

**A SURVEY OF ORAL COMMUNICATION STRATEGIES FOR
EFL LEARNER**

**Presented to Department of English Language Education as Partial
fulfillment of Requirements to Obtain the Sarjana Pendidikan
Degrees in English Language Education**



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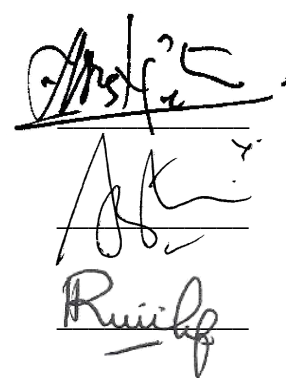
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Yogyakarta, 28th of July 2020

The writer,



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MOTTO

It is okay to be failed; it is okay to be different, because we are born to be special
and to be fighter.



DEDICATION

Thank to my beloved parents

Mrs.Rachmawati & Alm. Syamsu Alam Fatwa

For all off the exceptional support, prays, and loves. I cannot stand and strong
without you,

Especially thank to myself for never give up and give my best.



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum warahmatullahi wabarakatuh

Alhamdulillah, all the good praises belong to Allah SWT, who understand the beginning and the end of life, who gives hope for people expect it, and guides me until I finish my undergraduate thesis to be *sarjana pendidikan* in Islamic University of Indonesia.

Especially thank to beautiful human being my parents, my sister Dewi Fortuna Fatwa and my brothers Adi Syam Palaguna Fatwa & Aditya Nugraha Fatwa who never stop being a first support system in any condition.

My especially big thank to my beautiful thesis supervisor Ms. Ista Maharsi such a mom in my college life so lovely and cheerful to be one of your student guidance. I would not finish my thesis without your help. Special thank is also give for my first thesis supervisor before Mr. Willy Prasetya, I learn many thing in writing thesis from you. Thank you so much for all of the lectures in English Department who guide me during the learning process and all of the experience you gives me, I would not forget all of you.

Thank you for all of my friends in Universitas Islam Indonesia, my friend in PBI 2015 my organization friend, my best friend. Indah, Ondeng, Kak Dita, bang Akmal, Raihan, Fitrah who have accompanied me from *mahasiswa baru* to be *mahasiswa bangkotan*.

Author is aware that this thesis is far from perfect. If there are suggestion and improvement will be kindly appreciated. The author hopes this thesis will can provide benefits for all who read it.

Wassalamualaikum warrahmatullahi wabarakatuh.



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A SURVEY OF ORAL COMMUNICATION STRATEGIES INVENTORY

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ABSTRACT

This research is concerned in speaking and listening skill of EFL learners in Indonesia. This study aims to identify the strategies used by EFL learner. The participants were 201 students enrolling in English Department at private university. The data was collected by using questionnaire "Oral communication strategies inventory by Nakatani (2006). The data were analyzed by using SPSS and Microsoft Excel. The findings describe two the most effective strategies of speaking skill and listening skill. This section is divided into three parts. The first part focuses on Indonesian students' overall use of oral communication strategies. The second part focuses on Indonesian students' oral communication strategy use in each of speaking strategy categories. The third part presents Indonesian students' oral communication strategy use in each of the listening strategy. The highest factor for speaking skill is negotiation of meaning (M=4.30), following by nonverbal strategy (M=4.25), social affecting (M=4.12), fluency-oriented (M=4.12), message abandonment (M=4.10), Attempt to think in English (M=3.96). In case of listening, getting the gist get the highest score with mean (M=4.25) negotiation of meaning while listening (M=4.21), word oriented (M=4.20), fluency-maintaining (M=4.15), nonverbal strategy (M=4.11), less active (M=3.96), scanning strategy (M=3.85)

Keywords: oral communication strategies, English speaking and listening, EFL.

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the paper. It covers the background of the study, identification of the problem, and the aims of the study and the last present the significance of the study.

1.1 Background of the Study

Active communication involves listening and speaking. However, EFL learners get difficulties in those skills such as speaking and conversation. Savignon (1983) stated that some people communicate effectively in another language with only 100 words. Communication strategies will be very useful for learner's lack of targets to start the target language using lexical items and grammatical structures. This lack of linguistic knowledge often causes other difficulties such as lack of vocab, time lag while thinking long enough to process words or sentences, or not capturing the intentions of the other person. To overcome this limitation, they imitate the sound or movement of things, mix languages, create new words, and describe something they don't know using circumlocution (Dornyei, 1995).

Practicing oral communication can use strategies whenever communication problems occur. if students do not know in a foreign language they can replace words from their native language, or use words from a language that is almost the same meaning, or try with a language that they know.

Oral communication strategies inventory has been studied in several countries such as Turkey, China, Russia, Thailand which is the English Language as Foreign language. Indonesia is also using English as a foreign language. For educational interest, the study of OCSI has many results in every country. Huang (2010) studied oral communication strategies use OCSI as the instrument and find most of the students often employed message reduction, alternation strategies, and message abandonment strategies. The students motivation to speak English directly has a correlation with the use of communication strategies. The same result also finds by Yaman (2013) that students most often applied alternation strategy, message reduction strategy, and least message abandonment strategy. Oral proficiency felt by students, has a frequency with the motivation possessed by students who are proficient in English and the correlation of motivation when using oral communication strategies. Other research by Ounis (2016) in the same country shows that result which is achievement strategies such as negotiation of meaning, social affective, and fluency oriented are commonly used by students. In the same case by Metcalfer (2011) studied high and low proficiency students, find the significant differences occurred the OCSI responses of high and low proficiency groups, students with advanced proficiency use social-affective negotiations, accuracy and fluency, and use words with a higher level of meaning whereas, students whose level of use of intermediate language usually ignores message abandonment and directly focuses on meaning. Heidari (2015) in Malaysia shows the different result by different problems, the aim of the study to find the oral fluently student when doing the TOEFL task especially when speaking and listening task which requires the use of grammar. Findings indicated that not only knowledge of grammar has an impact on the oral communication

strategies used by the learners, but also the way this knowledge has been stored, processed and retrieved within the mind affects learners' use of oral communication strategy. Meanwhile, it is shown that there is no interface between oral fluency and oral communication strategies. Liu (2018) the results are: (1) when evaluating students who are less capable are significantly more worried about negative results and poor communication in speech than their capable peers. Furthermore, the several strategy of OCSI in speaking skill often use because they develop it in the their research.

The research about oral communication strategies inventory concerns in communication disruption. The use of communication strategies for foreign student has been studied in several superpowers such as the United State of America, the United Kingdom, and China since the 1980s and United Arab (Rababah, 2005). Oral communication strategies inventory has been published in Indonesia by Mahmud (2018), he compares the differences in oral communication strategy employment between high-anxiety and low-anxiety students. The result of that study shows delivery skill, oral proficiency and presentation. In addition, the results of the correlation analysis found that there were 2 significant differences in the first on the social affective strategies between the English Department and the non-English department. The second, study found a very significant difference. The use of Message Abandonment strategy between students with the high level anxiety and low level of anxiety is very different.

1.2 Formulation of the Problem

This study was conducted in a private university in Yogyakarta, Indonesia. This study investigated the Oral Communication strategy use in English

Department from private university. Therefore, the research question was formulated as follow:

1. What are the oral communication strategies inventories used by the students?

1.3 Operational Definition

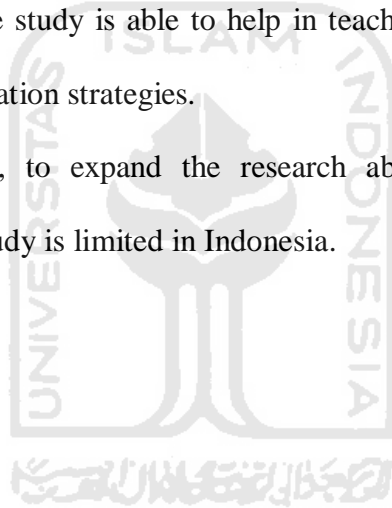
1. Tarone (1980) state that oral communication strategies is about negotiation of meaning how the speaker and the listener are able to understand each other without think about structure or linguistic form, so it called negotiation of meaning. In the other side, Dornyei (1995) states that EFL learners that the accuracy is also important for communication so he made other *interactional perspective* about oral communication strategies. Communication strategies are the planning to solve the communication disruption for EFL learners when they faced problem in communication and proficiency task such as TOEFL and IELTS.

2. OCSI, oral communication strategies inventory the tool of oral communication strategies (Nakatani, 2006). The aim of this OCSI makes communication strategies either speaking or listening specifically by using their behavior. Oral Communication strategies Inventory also has specific domain for each skill. Speaking skill has seven factors there is negotiation of meaning, Accuracy and fluency oriented, message and alternative reduction, message abandonment, nonverbal strategy, attempt to think in English. There are seven factors strategy for listening skill; negotiation of meaning, fluency strategy, scanning, getting the gist, nonverbal strategy, word oriented, less active listener.

1.4. Significance of the study

Undergraduate students and lecture of English Department Islamic University Indonesia this study is expected to be useful for the teacher and the students to give alternative way to increase their oral communication and speaking skill. This study brings empirical benefits in such a way that

1. For students, the study to know there is the oral communication strategies as a reference to understand the strategy they use when speaking and listening.
2. For lecture, the study is able to help in teaching process by using the oral communication strategies.
3. For researcher, to expand the research about OCSI in Indonesia because this study is limited in Indonesia.



CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review to the paper. It covers communication strategies theory by several researchers and oral communication strategies inventory by Nakatani in 2006.

2.1. Communication Strategies in Speaking and Listening Skill

Communication strategies were first introduced by Selinker (1972). The importance of communication strategies invited interest to many researchers. There were several definitions of Communication strategies after the notion appeared. Communication strategies are used by EFL learners when they faced problems to speak their thought. In addition, communication strategy is also able to solve communicative disruption and enhance interaction in speaking skills (Tarone, 1980). Tarone (1980) introduced an interactional perspective, he said that the communication strategies are the tools for joint negotiation of the meaning to achieve communication goal. Moreover, Tarone (1983) defined communication strategies to communicate meaning to the listener; the speaker believes sociocultural structure; and the last the speaker chooses to attempt to understand communication meaning. Research by Nakatani is increasingly being done to improve communication skills, then mainly to focus on the nature of communication strategies, namely, definition, identification, and classification. A large number of research-oriented tourism students.

Communication strategies are able to provide a solution between the linguistic knowledge of the foreign language and the target language in real

communication situations (Tarone, 1981). However, Faerch & Kasper (1983) argued communication strategies should not only focus on negotiation of the meaning but also investigate the cognitive process and mental procedures. They propose two strategies in general to solving a communication problem. There are two strategies by Faerch and Kasper (1984) avoidance strategies and achievement strategies. The achievement strategy consists of compensation and retrieval strategies strategy. Compensation strategies include codes, between languages transfers, inter-language based strategies, cooperative strategies, and nonlinguistic strategy. Retrieval strategies are used when students face difficulties in using language items. Subtraction the strategy consists of a formal reduction strategy (using a reduced system to avoid producing speech that isn't smooth or wrong) and functions reduction strategies (giving up sending messages or avoiding a specific topic). The achievement strategy consists of compensation and retrieval strategies strategy. Compensation strategies include codes, between languages transfers, inter-language based strategies, cooperative strategies, and nonlinguistic strategy. Retrieval strategies are used when students face difficulties in using language items. Subtraction the strategy consists of a formal reduction strategy (using a reduced system to avoid producing speech that isn't smooth or wrong) and functions reduction strategies (giving up sending messages or avoiding a specific topic). In addition, the theory of Faerch and Kasper (1984) alternative strategies are needed to achieve initial competence with available resources. The reduction strategy is used by students to avoid solving problems and allow them to give up in conveying the original message. not only to solve the phenomenon of language problems but also to make language flexible and not pragmatic. Communication strategy is the most potent way to realize communication goals.

Dornyei in decade start to study about communication strategies based on the analysis from the study before. He resents *stalling strategies* and new taxonomies about communication strategies. She starts from the problem of communication strategies then she categorizes three types of CSs problem: the first is performance problem, when someone incorrect then they using self-repair, self-rephrasing, self-editing. The second is others performance problem because feeling something wrong when speak with other. The third is processing time pressure: foreign speaker does not speak naturally, they need more time to think before speak, associated with strategies such as the use of fillers, hesitation devices, and self-repetitions.

Dornyei and Scott classified the strategies according to resolving conflicts and achiving mutual understanding. There are three basic categories, namely *direct, indirect, and international strategies*.

2.2. Oral Communication Strategies Inventory (OCSI)

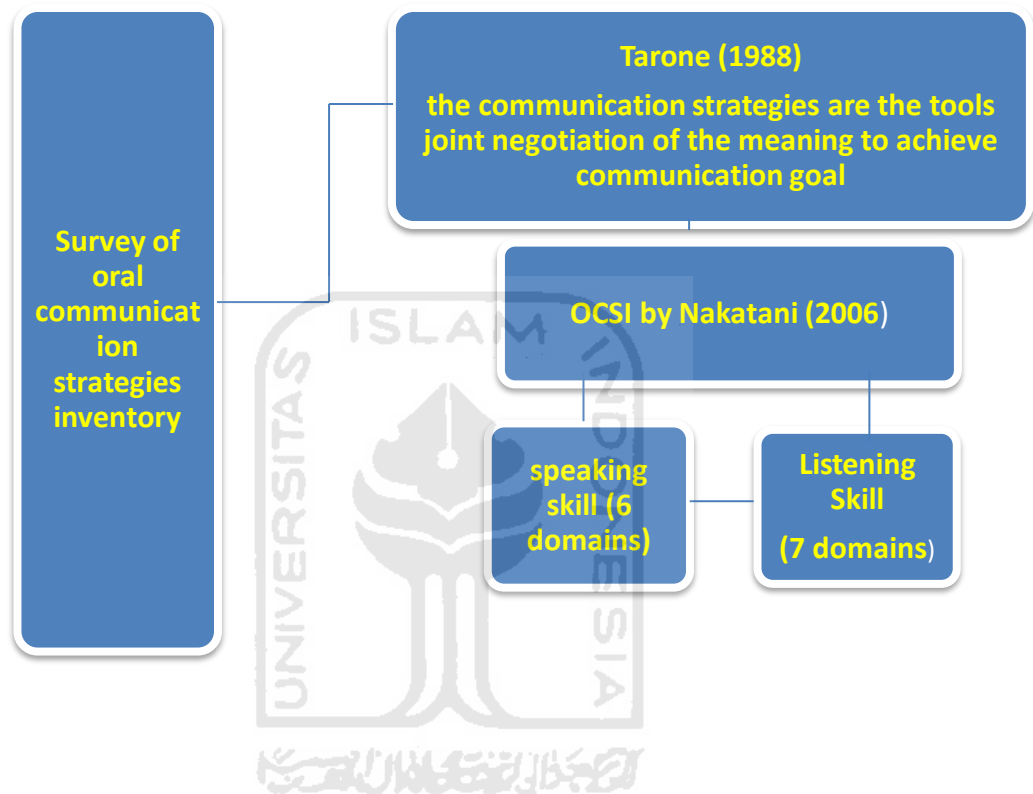
Nakatani (2006) avoid all of the confusion of the discussion of taxonomies before. He focuses on the oral communication strategies specifically focus on strategies behavior that the learners used when facing communication problem in during interactional task. He puts eight factors in the questioners. Nakatani's research is focusing on speaking strategies in the oral communication to maintain the speaking problem of the EFL students. He puts eight domains on the research of speaking skill. Social Affective, fluency-Oriented, negotiation for Meaning While Speaking, accuracy-Oriented, message reduction and alteration, nonverbal strategies While Speaking, message Abandonment, attempt to think in English.

The first, factor is Social Affective Factor. Nakatani & Go (2007) classified of CS interactional as a problem solving and media to sending message and psychologist as a problem solving for their lexical knowledge. (Nakatani, 2006) develop Oral Communication Strategies Inventory (OCSI) on Japanese learners designed considering the communication problems encountered by the people learning EFL.

Based on Nakatani (2006) Factor one appeared to be concerned with learners' affective factors in social contexts. In order to communicate smoothly, these learners try to control their own anxiety and enjoy the process of oral communication They are willing to encourage themselves to use English and to risk making mistakes. They also behave socially in such a way as to give a good impression and avoid silence during interaction. Therefore, this factor can be labeled *social affective strategies*. EFL learners tend to have little experiences speaking English in authentic interactional contexts, managing their feelings. The second factor Fluency-Oriented, explained that fluency is related with the flow of natural language and courses. Also, how the speaker is able to speak purposeful. Nakatani (2006) make it more specific by explain the fluency orientation is how the student get attention from the listener with several aspect such as pronunciation, intonation, and rhythm. The fourth, accuracy-oriented is a correct structure. In relation Nakatani (2006) support that accuracy-orientation emphasize on grammatical accuracy and sensitive with grammatical errors. The fifth, Negotiation for meaning this is how the speaker and the listener understand each other and avoid breakdowns while communicating. The six, nonverbal strategies is important to know their understanding and attention by using eye contact and also helping to what they want to say (Nakatani, 2006). Nakatani (2010) study

about oral communication strategies that is able to use in English language proficiency task. The study found that the negotiation of the meaning can increase communication ability.

2.3. Theoretical Framework



CHAPTER III

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research Design

This research is quantitative approach using survey design. This study focuses to describe a quantitative description of oral communication strategies. It can be gathered systematically from English as foreign language (EFL) learners. The study attempted to adopt a questionnaire for statistical analysis, named the Oral Communication Strategy Inventory (OCSI). The sample of this survey is English Education Program students 2017/2018. This study was designed to identify the factors of Communication Strategies Inventory by the students in English Language Department academic year 2017/2018 at private university. This present study uses quantitative research. Quantitative research involves data collection and data analysis which is typically numeric and using mathematical models (Williams, 2007). Meanwhile, the data of students in EFL speaking and listening skill analyzed by using SPSS 23 (Statically package for the social science) and Microsoft Excel.

3.2. Population and Sample

The population of the study based on the data of Universitas Islam Indonesia office in 2017 there are 280 population of the English department program batch 2017 and 2018 because they have taken speaking and listening subjects. According to Sugiyono (2011) sample is part of the amount and characteristics possessed by the population. The sample of this research consist of 280 students from English Education Department batch 2017 and 2018. In this study, population taken exceeded 201 respondents, thus it is the large scale population. According to (Cohen, Manion amd Morrison, 2007) states that, determine the number of samples, can predicted from the total population.

This is the table for sampling of respondent in English department batch 2017 & 2018. Predictions in sampling refer to the beliefs of 90%, 95% and 99% . The researcher determines the sample by using the table of Cohen. The level of confidence in this research is under 90% and the margin of error is above 10%.

Batch 2017 & 2018	Respondent
280	201

Table 3.0-1 respondent

3.3. Data Collection Technique

This research uses instrument, validity and reliability techniques to describe the data collection.

3.3.1 Instrument

According to (Creswell) data collection instrument is a tool that selected and used by researcher in their activities to collect for such activities become systematic and facilitated. Researchers used questionnaires from Nakatani (2006) namely Oral Communication Strategies Inventory.

3.3.2 Questionnaires

This research is using OCSI (Oral Communication Strategy Inventory) Nakatani (2006) as a instrument. This survey focus on strategies of speaking problem. Oxford (1996) state that “questionnaires are among the most efficient and comprehensive ways to assess the frequency of language learning strategy use”. To use OCSI in strategy of speaking problem, there are thirty-two questions to answer with Likert scale about what strategies that the students used when the speaking problem. It is divided into Speaking skill has seven domain there are negotiation of meaning, social-affective, accuracy-oriented, and fluency-oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, attempt to think in English. For listening skill there are seven domains there are negotiation All of the factors: there are negotiation meaning while listening, fluency-maintaining, scanning, getting gist, nonverbal strategies while listening, fluency-maintaining, scanning, getting gist, nonverbal strategies while listening, less active listener, word oriented.

Item	Statement	Domain
OCSI-1	1. I think first of what I want to say in my native language and then construct the English sentence.	<i>Factor 8: Attempt to Think in English Strategies</i>
OCSI-2	2. I think first of a sentence I already know in English and then try to change it to fit the situation.	<i>Factor 8: Attempt to Think in English Strategies</i>

OCSI-3	3. I use words which are familiar to me.	<i>Factor 5: Message Reduction and Alteration Strategies</i>
OCSI-4	4. While speaking, I pay attention to the listener reaction to my speech.	<i>Factor 2: Fluency-Oriented Strategies</i>
OCSI-5	5. I pay attention to the conversational flow.	<i>Factor 2: Fluency-Oriented Strategies</i>
OCSI-6	6. I use gesture and facial expression if I can't communicate how to express myself.	<i>Factor 6: Nonverbal strategies while speaking</i>
OCSI-7	7. I try to make eye contact when I am talking.	<i>Factor 6: Nonverbal Strategies While Speaking</i>
OCSI-8	8. While speaking, I pay attention to the listener's reaction to my speech.	<i>Factor 4: Accuracy-Oriented Strategies</i>
OCSI-9	9. I give examples if the listener doesn't understand what I am saying.	<i>Factor 4: Accuracy-Oriented Strategies</i>
OCSI-10	10. I give example if the listener doesn't understand what I'm saying	<i>Factor 3: Negotiation for Meaning While Speaking</i>
OCSI-11	11. I make comprehension checks to ensure the listener understands what I want to say	<i>Factor 3: Negotiation for Meaning While Speaking</i>
OCSI-12	12. I take my time to express what I want to say.	<i>Factor 2: Fluency-Oriented Strategies</i> <i>Factor</i>
OCSI-13	13. I repeat what I want to say until the listener understands.	<i>Factor 3: Negotiation for Meaning While Speaking</i>
OCSI-14	14. I try to give a good impression to the listener.	<i>Factor 1: Social Affective Strategies</i>
OCSI-15	15. I try to enjoy the conversation.	<i>Factor 1: Social Affective Strategies</i>

OCSI-16	16. I actively encourage myself to express what I want to say.	<i>Factor 1: Social Affective Strategies</i>
OCSI-17	17. I don't mind taking risks even though I might make mistakes.	<i>Factor 1: Social Affective Strategies</i>
OCSI-18	18. I try to use fillers when I cannot think of what to say.	<i>Factor 1: Social Affective Strategies</i>
OCSI-19	19. I ask other people to help when I can't communicate well.	<i>Factor 7: Message Abandonment Strategies</i>
OCSI-20	20. I pay attention to the words which the speaker slow down or emphasizes.	<i>Factor 7: Word-Oriented Strategies</i>
OCSI-21	21. I guess the speaker intention by picking up familiar words.	<i>Factor 7: Word-Oriented Strategies</i>
OCSI-22	22. I pay attention to the first word to judge whether it is an interrogative sentence or not.	<i>Factor 7: Word-Oriented Strategies</i>
OCSI-23	23. I try to catch every word that the speaker uses.	<i>Factor 7: Word-Oriented Strategies</i>
OCSI-24	24. I pay attention to the subject and verb of the sentence when I listen.	<i>Factor 3: Scanning Strategies</i>
OCSI-25	25. Anticipate what the speaker is going to say based on the context.	<i>Factor 4: Getting the Gist Strategies</i>

OCSI-26	26. I don't mind if I can't understand every single detail.	<i>Factor 4: Getting the Gist Strategies</i>
OCSI-27	27. I guess the speaker's intention based on what he/she has said so far.	<i>Factor 4: Getting the Gist Strategies</i>
OCSI-28	28. I try to respond to speaker even when I don't understand him/her perfectly.	<i>Factor 4: Getting the Gist Strategies</i>
OCSI-29	29. I send continuation signals to show my understanding in order to avoid communication gaps.	<i>Factor 2: Fluency-Maintaining Strategies</i>
OCSI-30	30. I try to translate into native language little by little to understand what the speaker has said.	<i>Factor 6: Less Active Listener Strategies</i>
OCSI-31	31. I pay attention to the first part of the sentence and guess the speaker's intention.	<i>Factor 3: Scanning Strategies</i>
OCSI-32	32. I pay attention to the speaker rhythm and intonation	<i>Factor 2: Fluency-Maintaining Strategies</i>
OCSI-33	33. I use circumlocution to react the speakers utterance when I don't understand his/her intention well.	<i>Factor 2: Fluency-Maintaining Strategies</i>
OCSI-34	34. I ask the speaker to give an example when I am nnot sure what he/she has said.	<i>Factor 2: Fluency-Maintaining Strategies</i>
OCSI-35	35. I pay attention to the speaker pronunciation.	<i>Factor 2: Fluency-Maintaining Strategies</i>

OCSI-36	36. I use gestures when I have difficulties in understanding.	<i>Factor Nonverbal Strategies Listening</i>	<i>5: While</i>
OCSI-37	37. I pay attention to the speaker eye-contact, facial expression and gesture.	<i>Factor Nonverbal Strategies Listening</i>	<i>5: While</i>
OCSI-38	38. I ask for repetition when I can't understand what the speaker has said.	<i>Factor Negotiation Meaning Listening</i>	<i>1: for While</i>
OCSI-39	39. I make clarification request when I am not sure what the speaker has said.	<i>Factor Negotiation Meaning Listening</i>	<i>1: for While</i>
OCSI-40	40. I make clear to the speaker what I haven't been able to understand.	<i>Factor Negotiation Meaning Listening</i>	<i>1: for While</i>
OCSI-41	41. I especially pay attention to the interrogative when I listen to WH question.	<i>Factor 3: Scanning Strategies</i>	

Table 3.2 Distribution of questionnaires 1

OCSI is composed of 41 items which consist of four- points, ranging from one point (never) to five points (always). All the items have positive statements. The scale of the data used in this questionnaire with scoring techniques as followed:

Never	1
Generally not true	2
Somewhat true of me	3
Generally true of me	4
Always	5

Table 3.3 the score of OCSI 1

In this research the writer use 41 items from of OCSI from Nakatani (2006). The writer translates into bahasa Indonesia by CILACS UII and the improvement by lectures. The survey of OCSI can be filled individually in Google form via online. The researcher sent messages one by one to students via whatsapp. The background of the form is name, batch, email, and phone number. They required to be filled the questions.

3.3.2 Validity and Reliability

According to Brown (1988) states that validity is the degree to measure what it claims to be measuring. There are two types to measure the validity in quantitative research that is content validity and construct validity. According to Widoyoko (2012) state that content validity is the instrument of form a test to measure learning outcomes. According to Widoyoko (2012) state that construct validity is refers to the extent to which an instrument measures the concept of a theory, which is the basis for the preparation of the instrument. To measure construct validity can use expert judgement, trials and correlation product moment. The OCSI questionnaire are used in this research, Nakatani (2006) the validity score from OCSI (Oral Communication Strategy Inventory) Alpha 0,85 in the strategies for coping speaking problem.

Pernyataan	Sig (r hitung)	R tabel	Keterangan
Item1	0.386	0.1384	Valid
Item2	0.447	0.1384	Valid
Item3	0.430	0.1384	Valid
Item4	0.456	0.1384	Valid
Item5	0.397	0.1384	Valid
Item6	0.387	0.1384	Valid
Item7	0.518	0.1384	Valid
Item8	0.522	0.1384	Valid
Item9	0.448	0.1384	Valid

Item10	0.570	0.1384	Valid
Item11	0.496	0.1384	Valid
Item12	0.564	0.1384	Valid
Item13	0.515	0.1384	Valid
Item14	0.412	0.1384	Valid
Item15	0.479	0.1384	Valid
Item16	0.355	0.1384	Valid
Item17	0.480	0.1384	Valid
Item18	0.527	0.1384	Valid
Item19	0.566	0.1384	Valid
Item20	0.592	0.1384	Valid
Item21	0.618	0.1384	Valid
Item22	0.497	0.1384	Valid
Item23	0.457	0.1384	Valid
Item24	0.513	0.1384	Valid
Item25	0.312	0.1384	Valid
Item26	0.578	0.1384	Valid
Item27	0.493	0.1384	Valid
Item28	0.517	0.1384	Valid
Item29	0.668	0.1384	Valid
Item30	0.547	0.1384	Valid
Item31	0.583	0.1384	Valid
Item32	0.530	0.1384	Valid
Item33	0.512	0.1384	Valid
Item34	0.531	0.1384	Valid
Item35	0.608	0.1384	Valid
Item36	0.574	0.1384	Valid
Item37	0.526	0.1384	Valid
Item38	0.575	0.1384	Valid
Item39	0.564	0.1384	Valid
Item40	0.519	0.1384	Valid
Item41	0.208	0.1384	Valid

Table 3.4 of validity test 1

The reliability of the 41 items examined by Cronbach's. alpha. Alpha for these 41 items was 0,92 which indicates a highly acceptable internal consistency

Reliability Statistics

Cronbach's Alpha	N of Items
.922	41

table 3.5 of reliability test 1

3.4 Data Analysis Techniques

Google form also facilitate the acquisition of data, because the data that can be used by participants can flow automatically by Google form and the data that is available also can be downloaded and then it can be access by using Microsoft excel or SPSS.

The researchers take some steps for the study:

- a. Translate the questionnaires into Bahasa Indonesia.
- b. I share the Bahasa Indonesia questionnaires to random respondent to determine the validity and reliability of the questioner and found there is 19 items invalid and do not relatable to use in this study.
- c. 1 March 2020 share the questionnaire to the respondent to all of the students in English Department UII.
- d. Checking the item periodically in the questioners to make sure it is easy to understand by consulting to the lecture.
- e. The study is using the Google Form web for the data collection. Afterwards, the researcher simply links Created from Google form into
- f. Share the link 41 questions of questionnaires to students and 201 samples by share the link.
- g. Using Microsoft Excels or SPSS to analyze the data descriptive and calculating the amount data received from Google Form. This study using two formulas STADEVA and AVARAGE.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to examine the factor of EFL speaking and listening strategies form English department academic year 2017/2018 at private university.

4.1 Research Finding

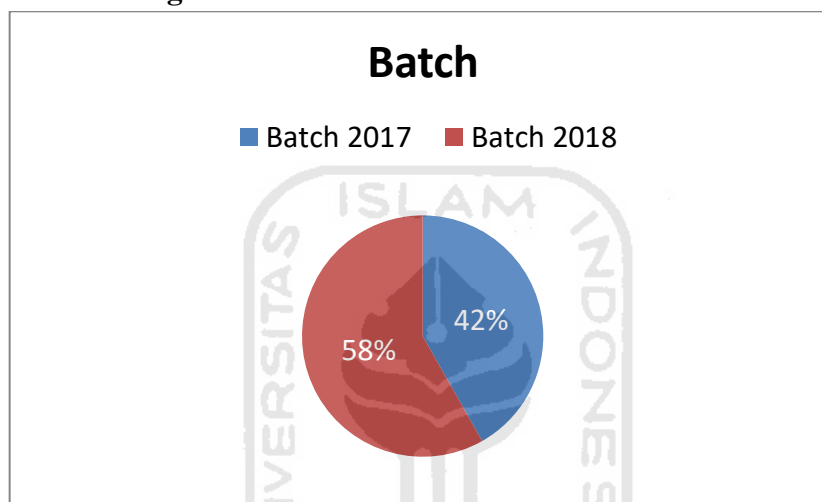


figure 4.1 chart of participant batch

Based on the picture above from 201 respondents, on the variable characteristics of respondents, 84 (42%) respondents from students batch 2017 and 117 (58%) respondents from batch 2018.

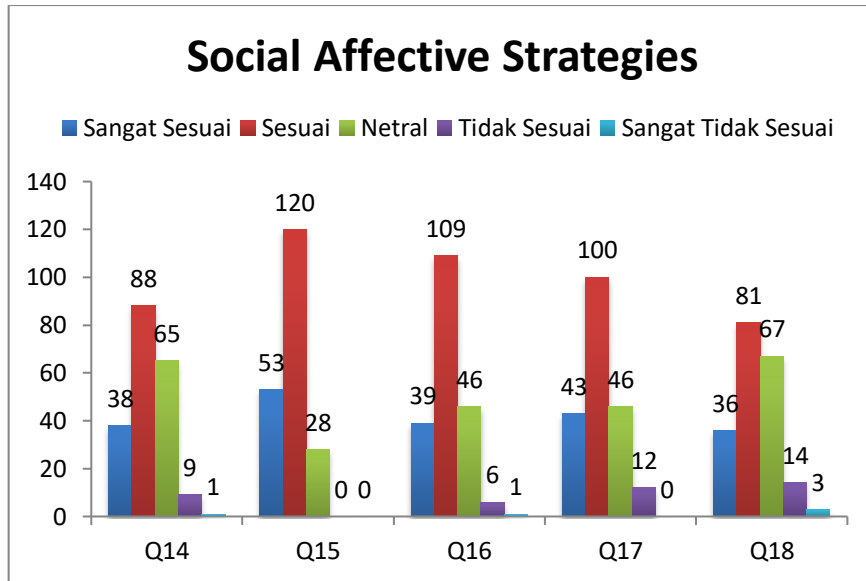


Figure 4.2 factors of social affective

Table 4.1 social affective strategies

	Social Affective Strategies	Mean	SD
14	I try to give a good impression to the listener.	3,76	0,83
15	I try to enjoy the conversation.	4,12	0,62
16	I actively encourage myself to express what I want to say.	3,89	0,76
17	don't mind taking risks even though I might make mistakes.	3,87	0,82
18	I try to use fillers when I cannot think of what to say.	3,66	0,90

Based on the chart above the result for the most social affective strategies were found in item OCSI-15 with mean ($M=4.12$) and standard deviation ($SD= 0.62$). Meanwhile, the least social affective strategies were found in item number OCSI-18 with mean ($M= 3.66$) and standard defiation ($SD= 0.90$).

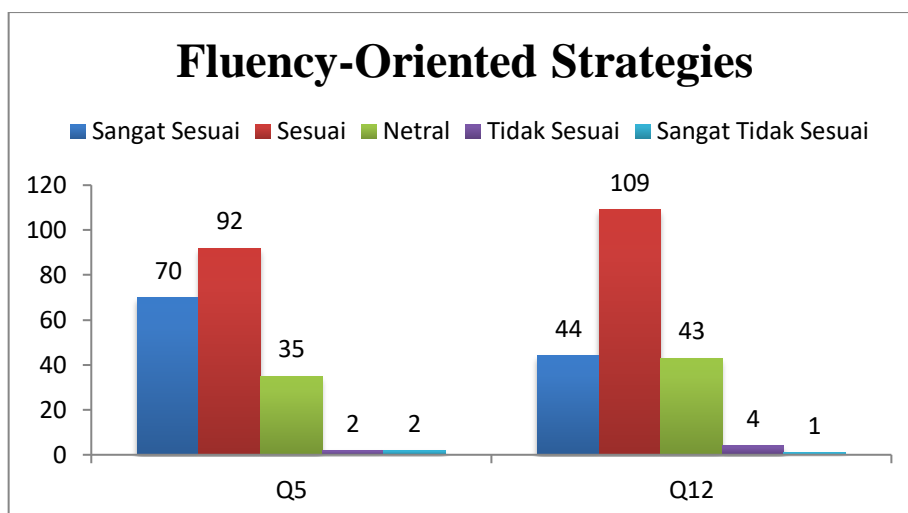


Figure 4.3 factors of fluency-oriented

Table 4.1 Fluency Oriented Strategies

	Fluency-Oriented Strategies	Mean	SD
5	I pay attention to the conversational flow.	4,12	0,80
12	I take my time to express what I want to say.	3,95	0,75

Based on the chart above the result for the most social affective strategies were found in item OCSI-5 with mean ($M=4.12$) and standard deviation ($SD=0.80$). Meanwhile the least Fluency-Oriented Strategies were found in item number OCSI-12 with mean ($M= 3.95$) and standard deviation ($SD= 0.75$).

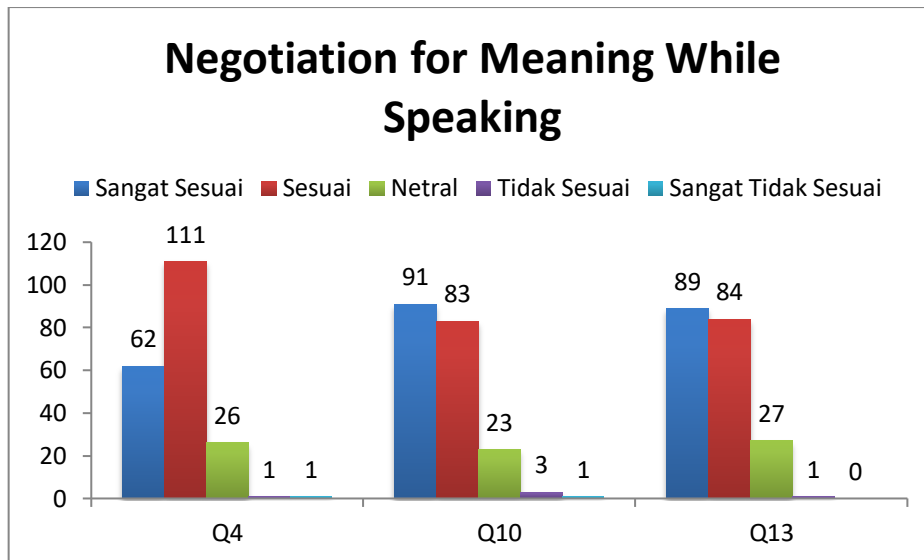


Figure 4.4 factors of negotiation

Table 4.2 Negotiation of Meaning

	Negotiation for Meaning While Speaking	Mean	SD
4	While speaking, I pay attention to the listeners reaction to my speech.	4,15	0,69
10	I give example if the listener doesn't understand what I am saying.	4,29	0,77
13	I repeat what I want to say until the listener understands.	4,30	0,71

Based on the chart above the result for the most negotiation for meaning while speaking were found in item OCSI-13 with mean (M=4.30) and standard deviation (SD= 0.71). Meanwhile, the least negotiation of meaning while speaking were found in item number OCSI-4 with mean (M= 4.15) and standard deviation (SD= 0.71).

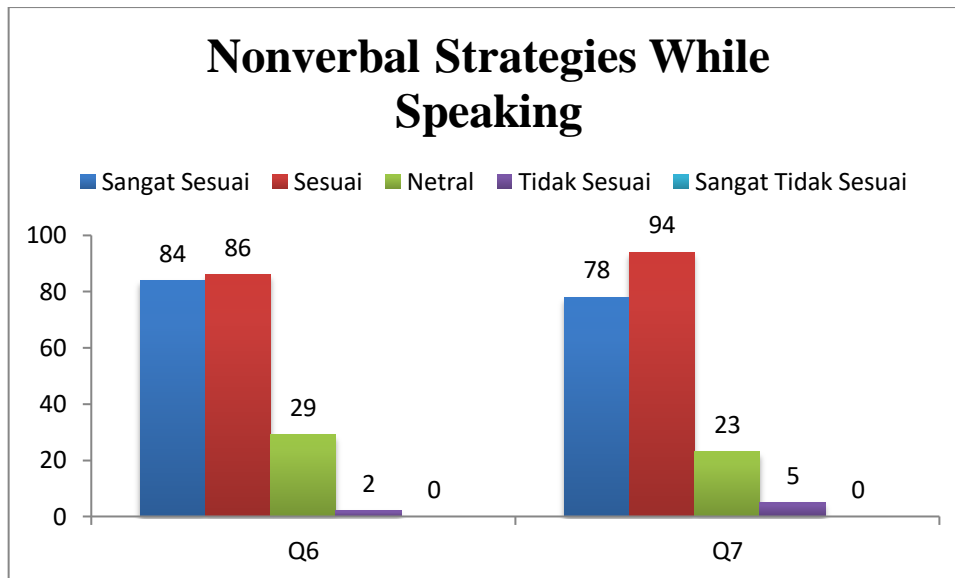


Figure 4.5 Nonverbal strategies

Table 4.4 Nonverbal Strategies

	Nonverbal Strategies While Speaking	Mean	SD
6	I use gestures and facial expressions if I can't communicate how to express myself.	4,25	0,74
7	I try to make eye contact when I am talking.	4,22	0,75

Based on the chart above the result for the most Nonverbal Strategies While Speaking were found in item OCSI-6 with mean ($M=4.25$) and standard deviation ($SD= 0.74$). Meanwhile, the least nonverbal strategies while speaking were found in item number OCSI-7 with mean ($M= 4.22$) and standard deviation ($SD= 0.75$).

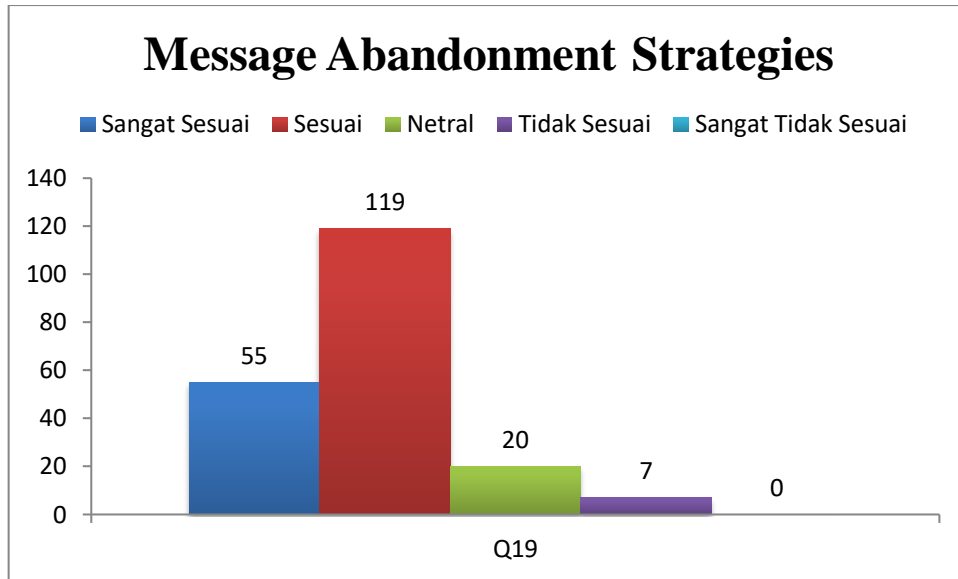


Figure 4.6 Message Abandonment strategy

Table 4.3 Message Abandonment

	Message Abandonment Strategies	Mean	SD
19	I ask people to help when I can't communicate well.	4,10	0,71

According to the chart above the result of the message abandonment strategies found in OCSI-19 with mean (M=4.10) and standard deviation (SD=0.71)

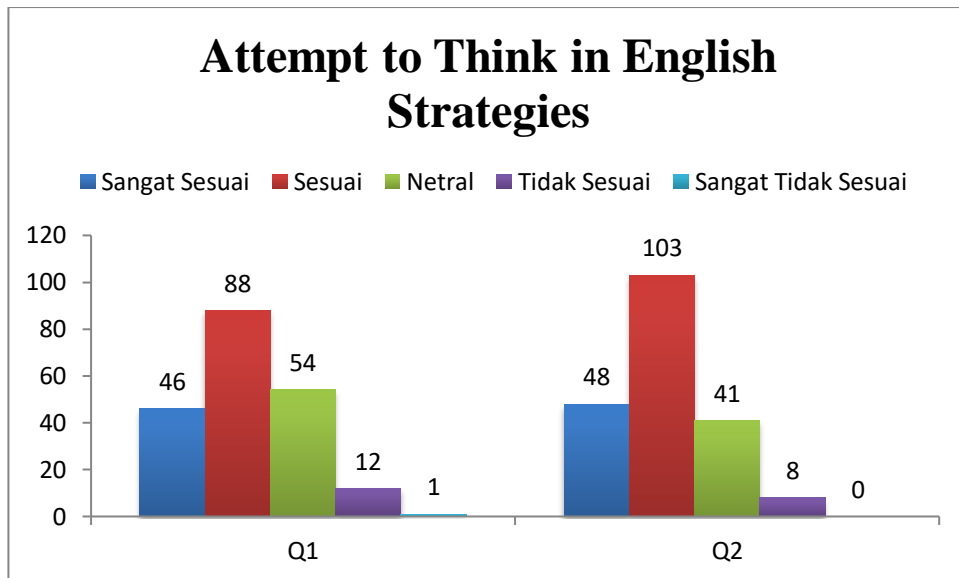


Figure 4.7 Attempt to think in English



Table 4.4 Attempt to Think English

	Attempt to Think in English Strategies	Mean	SD
1	I think of what I want to say in my native language and then construct the English sentence..	3,83	0,87
2	I think the first sentence I already know in English and then try to change it to fit the situation.	3,96	0,78

Based on the chart above, the result for Attempt to think in English the most affecting factor were found in item OCSI-2 with mean (M=3.96) and standard deviation (SD= 0.78). Meanwhile, the least affecting factor were found in item number OCSI-1 with mean (M= 3.83) and standard deviation (SD= 0.87).

B. LISTENING STRATEGIES

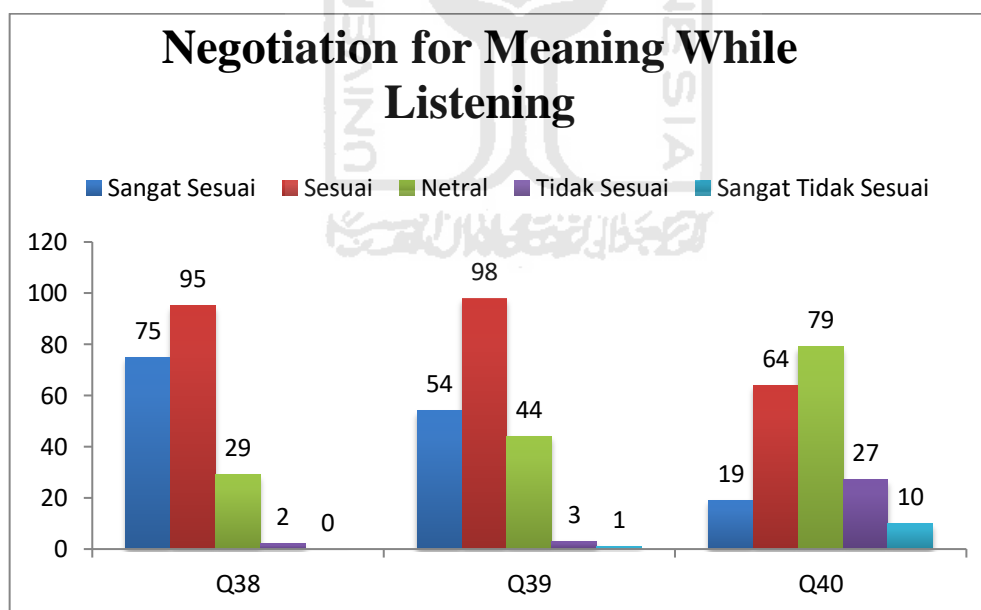


Figure 4.8 Negotiation for meaning listening

Table 4.5 Negotiation While Listening

	Negotiation for Meaning While Listening	Mean	SD
38	I ask for repetition when I can't understand what the speaker has said.	4,21	0,72

39	I make clarification request when I am not sure what the speaker has said.	4,00	0,77
40	I make clear to the speaker what I haven't been able to understand.	3,27	0,98

Based on the chart above, the result for Negotiation for Meaning While Listening: the most affecting factor were found in item OCSI-38 with mean (M=4.21) and standard deviation (SD= 0.72). Meanwhile the least affecting factor were found in item number OCSI-40 with mean (M= 3.27) and standard deviation (SD= 0.98).

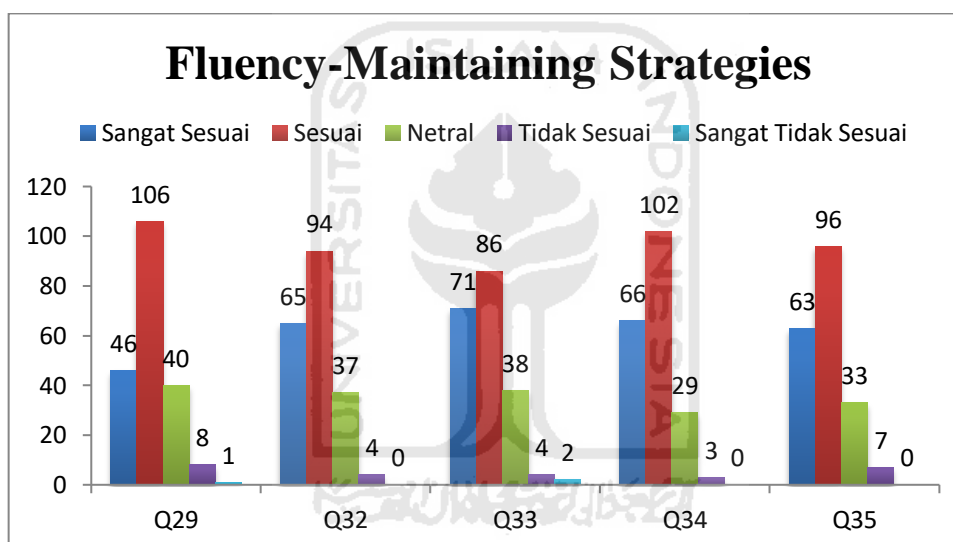


Figure 4.9 Fluency-maintaining strategy

Table 4.6 Fluency Maintaining

Fluency-Maintaining Strategies	Mean	SD
29 I send continuation signals to show my understanding in order to avoid communication gaps.	3,94	0,79
32 I pay attention to the speaker's rhythm and intonation.	4,09	0,77
33 I use circumlocution to react to the speaker utterance when I don't understand his/her intention well.	4,09	0,84
34 I ask the speaker to give an example when I am not sure what he/she has said.	4,15	0,72

35	I pay attention to the speakers pronunciation.	4,07	0,79
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Based on the chart above, the result for Fluency-Maintaining Strategies: the most affecting factor were found in item OCSI-34 with mean (M=4.15) and standard deviation (SD= 0.72). Meanwhile the least affecting factor were found in item number OCSI-29 with mean (M= 3.94) and standard deviation (SD= 0.779).

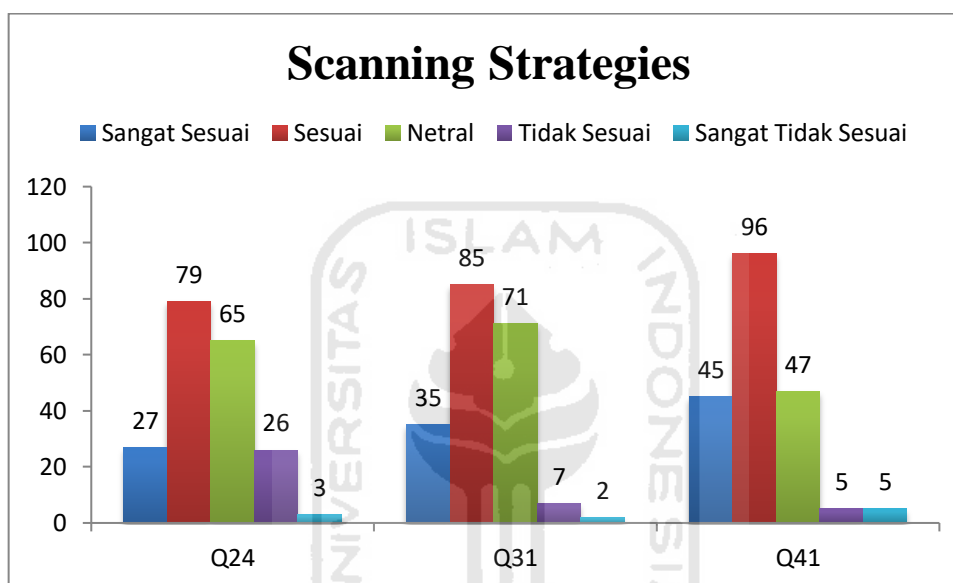


Figure 4.10 Scanning strategies

Table 4.7 Scanning Strategies

Scanning Strategies	Mean	SD
24 I pay attention to the subject and verb of the sentence when I listen.	3,50	0,93
31 I pay attention to the first part of the sentence and guess the speaker's intention.	3,72	0,83
41 I especially pay attention to the interrogative when I listen to WH-questions.	3,85	0,89

Based on the chart above, the result for Scanning Strategies: the most affecting factor were found in item OCSI-41 with mean (M=3.85) and standard

deviation (SD= 0.89). Meanwhile the least affecting factor were found in item number OCSI-29 with mean (M= 3.50) and standard deviation (SD= 0.93).

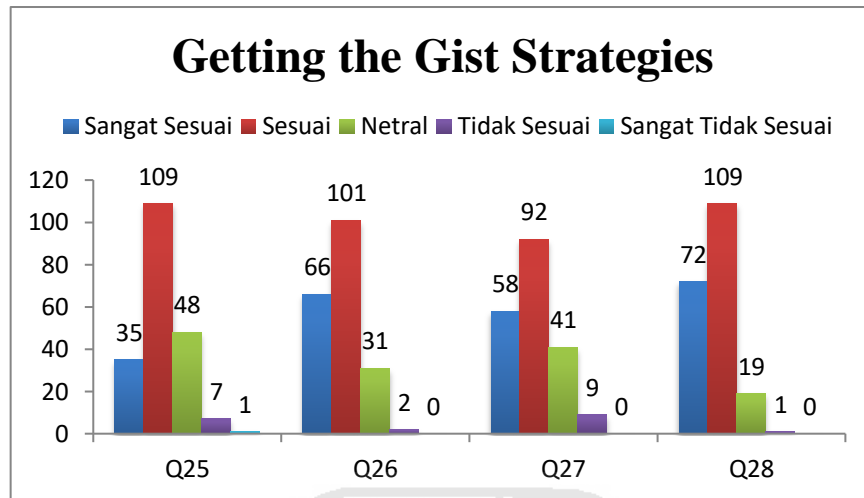


Figure 4.11 Getting the Gist Strategies

Table 4.8 Getting The Gist

Getting the Gist Strategies	Mean	SD
25 Anticipate what the speaker is going to say based on the context.	3,85	0,76
26 I don't mind if I can't understand every single detail.	4,15	0,71
27 far. I guess the speaker intention based on what he/she has said so.	4,00	0,82
28 I try to respond to the speaker even when I don't understand him/her perfectly.	4,25	0,64

Based on the chart above, the result for Getting the Gist Strategies: the most affecting factor was found in item OCSI-28 with mean (M=4.25) and standard deviation (SD= 0.64). Meanwhile the least affecting factor were found in item number OCSI-25 with mean (M= 3.85) and standard deviation (SD= 0.76).

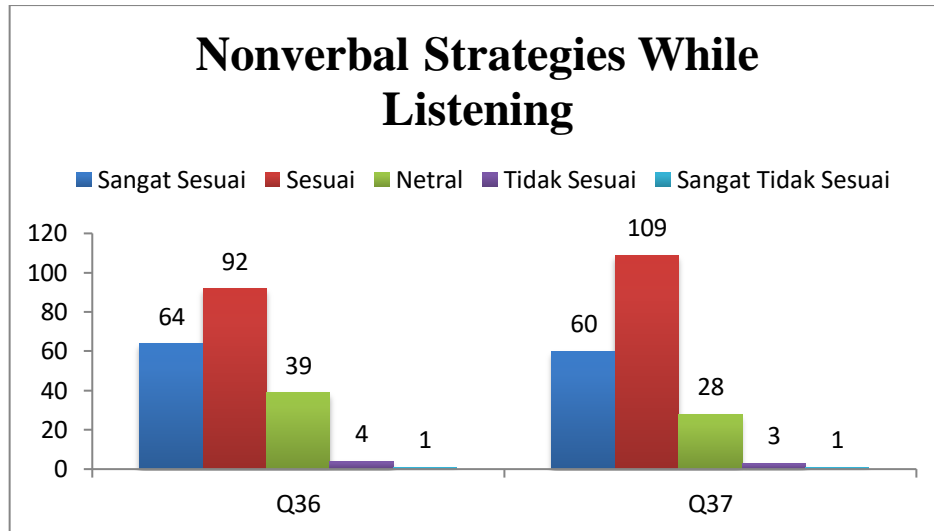


Figure 4.12 Nonverbal strategies while listening

Table 4.9 Nonverbal Strategies

	Nonverbal Strategies While Listening	Mean	SD
36	I use gesture when I have difficulties in understanding.	4,07	0,80
37	I pay attention to the speaker eye-contact, facial expression and gesture.	4,11	0,73

Based on the chart above, the result for Nonverbal Strategies While Listening: the most affecting factor was found in item OCSI-37 with mean (M=4.11) and standard deviation (SD= 0.73). Meanwhile the least affecting factor were found in item number OCSI-36 (M= 4.07) (SD= 0.80).

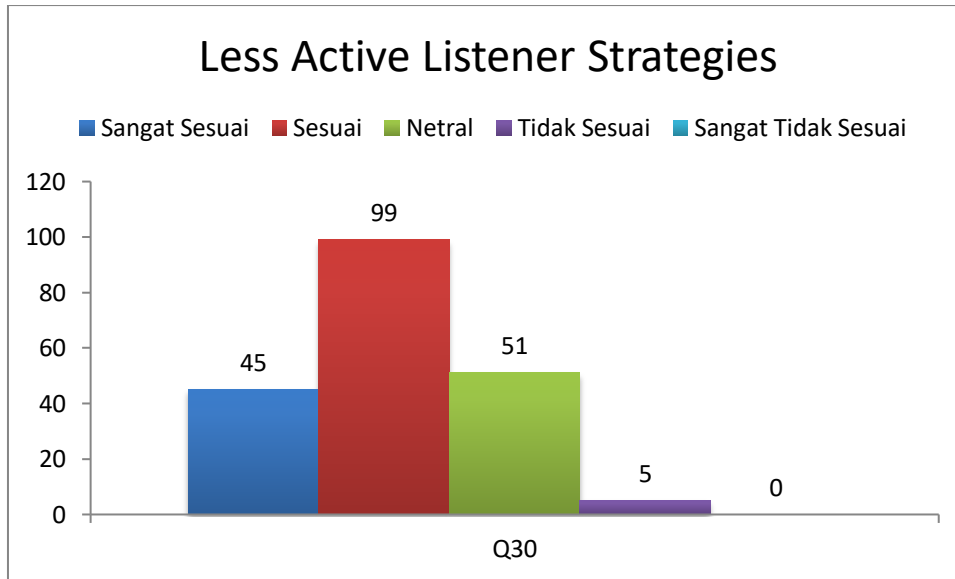


Figure 4.13 Less active Listener strategy

Table 4.10 Less Active Listener Strategy

Less Active Listener Strategies	Mean	SD
30 I try to translate into native language little by little to understand what the speaker has said.	3,92	0,76

Based on the chart above, the result for Less Active Listener Strategies: the most affecting factor was found in item OCSI-30 with mean ($M=3.92$) and standard deviation ($SD= 0.76$).

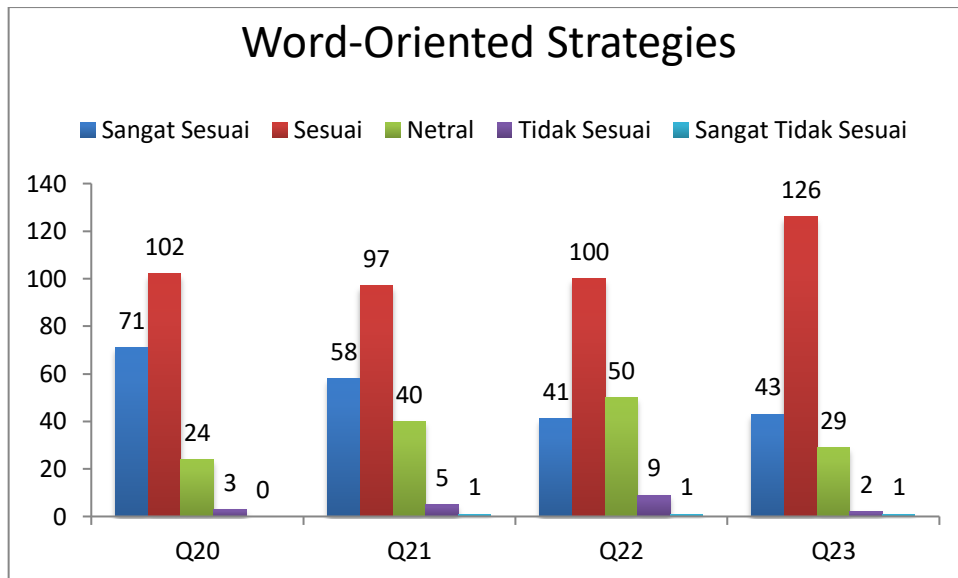


Figure 4.14 Word-oriented strategies

Table 4.11 Word Oriented Strategies

Word-Oriented Strategies	Mean	SD
20 I pay attention to the words which the speaker slows down or emphasizes.	4,20	0,71
21 I guess the speakers intention by picking up familiar words.	4,02	0,80
22 I pay attention to the first word to judge whether it is an interrogative sentence or not.	3,85	0,81
23 I try to catch every word that the speaker uses.	4,03	0,67

Based on the chart above, the result for Word-Oriented Strategies: the most affecting factors were found in item OCSI-20 with mean (M=4.20) and standard deviation (SD= 0.71). Meanwhile, the least affecting factor were found in item number OCSI-22 with mean (M= 3.85) and standard deviation (SD= 0.81).

4.2 Discussion

This section presents results and discussion of the descriptive statistical analysis results to answer Research Questions, “What is the oral communication strategies inventory use by Indonesia students’ the data in this section are from OCSI. This section is divided into three parts. The first part focuses on Indonesian students’ overall use of oral communication strategies. The second part focuses on Indonesian students’ oral communication strategy use in each of speaking strategy categories. The third part presents Indonesian students’ oral communication strategy use in each of the listening strategy categories

Category Speaking Skill	Grand Mean
Negotiation of meaning	M=4.30
Nonverbal strategies	M=4.25
Social affective	M=4.12
Fluency-Oriented	M=4.12
Message abandonment	M=4.10
Attempt to think in English	M=3.96

Table 4.16 grand mean speaking skill

Based on the table above, the writer presents the grand means of each factor and overall mean of the foreign language communication. The result shows the detailed descriptive statistics of the forty-one OCSI items, including the frequencies of response, means and standard deviations. As shown in table 4.16, the overall mean of the forty-one OCSI item was 4.30, which was higher than the average statistics ($M=3$). The result indicated that generally the participants used oral communication strategies in learning.

Negotiation for meaning while speaking is the top ranking strategy. In addition, concerning the use of speaking when the participants communicate in

English with the speaker, negotiation for meaning in speaking was the most commonly used speaking strategy with mean ($M=4.30$) ‘I repeat what I want to say until the listener understand’. This present study shows that Indonesia student would use gesture or any expression to make the speaker understand what they want to say. It seems that most of the participants believe that negotiation for meaning strategies is very effective in sustaining the flow of the conversation. By way of using CS, learners can become stronger at negotiation in class. Lee claims “Negotiation consists of interactions during which speakers come to terms, reach an agreement, make arrangements, resolve a problem, or settle an issue by conferring or discussing; the purpose of language use is to accomplish some task rather than to practice particular language forms” Lee (2000). Lee recommends that L2 teachers “pause to consider the teaching and learning of negotiation devices such as clarification checks, indications of lack comprehension, and so on” (2000, p.66) and asserts that learners can benefit a lot from negotiating and interacting with partners in class thus becoming good communicators in English. Other study of Nakatani’s (2006) and Huang’s (2010), they found that the university students tend to use oral communication strategies to facilitate their communication with others or to solve communicative problems. More specifically, the oral communication strategy participants used most was clarification strategy ($M= 3.67$). On the other hand, Attempt to think in English was the oral communication strategy participants used least ($M=3.96$). Another study by Ounis (2016) show the same result in speaking skill, negotiation of meaning while speaking is the most used while speaking with mean ($M=4.50$).

Category Listening Skill	Grand Mean
Getting the gist	$M=4.25$
Negotiation of meaning while listening	$M=4.21$

Word oriented	M=4.20
Fluency-maintaining	M=4.15
Nonverbal strategies	M=4.11
Less active listener	M=3.96
Scanning strategy	M=3.85

table 4.17 grand mean listening skill 1

The table above presents the rank mean and SD of strategies related to listening strategies. Getting the gist was the most commonly used listening strategy. In contrast, scanning strategies was the least commonly used in listening strategy. The table 1 shows that getting the gist strategies ‘I try to respond to the speaker even when I don’t understand him/her perfectly.’ (M=4.25) the highest ranking strategies, respectively followed by negotiation for meaning while listening ‘I ask repetition when I can’t understand what the speaker has said’ (M=4.21). It seems that when listening to English, these participants tend to make use nonverbal information, such as eye-contact, facial expression, and body gesture, in order to boost their understanding. They reveal their difficulties in comprehension through their gestures. Moreover, it seems that whenever these participants face listening problems in interaction, they tend to resort to modified interaction in order to maintain the conversational goal with their partners.

CHAPTER V

CONCLUSION AND RECOMANDATION

5.1 Conclusion

The aim of this study is to identify the most commonly the oral communication strategies of EFL. Based on the data analysis, researcher found that negotiation for meaning while speaking as the most affecting factor in speaking skill with (M=4.30 and SD=0.71), it is followed by nonverbal strategies with (M=4.25 and SD=75) as the second of most affecting factors. Meanwhile, the most factor of listening skill is getting the gist strategies with mean (M=4.25 and SD=0.65), followed by negotiation for meaning while listening with mean (M=4.21 and SD=0.72).

5.2 Recommendation

The current study offers some recommendations for further study. Firstly, the present study was not linked to any factors such as age, gender, proficiency level. Researchers in the future might expand the scope of investigation by concluding other factors that may be linked to students' foreign language communication anxiety and oral communication strategies. Secondly, this present study only focus on the strategy used by the students, researcher recommend that further study conduct various line of the correlational study, such as the relationship between oral communication strategy of EFL and English proficiency.

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APPENDIX 1

Questionnaire of Oral Communication Strategies Inventory (OCSI)

1. I think first of what I want to say in my native language and then construct the English sentence.

(1). Never (2) generally not true of me (3). Somewhat true of me (4). Generally true of me (5). Always

2. I think first of a sentence I already know in English and then try to change it to fit the situation.

(1). Never (2) generally not true of me (3). Somewhat true (4). Generally true of me (5). Always

3. I use words which are familiar to me.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

4. While speaking, I pay attention to the listener's reaction to my speech.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

5. I pay attention to the conversational flow.

(1). Never (2) generally not true of me (3). Somewhat true of me (4). Generally true of me (5). Always

6. I use gesture and facial expression if I can't communicate how to express myself.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

7. I try to make eye contact when I am taking.

8. (1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

9. While speaking, I pay attention to the listener's reaction to my speech.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

10. I give examples if the listener doesn't understand what I am saying.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

11. I give examples if the listener doesn't understand what I'm saying.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

12. I make comprehension checks to ensure the listener understands what I want to say.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

13. I take my time to express what I want to say.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

14. I repeat what I want to say until the listener understands.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

15. I try to give a good impression to the listener.

(1). Never (2) generally not true of me (3). Somewhat true of me (4).
Generally true of me (5). Always

16. I try to enjoy the conversation.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

17. I actively encourage myself to express what I want to say.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

18. don't mind taking risks even though I might make mistakes.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

19. I try to use fillers when I cannot think of what to say.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

20. I ask other people to help when I can't communicate well.

21. (1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

22. I pay attention to the words which the speaker slows down or emphasizes.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral (4). Generally true of me (5). Always

23. I guess the speaker's intention by picking up familiar words.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

24. I pay attention to the first word to judge whether it is an interrogative sentence or not.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

25. I try to catch every word that the speaker uses.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

26. I pay attention to the subject and verb of the sentence when I listen.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

27. Anticipate what the speaker is going to say based on the context.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

28. I don't mind if I can't understand every single detail.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

29. I guess the speaker's intention based on what he/she has said so far.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

30. I try to respond to the speaker even when I don't understand him/her perfectly.

(1). Never (2) generally not true of me (3). Somewhat true of me (4) generally true of me (5). Always

31. I send continuation signals to show my understanding in order to avoid communication gaps.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral (4). Generally true of me (5). Always

32. I try to translate into native language little by little to understand what the speaker has said.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

33. I pay attention to the first part of the sentence and guess the speaker's intention.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

34. I pay attention to the speaker's rhythm and intonation.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

35. I use circumlocution to react the speaker's utterance when I don't understand his/her intention well.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

36. I ask the speaker to give an example when I am not sure what he/she has said.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

37. I pay attention to the speaker's pronunciation

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

38. I use gestures when I have difficulties in understanding.

- (1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

39. I pay attention to the speaker's eye-contact, facial expression and gestures.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

40. I ask for repetition when I can't understand what the speaker has said.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

41. I make a clarification request when I am not sure what the speaker has said.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

42. I make clear to the speaker what I haven't been able to understand.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

43. I especially pay attention to the interrogative when I listen to WH-questions.

(1). Never (2) generally not true of me (3). Somewhat true of me: neutral
(4). Generally true of me (5). Always

APPENDIX 2

Questionnaire of Oral Communication Strategies Inventory (OCSI)

1. Saya pertama-tama memikirkan apa yang ingin saya katakan dalam bahasa ibu saya dan kemudian menyusun kalimat bahasa Inggris.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

2. Saya pertama-tama memikirkan kalimat yang sudah saya ketahui dalam bahasa Inggris dan kemudian mencoba mengubahnya agar sesuai dengan situasi.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

3. Saya menggunakan kata-kata yang akrab bagi saya.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

4. Saat berbicara, saya memperhatikan reaksi pendengar terhadap pidato saya.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

5. Saya memperhatikan alur percakapan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

6. Saya menggunakan gerakan dan ekspresi wajah jika saya tidak bisa berkomunikasi bagaimana cara mengekspresikan diri.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

7. Saya mencoba melakukan kontak mata ketika saya sedang minum.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

8. Saat berbicara, saya memperhatikan reaksi pendengar terhadap pidato saya.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

9. Saya memberi contoh jika pendengar tidak mengerti apa yang saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

10. Saya memberi contoh jika pendengar tidak mengerti apa yang saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

11. Saya melakukan pengecekan pemahaman untuk memastikan pendengar mengerti apa yang ingin saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

12. Saya meluangkan waktu untuk mengekspresikan apa yang ingin saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

13. Saya ulangi apa yang ingin saya katakan sampai pendengar mengerti.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

14. Saya mencoba memberikan kesan yang baik kepada pendengar.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

15. Saya mencoba menikmati percakapan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

16. Saya secara aktif mendorong diri saya untuk mengekspresikan apa yang ingin saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

17. tidak keberatan mengambil risiko meskipun saya mungkin membuat kesalahan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

18. Saya mencoba menggunakan pengisi ketika saya tidak bisa memikirkan apa yang harus saya katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

19. Saya meminta orang lain untuk membantu ketika saya tidak bisa berkomunikasi dengan baik.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

20. Saya memperhatikan kata-kata yang diperlambat atau ditekankan oleh pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

21. Saya kira maksud pembicara dengan mengambil kata-kata yang akrab.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

22. Saya memperhatikan kata pertama untuk menilai apakah itu merupakan kalimat interogatif atau tidak.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

23. Saya mencoba menangkap setiap kata yang digunakan pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

24. Saya memperhatikan subjek dan kata kerja dari kalimat ketika saya mendengarkan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

25. Mengantisipasi apa yang akan dikatakan pembicara berdasarkan konteksnya.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

26. Saya tidak keberatan jika saya tidak dapat memahami setiap detail.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

27. Saya kira niat pembicara berdasarkan apa yang dia katakan sejauh ini.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

28. Saya mencoba untuk menanggapi pembicara bahkan ketika saya tidak mengerti dia dengan sempurna.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

29. Saya mengirim sinyal lanjutan untuk menunjukkan pemahaman saya untuk menghindari kesenjangan komunikasi.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

30. Saya mencoba menerjemahkan ke bahasa ibu sedikit demi sedikit untuk memahami apa yang dikatakan pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

31. Saya memperhatikan bagian pertama kalimat dan menebak maksud pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

32. Saya memperhatikan ritme dan intonasi pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

33. Saya menggunakan circumlocution untuk bereaksi ucapan pembicara ketika saya tidak mengerti niatnya dengan baik.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

34. Saya meminta pembicara untuk memberi contoh ketika saya tidak yakin apa yang dia katakan.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

35. Saya memperhatikan pengucapan pembicara

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

36. Saya menggunakan gerakan ketika saya memiliki kesulitan dalam memahami.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

37. Saya memperhatikan kontak mata, ekspresi wajah, dan gerakan pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

38. Saya meminta pengulangan ketika saya tidak bisa mengerti apa yang dikatakan pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

39. Saya membuat permintaan klarifikasi ketika saya tidak yakin apa yang dikatakan pembicara.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

40. Saya menjelaskan kepada pembicara apa yang saya tidak bisa mengerti.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

41. Saya terutama memperhatikan interogatif ketika saya mendengarkan pertanyaan-pertanyaan WH.

(1) sangat tidak sesuai, (2) tidak sesuai, (3) netral, (4) sesuai, (5) sangat sesuai

APPENDIX 3

Informed Consent



**FAKULTAS
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ILMU SOSIAL BUDAYA**

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Hal : Permohonan Ijin Pengambilan Data untuk Skripsi
Kepada Yth.
Ketua Jurusan Pendidikan Bahasa Inggris I.II

Assalamu'alaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk memempuls ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/ tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama : Adanita Fatwa
Nomor Mahasiswa : 15322050
Judul Skripsi : *The Success Of Oral Communication Strategies Incentive For EFL Learners*

Demikian permohonan kami atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.
Wassalamu'alaikum Wr. Wb

Dekan, 
Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Johan Pembimbing 
Iba Maharsi, S.S., M. Edun

Tanggapan (KUESIONER SKRIPSI) - Microsoft Excel (Product Activation Failed)

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3	1/23/2020 21:05:09	14322007@students.uisu.ac.id	Alief Shiro	14322007	2017	082220059956	3	4	4
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11	1/23/2020 21:25:30	fatwa.alwihani@gmail.com	Fatwa Hapsan A	15322100	2017	083107460144	5	4	4
12	1/23/2020 21:30:17	kansaputra198@gmail.com	aan saputra	15322042	2017	081365640841	4	5	5
13	1/23/2020 21:30:29	15322040@students.uisu.ac.id	Muhammad Farhan Oniel	15322040	2017	081804230122	5	5	5
14	1/23/2020 21:33:24	15322098@students.uisu.ac.id	M Ichsan Pratama	15322098	2017		91	4	4
15	1/23/2020 21:47:29	felicia.smith05@gmail.com	Felicia Smith	15322051	2017	081246221012	4	4	3
16	1/23/2020 21:49:40	hasnaharyasmi_14@gmail.com	Hasna Haryasmi Saarah	15322066	2018	085281911474	4	5	5
17	1/23/2020 23:40:37	15322088@students.uisu.ac.id	Indah Cantiq	15322088	2018	081293392699	4	2	2
18	1/23/2020 23:59:00	ardianacon@gmail.com	Ardian Pratama	18322022	2018	085397154225	5	5	5
19	1/24/2020 7:12:54	tantri31@gmail.com	Tantri Handayani	15322018	2017	082353065571	5	5	5
20	1/24/2020 7:22:38	zahrana@gmail.com	Zahrana	18522060	2018	081331678582	4	3	3
21	1/24/2020 7:33:17	tanasya1456@gmail.com	Anastasia Zueini Goldy	18323144	2018	081952572878	3	3	3
22	1/24/2020 7:41:40	18323160@student.uisu.ac.id	Teddy Farhan	18323160	2018	0885368944142	2	4	4
23	1/24/2020 7:42:24	kucingmat0206@gmail.com	Cahyani dwi rahdiansyah	15322037	2017	0895383012698	3	4	4
24	1/24/2020 8:09:22	ufarahhabila@gmail.com	Nabila Ufarah	15112007	2018	082292880961	2	4	4
25	1/24/2020 8:13:35	desmitas96@gmail.com	desmita sri rejeki	15322015	2017	08991311315	3	3	3
26	1/24/2020 9:12:06	wahidasajaa@gmail.com	Wahida nurfadillah	15861410**	2017	085345402713	2	2	2
27	1/24/2020 9:28:41	18323142@students.uisu.ac.id	Andi Dewi Fortuna Fatwa	18323142	2018	081289541573	3	3	3
28	1/24/2020 9:35:29	yayapatwa021@gmail.com	Nur Ajiyah Fatwa	19931412	2018	085696787945	5	5	5
29	1/24/2020 10:23:35	mutiaranurqalbi@gmail.com	Mutiara nur qalbi	18312296	2018	081270380874	5	2	2
30	1/24/2020 11:05:59	sulfanrofahid@gmail.com	Sulfano		2017	6.28231E+12			

