used this strategy. Most of them when using this strategy they use the sentence "what's the point" this is because they have difficulty in some vocabulary so they only use that sentence.

14. Self Repair

A communicative strategy used by a speaker to recognize errors or ambiguities in their conversation or speech and then correct them. When communicating, one can sometimes make mistakes in language,

misconstrue sentences, or say something that was not intended. In these situations, self-repair is used to correct and clarify the message to make it clearer and more precise. These corrections can be in the form of grammar corrections or incorrect vocabulary.

Conversation

S1: Hi how was your presentation in class earlier?

S2: "I made a wrong... umm a mistake during the presentation."

S1: it's okay, you're already cool.

When the speaker wants to convey a message in English he initially uses the word "wrong" which is then replaced by "mistake". The speaker realized the mistake she made and then did a selfrepair.

15. Other repair

This strategy occurs when a person or another member of the communication group realizes or identifies an error or difficulty in the message conveyed by another person, and they actively seek to help correct or clarify the message. Other-repair is a collaborative form of communication, where the recipient of the message takes an active role in understanding and ensuring the message is clearer and more precise.

A: "hey, that student studies hard "(pronounced student)

B : 'student' (reprimanding his friend for mispronunciation)

16. Comprehension-check

This is a strategy employed by the speaker to ensure that the message conveyed has been correctly understood by the interlocutor. Comprehension-check can include observing the recipient's facial expressions or body language, asking questions to the recipient to ensure that they have understood the content of the message, or also using different words to clarify and clarify the message that has been conveyed.

Examples include "Do you understand?", "any question?", "do you get my point?"

Conversation

S1: Are there any questions for my presentation?

S2: hmm I don't think so

S1 : do you understand my explanation?

S1 : yes already

17. Asking for repetition

Asking for repetition is one of the communicative strategies where one asks the speaker to repeat what they have said because they did not hear or understand the message clearly. The strategy is applied when the message's recipient has trouble hearing or comprehending what the speaker is trying to say. One of the best ways to make sure that the message is understood correctly and avoid communication misunderstandings is to ask for clarification. As an illustration, consider "Excuse me, Can you repeat again what you said?" or "pardon me".

Conversation

S1: I have explained some of the points above. does anyone still not understand?

S2: Pardon me, I still don't understand the explanation. can you explain it again?

S1 : Well done

18. Asking for Clarification

This communicative strategy is a strategy in which a person asks for further explanation or additional information to better understand the message or information that has been conveyed by the speaker. At the time of on-site observation, they rarely used this strategy.

Conversation

S1: I have explained some of the points above. does anyone still not understand?

S2: Pardon me, I still don't understand the explanation. can you explain it again?

S1 : Well done

19. Expressing non understanding

This communicative strategy is where someone states that they do not understand or do not understand the message or information that has been conveyed by the speaker. Usually when they do not understand what the interlocutor says, they ask for the interlocutor's words again. This strategy is quite often used by students and they usually use sentences such as "sorry, I don't understand", "Sorry, what did you just say".

Conversation

S1: I have explained some of the points above. does anyone still not understand?

S2: Pardon me, I still don't understand the explanation. can you explain it again?

S1 : Where is it ?

S2 : On point 3

B. Discussion

In line with Ustadzah's statement during the researcher's interview in the language area, she said:

"English communication strategies are clearly often used by students here. But maybe they don't realize that so far they have used several communication strategies when talking to their interlocutors. They usually use these strategies when language difficulties such as forgetting vocabulary, not understanding grammar or being confused about pronunciation. But besides that, there are solutions to every difficulty they experience. For example, they are encouraged to bring a dictionary with them when they go to school."

As stated in the language supervisor's ustadzah, they have frequently employed English strategies for communication without realizing it. It is

possible that they will not know the answers to questions about the communication strategies they employ, but they will comprehend if we clarify them. Furthermore, she mentioned that they employ strategies for communication in cases where they mispronounce words, grammar, or pronunciation. To make things easier for them, they are therefore urged to carry a dictionary with them every day.

In addition, Anis Naila Mardiah, one of the ninth grade junior high school students, said:

"English communication strategies may be rare for us to hear, but after listening to the explanation from the interviewer we just know that we have been using them in our daily lives. From some of the strategies explained earlier, we often use them, for example, when we are experiencing vocabulary forgetfulness, we will buy time to think, which turns out to be one of the English communication strategies."

In response to a comment made by a female santri from junior high school, they had been utilizing communication tactics in their everyday activities without realizing it. But once the communication tactics were given to them, they understood right away and in fact employed them frequently. She added that the majority of them had experienced vocabulary forgetting on multiple occasions, which is why they occasionally pause to consider the English in the statement they are trying to express. This is comparable to one of the communication strategies, which is to Stalling time-or gaining.

Furthermore, Suci, one of the students of Darul Hijrah Islamic Boarding School for female also said:

"several times we also often use English at the beginning and then afterwards we connect it with Indonesian. On the other hand, sometimes when we don't know the vocabulary, we create new vocabulary that is not actually English."

In line with Suci's explanation of the interview's findings, they occasionally utilized code switching—a communication strategy—when speaking with the other person by initially speaking in English and then connecting with them in Indonesian. Changing the language or code used by a speaker during a conversation or other communication exchange is known as code switching. Furthermore, she mentioned that students invent new word when they lose or don't know the old vocabulary. This is consistent with word conaige, one of the communication methods. Word conaige typically occurs when a speaker invents new words to communicate a sentence to an audience in incorrect English.

Furthermore, Raisya, one of the ninth grade junior high school students also said:

"When I or my friends are experiencing language difficulties or difficulties in pronunciation, sometimes I ask for help from my other friends to correct the pronunciation or vocabulary that I forgot".

Pointed on Raisya's explanation, she said that sometimes when she experiences language difficulties such as forgetting vocabulary or difficulty in pronunciation she will ask her other friends to help her in conversation. This is similar to one of the communication strategies, namely appeal for help. This strategy is where the speaker asks for help from the interlocutor to find the word to be spoken, either directly or indirectly.

One of the language supervisors stated the following in response to the interview findings on December 21, 2023:

"They normally participate in an annual work program, such as a 3-language speaking competition, where one of them utilizes English, to enhance their English. All Santriwati who choose to follow it are welcome to do so. In addition, every week on a specific day, there is an extracurricular English program that will undoubtedly improve their English language skills."

One of the ustadzah language teachers told them that if they wanted to get better at the language, they may participate in the cottage's annual three-language speech competition, which includes English speech as one of the languages. She clarified that while they may work on their English there, they could also participate in English-language extracurricular activities each week to further improve their ability to speak English. This explanation points to a number of exercises that can help them with their language.

"Every Wednesday and Sunday we usually hold conversations to improve our grammar, and also on Sundays there are usually listening music activities to broaden our vocabulary, language order, or our English pronunciation," added Aisyah, a student at Darul Hijrah Islamic Boarding School for female

In response to one of the students' interview findings, there were conversation exercises every week to help pupils with their English. Additionally, they have music listening sessions once a week where participants can work on their pronunciation, vocabulary, and language order in English. This will help them communicate in English more effectively.

Syabita, a student there, added that "yes, sometimes we also bring a dictionary just in case we forget the vocabulary, then usually every night we will deposit the vocabulary to the room mother every night that has been given by the OSDA seniors in the morning so that we continue to remember"

In line to a student's statement, they will store the vocabulary provided by OSDA each night and use it the next morning to help them recall their English vocabulary. This is a wonderful method for expanding their vocabulary.

Additionally, a number of elements influence the communication strategy that is chosen. Three elements were found in Bialystok and Frohlich's (1980) study to impact learners' decision to use a specific

communication strategy. The formal target language skill level of the learner is the first of the first determinants. Better students were discovered to rely more on the application of L2-based tactics and to be more efficient and effective communicators. Additionally, it was shown that less proficient people used L1-based transfer procedures more frequently. The usage and selection of communication techniques are also thought to be influenced by other characteristics, such as personality (Tarone, 1977), first language background (Tarone, 1977), and first language or target language communication (Paribakht, 1985).

From the research's observations and interviews, some of them revealed that they resorted to these communication strategies due to their limited speaking abilities, limited knowledge of the subject, and limited ability to express ideas or respond to questions on specific subjects. During the interview, some tried to select the same themes as their friends and frequently repeated some or all of their friends' earlier remarks. But, some people were also very successful at responding because of their topic knowledge and comprehension, as well as their strong language skills and speaking abilities; as a result, they had no trouble communicating their views and responding to questions during the interview process.

As when the researcher interviewed one of them, Suci from class VIII junior high school said:

"I usually forget the vocabulary and grammar a few times, but I don't really think about the pronunciation as long as they understand what I'm saying."

Some students explained that their usage of specific communication strategy stemmed from cultural challenges such as linguistic ignorance, fear of being incorrect, and a lack of confidence. Some students struggle with confidence issues and the fear of making a mistake, but when they

confide in their classmates, they feel more comfortable talking because they are assumed to comprehend what each other is saying.

Some other student also claimed that their lack of confidence, fear of being incorrect, ignorance of language, and cultural influences prevented them from using specific communication strategies. Some student suffer from lack of confidence and anticipate of being wrong, yet when they speak with their peers, they feel less confident because it is easier to communicate to peers because they are assumed to comprehend what they are saying. As noted by (Wachidah in Fadilah, 2009), if students are interacting with their friends exclusively, learning with peers shouldn't cause them to feel uncomfortable or bashful when speaking English. in order to have a beneficial impact on their self-confidence. (Fadillah,2015) pointed in students who live in countries that do not use English for daily communication have difficulty mastering the language. Students who have studied the language for years still have difficulty in conversation even though they understand the sentences. They do not practice English in language classes. This is due to the anxiety-inducing classroom situation in English. Therefore, English teaching fails in countries where English is not the first language.

A learner experiences less anxiety during learning if they feel more confident. This is also actually a result of their lack of language knowledge, in addition to their lack of knowledge or mastery of certain materials or topics. Cultural influences, namely shyness, avoidance, and fear of trying, can also be said to be a factor in the choice of certain communication strategies by these types of students.

Some student who speak English well attempt to improve the interlocutor's understanding by changing the utterance's structure and

correcting any grammatical mistakes. They also give the interlocutor the opportunity to understand their speech and speak. These attempts demonstrate how cultural characteristics, such as caution and respect for one another or interlocutors, lead to the deployment of various communication methods, including self- and other-repair. As Macaro (2006) theorizes, effective strategy use has a close correlation with various aspects of learning success. Because more proficient learners typically employ more methods than less proficient learners, he discovered a positive correlation between high strategy utilization and learning performance (Green & Oxford, 1995; Griffiths, 2003b).

Strategies such as comprehension check are used to ensure that their perceptions of intent are the same as those of the interlocutor. By doing this strategy, misunderstandings in interactional communication activities can be avoided. Confirmation check is also applied when the statement or question conveyed by the interlocutor is not clearly heard or understood.

Some students also use code switching, literal translation, and repetition. They use code switching because they do not know or forget about some terms or vocabulary in English, so they replace one or more vocabulary into Indonesian which is a code switching from English to Indonesian. Besides using code switching, they also apply literal translation in delivering English sentences. The sentence structure that should follow the rules of English grammar is replaced with an Indonesian sentence structure that is clearly different. Although they still use English vocabulary, the meaning of the sentences conveyed becomes slightly different to make the interlocutors understand their intentions. While They usually repeat their words in their language to avoid mistakes.

The results of this study, some students use this strategy because they believe they are poor speakers and lack ability. If they say something incorrectly, they are terrified and ashamed. They also acknowledge that their English vocabulary is unworthy and that they do not truly understand the subject matter or themes covered. They feel nervous and unprepared when they try to speak, which is another contributing factor. They attempt to avoid and say only what they can, which is typically very little, due to the reasons outlined above.

Some student also mentioned that they find it difficult to pronounce English, which makes them feel lazy to use it. However, some santriwati also enjoy using English due of its many advantages. as noted by (Fadilla ,2015), students are motivated by intrinsic interest; they want to study English because they find the language and some parts of its culture interesting. Internal elements are intimately tied to the students themselves: because they enjoy their professors, the way books and instructional materials are used, the caliber of language used in the classroom, and the whole experience, they may feel very driven in their English as a foreign language lesson.

Even if they are limited by a few of the factors mentioned above, they find solutions for them. Those who attend the boarding school typically leave their vocabulary with the room attendant each night to help them remember it. their individual rooms in order to help them retain the vocabulary. Additionally, there is an extracurricular English program that helps students learn the language and improve their competence in it. Additionally, there is a weekly plan and students are advised to pack a dictionary for travel. They typically speak with their buddies once a week to help them become accustomed to speaking English. to help them

become acclimated to speaking English. In addition, they mentioned that they occasionally use English music as a source of vocabulary or linguistic structure. To improve their ability to communicate or expand their vocabulary will enable them to use English correctly.

The findings and discussion in this research, pointed on the results of direct observation and interviews, prove that the results of direct observation and interviews, thus proving that their reasons are lack of confidence or embarrassment, fear of being wrong, and often forgetting vocabulary are the main reasons they use these strategie