

**INDONESIAN SENIOR HIGH SCHOOL STUDENTS ORAL  
COMMUNICATION STRATEGY FOR LEARNING ENGLISH: A  
SURVEY STUDY**

**A Thesis**

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



**By**

**Salwa Sausan**

**19322017**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA**

**YOGYAKARTA**

**2023**

**APPROVAL SHEET**

**A Survey of EFL Secondary Education Students' Oral Communication  
Strategy in Learning English at Yogyakarta**

By:

**Salwa Sausan**

**19322017**



Approved on 4 April 2023

By:

Supervisor

A handwritten signature in black ink, appearing to be 'Irma Windy Astuti', is written over a horizontal line.

**Irma Windy Astuti, S.S., M.Hum**

**NIP.062216005**

**RATIFICATION SHEET**

**INDONESIAN SENIOR HIGH SCHOOL STUDENTS ORAL  
COMMUNICATION STRATEGY FOR LEARNING ENGLISH: A  
SURVEY STUDY**

**By:**

**Salwa Sausan**

**19322017**

**Defended before the Board of Examiners on 1<sup>st</sup> of April 2023 and Declared  
Acceptable**

**Board of Examiners**

**Chairperson : Irma Windy Astuti, S.S., M.Hum**

**First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd**

**Second Examiner : Willy Prasetya, S.Pd., M.A**

**Yogyakarta, 1<sup>st</sup> of April 2023**

**Department of English Language Education**

**Faculty of Psychology and Socio-Cultural Sciences**

**Universitas Islam Indonesia**

**Head of Department,**

**Puji Rahayu S.Pd., M.L.S.T., Ph.D**

## STATEMENTS OF WORK'S ORIGINALITY

Honestly, I declare that this thesis, which I have written, does not contain the work or part of other people's work, except those cited in the quotations and references, as befits a scientific paper.

Yogyakarta, 2 April 2023



Salwa Sausan

19322017

الجمهورية الإسلامية اندونيسية

## MOTTO

“Surely Allah does not change the condition of a people  
until they change their own condition”

**Ar-Ra’d, [13:11]**

“Allah does not impose upon any soul a duty but to the extent of its ability”

**Al-Baqarah, [2:286]**

“Follow your dream like breaker. Even if it breaks down.

Don’t ever run backwards, never!

Because the dawn right before the sun rises is the darkest.”

**-BTS: Tomorrow-**

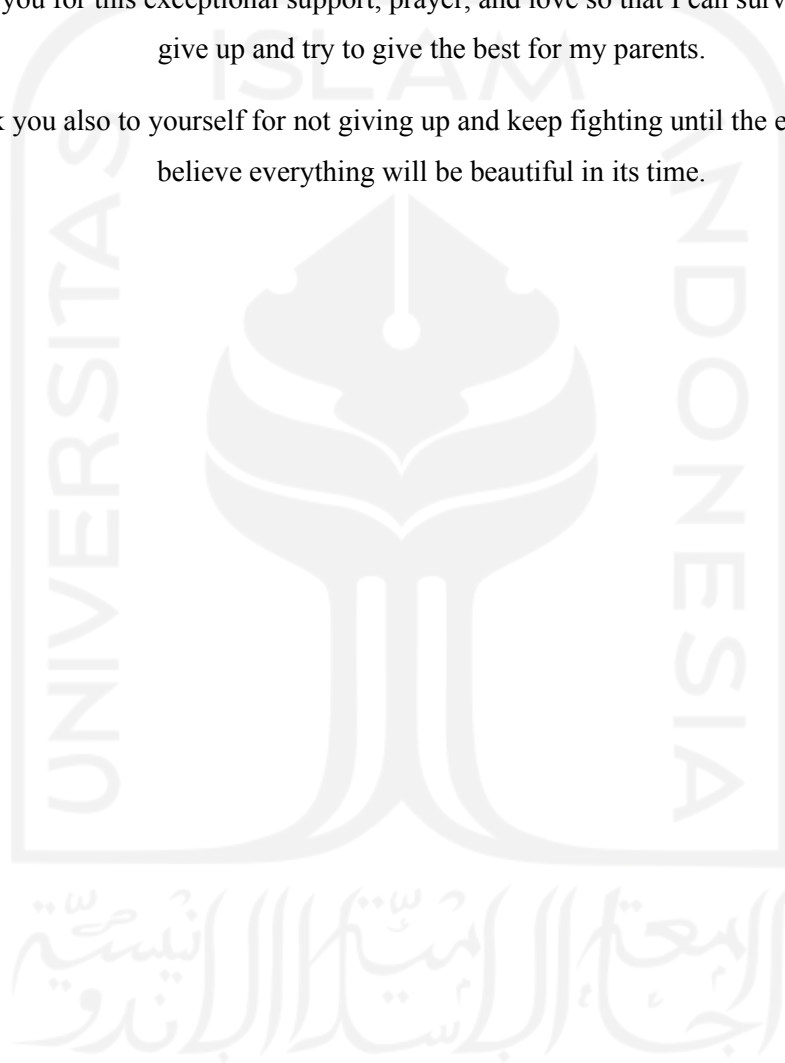
## DEDICATION

I dedicate this thesis very much to my beloved parents

Mr. Molyadi and Mrs. Iin Farlina

Thank you for this exceptional support, prayer, and love so that I can survive and never give up and try to give the best for my parents.

Thank you also to yourself for not giving up and keep fighting until the end because I believe everything will be beautiful in its time.



## ACKNOWLEDGMENT



Assalamu'alaikum warahmatullahi wabarakatuh

Al-ḥamdu lillahi rabbil'alamīn. In the name of Allah, Lord of the worlds, and to God we ask for help in all matters of this world and religion. Thank you I pray to the presence of God Almighty for bestowing mercy and grace so that I can complete my thesis to become a bachelor of education at the Islamic University of Indonesia. The completion of this thesis is not easy for me and cannot be separated from the support of many people.

Special thanks to my beloved parents, Mr. Molyadi and Mrs. Iin Farlina, and also my younger brother Salman Hidayatullah and my extended family, who have always prayed for and supported me while studying in Java for about 17 years.

My especially big thank to my deepest gratitude to my good thesis supervisor, Ms. Irma Windy Astuti, S.S., M.Hum, who patiently helped, guided, and supported me and gave many suggestions in completing this thesis so that this thesis was completed well. I also give high appreciation to all lecturers who have provided a lot of input and advice while I was studying at the Islamic University of Indonesia. I also want to thank Mr. Panji Dewantoro, Lc as the principal and all English teachers at SMA Internasional Budi Mulia Dua Yogyakarta for their willingness to share experiences and help me collect data.

Thank you also to my friends from the beginning to the end of the semester Umi Sismia Wardani, Rahma Cahyaning Tyas, Kurnia Catur Putri, and Poppy Bella Hartati who are still loyal to share love, support each other, and have also given extraordinary memories so far. Thank you also to my 2019 PBI friends who have supported each other during my process in class. It was a pleasure to spend my college years with all of you.

Thank you to Bangtan Sonyeondan because the song has given me the motivation to keep up the enthusiasm, support, and calm to see a better perspective and good vibes during the completion of this thesis.

Special notes to my cats for accompanying me during the process of working on my thesis and listening to my heart.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, any suggestions and improvements would be greatly appreciated. The researcher hopes that this thesis will be useful for all parties who read it.

Wassalamu'alaikum warrahmatullahi wabarakatuh



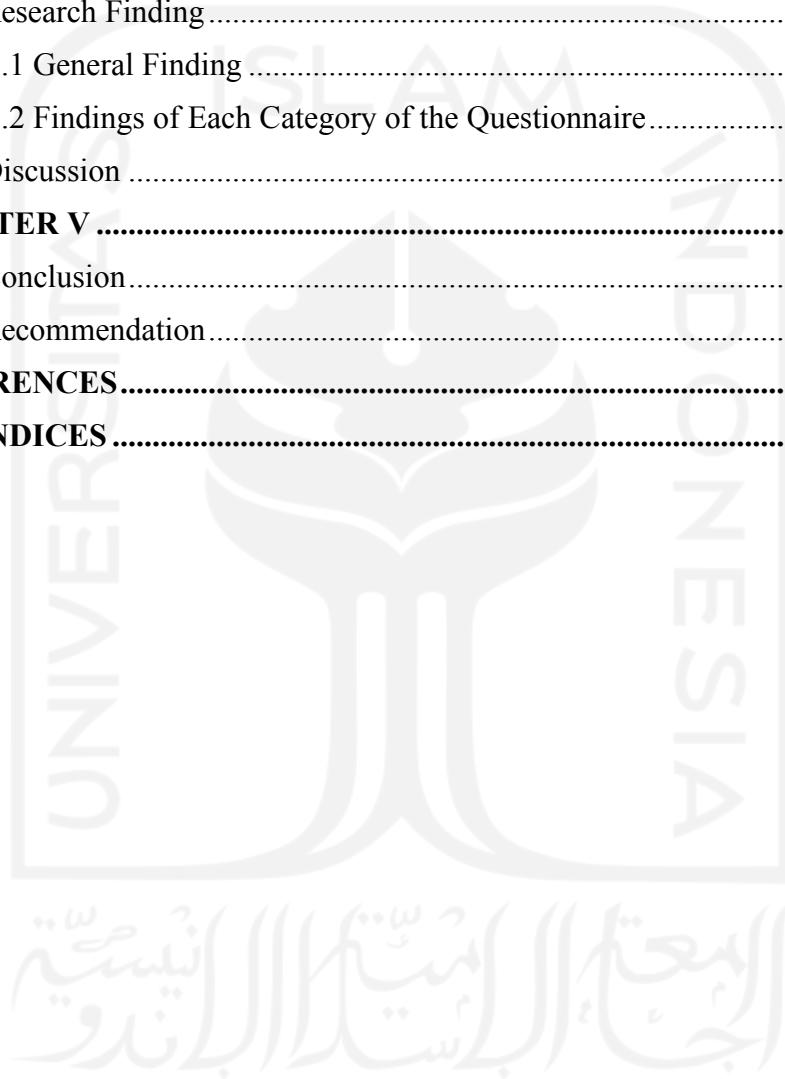


## TABLE OF CONTENT

### Contents

<b>APPROVAL SHEET</b> .....	<b>i</b>
<b>RATIFICATION SHEET</b> .....	<b>ii</b>
<b>STATEMENTS OF WORK'S ORIGINALITY</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>LIST OF FIGURE</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem .....	4
1.4 Formulation of the Problem .....	4
1.5 Objectives of the Study .....	4
1.6 Significance of the Study .....	4
<b>CHAPTER II</b> .....	<b>5</b>
<b>LITERATURE REVIEW</b> .....	<b>5</b>
2.1 Oral Communication Strategies .....	5
2.2 Oral Communication Strategies Inventory (OCSI) .....	6
2.3 Theoretical Framework .....	9
<b>CHAPTER III</b> .....	<b>11</b>
<b>RESEARCH DESIGN</b> .....	<b>11</b>
3.1 Research Design .....	11
3.2 Population and Sample .....	11
3.3 Data Collecting Techniques .....	12

3.3.1 Instrument .....	12
3.3.2 Validity and Reliability .....	14
3.4 Data Analysis Techniques .....	15
<b>CHAPTER IV .....</b>	<b>16</b>
<b>RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>16</b>
4.1 Research Finding .....	16
4.1.1 General Finding .....	16
4.1.2 Findings of Each Category of the Questionnaire .....	18
4.2 Discussion .....	22
<b>CHAPTER V .....</b>	<b>27</b>
5.1 Conclusion .....	27
5.2 Recommendation .....	27
<b>REFERENCES .....</b>	<b>28</b>
<b>APPENDICES .....</b>	<b>31</b>



## LIST OF TABLE

<b>Table 3.1 Distribution of the Questionnaires.....</b>	<b>13</b>
<b>Table 3.2 The Score of Likert Scale.....</b>	<b>14</b>
<b>Table 3.3 Reliability Test.....</b>	<b>14</b>
<b>Table 4.1 Students' Overall Speaking Strategies Use While Working.....</b>	<b>18</b>
<b>Table 4.2 Social Affective Strategy.....</b>	<b>18</b>
<b>Table 4.3 Fluency-Oriented Strategies.....</b>	<b>19</b>
<b>Table 4.4 Negotiation for Meaning While Speaking Strategies.....</b>	<b>19</b>
<b>Table 4.5 Accuracy-Oriented Strategies.....</b>	<b>20</b>
<b>Table 4.6 Message Reduction and Alteration Strategies.....</b>	<b>20</b>
<b>Table 4.7 Nonverbal Strategies While Speaking.....</b>	<b>20</b>
<b>Table 4.8 Message Abandonment Strategies.....</b>	<b>21</b>
<b>Table 4.9 Attempt to Think in English Strategies.....</b>	<b>21</b>

## LIST OF FIGURE

Figure 2.1 Theoretical Framework.....	10
Figure 4.1 Chart of Respondent Batch.....	16
Figure 4.2 Chart of Gander Batch.....	17



## LIST OF APPENDICES

**APPENDIX 1. Questionnaire Translation of Oral Communication Strategies Inventory (OCSI) in Bahasa Indonesia**

**APPENDIX 2. Validity Test**

**APPENDIX 3. Surat Keterangan Perizinan Ambil Data**

**APPENDIX 4. Surat Keterangan Telah Selesai Ambil Data**



## ABSTRACT

The purpose of this study is to identify the oral communication strategies used by senior high school students when communicating in English. The respondents were 135 students studying listening and speaking in senior high school. This study used a questionnaire Oral Communication Strategies Inventory, adopted from Nakatani (2006). The questionnaire consisted of eight strategies and thirty-two statements. The students filled out a questionnaire using a Likert scale of 1 to 5 to respond to the statement. The data were analyzed using SPSS 26 and Microsoft Excel. The findings from this study are most of the students used strategies such as speaking skills, named accuracy-oriented strategies. Meanwhile, the least used strategy is attempting to think in English. The highest strategies used by students are accuracy-oriented strategies ( $M= 3.85$ ), social affective strategies ( $M= 3.78$ ), negotiation for meaning while speaking strategies ( $M= 3.70$ ), fluency-oriented strategies ( $M= 3.60$ ), message abandonment strategies ( $M= 3.56$ ), message reduction and alteration strategies ( $M= 3.37$ ), nonverbal strategies while speaking ( $M= 3.36$ ), and the lowest strategy is an attempt to think in English strategies ( $M= 3.19$ ). The findings showed that most of the students pay great attention to their pronunciation and grammatical accuracy when they make mistakes in communicating so that the conversation runs smoothly, although students disagree with the attempt to think in English when communicating in English.

**Keywords:** *Indonesian Senior High School, Speaking, Oral Communication Strategies, Oral Communication Strategies Inventory (OCSI)*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

During the process of learning a second language (L2), students often experience difficulties during communication so the presence of an oral communication strategy has an important role in communication. Chuanchaisit and Prapphal (2009) stated that communication strategies can help to problem-solve. The problem when communicating in English is accuracy when speaking pronunciation, lack of mastery of vocabulary, etc. Fatimah, Wahyuni, & Qarimah (2021) mentioned that the factors difficulties students when speaking English are grammar, vocabulary, and pronunciation. The solution from problem-solving is students can use cues such as hand gestures or the discovery of new words as tools to achieve communication goals. Therefore, the solution can be named a strategy for students. Willems (1987) stated that improving communicative skills and overcoming target language deficiencies requires the use of specific communication strategies for students. Strategi can be used for students is oral communication strategies. Nakatani (2006) mentioned that oral communication strategies can use for foreign language students when they learn English.

Liu (2018) investigated Chinese undergraduate students who have high and low-proficient regarding the interactive effects of English language anxiety and strategy use on student performance in spoken English. The strategies used to test the OCSI survey were English-speaking Anxiety Scale (ESAS) and took the English-speaking test. Liu (2018) also found that students use strategies for those with low skills to use social affective

strategies, oriented to fluency, meaning negotiation, and message reduction. Students who have low skills pay more attention to evaluation than students who have high skills. Then, they implemented OCSI strategies in English. This strategy reduces the anxiety level of the students when speaking English. Meanwhile, the strategies that students often use are ignoring messages, non-verbal strategies, and strategies for trying to think in English. However, many of the students still feel unable to communicate verbally so they do everything possible so that communication can run smoothly such as using body language.

Yaman and Özcan (2014) conducted investigations related to learning English as a foreign language in Turkey using oral communication strategies adapted from Nakatani (2006). The strategy is used to measure oral communication strategies in terms of language proficiency level and gender. In their study, students filled out a questionnaire OCSI in which the participants were from Mersin University, the English language teaching department. The most frequently used were negotiation for meaning and compensation strategies, while the less frequently used were message abandonment and planning strategies, which middle-level students were much interested in. It was found that women often used message-ignoring strategies while men often used effective strategies.

Yaman and Kavasoglu (2013) examined further the questionnaire developed by Nakatani (2006), namely OCSI for learning English in Japan. It was to investigate the use of oral communication strategies used by Turkish EFL students and translate the questionnaire into Turkish which is then evaluated using the back-translation method. Yaman and Kavasoglu (2013) involved 808 Turkish EFL students to fill out a questionnaire in which the participants were from the ELT departments of three different universities and Anatolian high schools. The results stated that the original OCSI form contained 8 strategies for speaking including nonverbal strategies while the adapted OCSI contained 7



strategies for listening in which nonverbal strategies became an obstacle to meaning strategies that showed cultural specificity to the interlocutor.

In the Indonesian context, Kertawijaya (2017) stated that there are communication strategies to overcome speaking class problems and the factors that influence the use of communication strategies used by English teachers and students in class 11. Kertawijaya (2017) used two instruments, there are questionnaires and interviews. The questionnaire was based on Nakatani's (2006) theory of 8 strategy categories, namely OCSI. It was found that students lead to higher use of attempts to think in English strategies than accuracy-oriented strategies. The results of the interview with the English teacher used social affective strategies, message reduction and alteration strategies, and negotiation for meaning while speaking strategies as a strategy for students.

Although there have been many studies on the use of oral communication strategies in the context of undergraduate students (e.g., Atma & Nosmalasari, 2016; Farizah, 2021; Liu 2018; Rohani, 2013; Sutthinaraphan & Wasanasomsithi, 2017; Yaman & Kavasoglu, 2013; Yaman & Özcan, 2014; etc). This study focuses on the context of senior high school students because this study is still limited (e.g., Kertawijaya, 2017; Yaman & Kavasoglu, 2013). Therefore, this study aimed to investigate the oral communication strategies that students use when communicating in English.

## **1.2 Identification of the Problem**

Regarding the research background, oral communication strategies have an important role for students who have difficulty communicating. Nakatani (2006), showed that there are strategies that are often used by students and some that are used by students. However, when communicating many of the students still feel unable to communicate verbally so they do everything possible so that communication can run smoothly. In

addition, the use of communication strategies can help students improve their communication skills and overcome the deficiencies of the target language. This study was conducted to identify the oral communication strategies used by senior high school students when communicating in English.

### **1.3 Limitation of the Problem**

This study will identify students' perceptions of oral communication strategies, especially in one of the Indonesian senior high school students.

### **1.4 Formulation of the Problem**

What oral communication strategies are used by senior high school students when communicating in English?

### **1.5 Objectives of the Study**

Based on the formulation of the problem, this study aims to identify Indonesian senior high school students on oral communication strategies.

### **1.6 Significance of the Study**

Hopefully, this study provide benefits in terms of empirical evidence such as the following:

1. This study provides some information about the oral communication strategies that students use as a reference when speaking.
2. This research can be a way to expand research on OCSI in Indonesia because research in the context of senior high school students is still limited in Indonesia

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Oral Communication Strategies

The use of oral communication strategies can be a reference for students when there is communication interaction between them. Tarone (1980) stated that there are situations where in the required meaning structure there is a reciprocal effort from two interlocutors to agree on a meaning which is the definition of a communication strategy. Therefore, a communication strategy is a tool to compensate for deficiencies in the target language which involves negotiating to mean. Negotiating to mean is one of the strategies that have by Nakatani (2006), named negotiation for meaning while speaking. It means Tarone (1980) and Nakatani (2006) are mutually related to one another. Nakatani (2006) mentioned that negotiation for meaning while speaking can be described as a negotiation effort against interlocutors such as repeating the message until the interlocutors understand what was talked. Meanwhile, Bialystok (1990) believed that communication strategies make it possible to compensate for students' target language deficiencies so that students' communication skills can further develop. The research by Dörnyei and Scott (1997) stated that the main purpose of using communication strategies is to assist in managing communication problems. Therefore, Dörnyei and Scott (1997) stated that there are categories three types of problems in the communication strategy: the first is when they make mistakes using self-improvement. The second is when you talk to other people but feel something is wrong. The third is the time when foreign speakers do not speak naturally so it becomes pressure. Dörnyei and Scott (1997) also revealed that the progress of the

communication strategy was due to two reasons. The first is the area of actual "practicing" and the second is the psycholinguistic investigation of speech production by linking interlanguage analysis, that is, the study of communication strategies.

Masithoh, Fauziati, and Supriyadi (2018) mentioned that who use of observations, interviews, and documentation belonging to Ary, Jacobs, Sorensen, and Razavieh (2010) which are classified into 2 parts, namely the types and subtypes of communication strategies that students use for high proficiency levels and low. In other studies, Diyales, Wati, and Prawiro (2022) investigated to obtain data that were analyzed using Gay Measures (2006) instruments, there are memoing, describing, and classifying. Students use 11 of the 12 types of oral communication strategies that Dornyei's (1995) traditional conceptualization, there are message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, use of non-linguistic means, foreignizing, code-switching, appeal for help, and use of fillers. Nugroho (2019) found that students applied 10 oral communication strategies belonging to Dornyei (1995) and used four other strategies proposed by Dornyei (1995), there are self-repetition, self-repair, other-repetition, and other correction. Several studies above examine oral communication strategies using instruments other than the OCSI instrument. Therefore, students with low English tend to use strategies for communication more often than students with high English.

## **2.2 Oral Communication Strategies Inventory (OCSI)**

Oral Communication Strategies Inventory is to interpret oral communication strategies from the various approaches that they use. Nakatani (2006) defined oral communication strategies are strategies that focus on the behavior that students use when dealing with communication problems during interactional tasks. Nakatani (2006) also

stated to avoid exacerbating confusion so the term communication strategy was replaced with (OCS). Therefore, Nakatani (2006) found eight categories of strategies to overcome communication problems in EFL students. There are eight categories that Nakatani (2006) put in speaking skills research. Nakatani (2006) mentioned the definition of categories. The first is social affective, which means this strategy can be described as behaving socially to send good messages and avoid silence when interacting. The second is fluency-oriented, which means this strategy is strategies to pay attention to rhythm, intonation, pronunciation, and clarity of speech to improve comprehension. The third is negotiation for meaning while speaking, it means can be described as the interaction being modified in order to maintain interaction and avoid interruption of communication with the other person. The fourth is accuracy-oriented, which means this strategy is the desire to speak English accurately by self-correcting their own grammar. The fifth is message reduction and change, it means can be described as a strategy of reducing the original message and simplifying the message. The sixth is nonverbal strategies while speaking, which means this strategy uses eye contact to attract attention by using body language. The seventh is message abandonment, it means can be described as a strategy of ignoring messages by students in communication. The last is attempts to think in English, which means this strategy is a strategy that requires the interlocutor to respond quickly.

Nakatani (2006) mentioned a form of attention to students' affective factors in a social context to control their anxiety and enjoy the process of verbal communication as a social affective strategy. Meanwhile, language students pay attention to rhythm, intonation, pronunciation, and clarity of speech to improve the listener's understanding, which is a fluency-oriented communication strategy. Efforts to exchange communication with the interlocutor to carry out a modified communication interaction to avoid communication disturbances or misunderstandings are referred to as negotiation for meaning while

speaking. Seeking grammatical accuracy in their speech by correcting themselves when they realize their mistakes are accuracy-oriented strategy. Then, the efforts made by students to avoid communication disorders by reducing the original message, simplifying their speech, or using similar expressions that can help with confidence refer to message reduction and alternation strategies. The use of physical strategies by listeners such as eye contact, gestures, and facial expressions to achieve the purpose of communication is non-verbal strategies while speaking. EFL students tend to stop their communication efforts, leave unfinished messages, and seek help from others to keep the conversation going when they have difficulty implementing their original verbal plans or message abandonment strategies. During the actual communication interaction in English thinking, as much as possible is included in the attempt to think in English strategies.

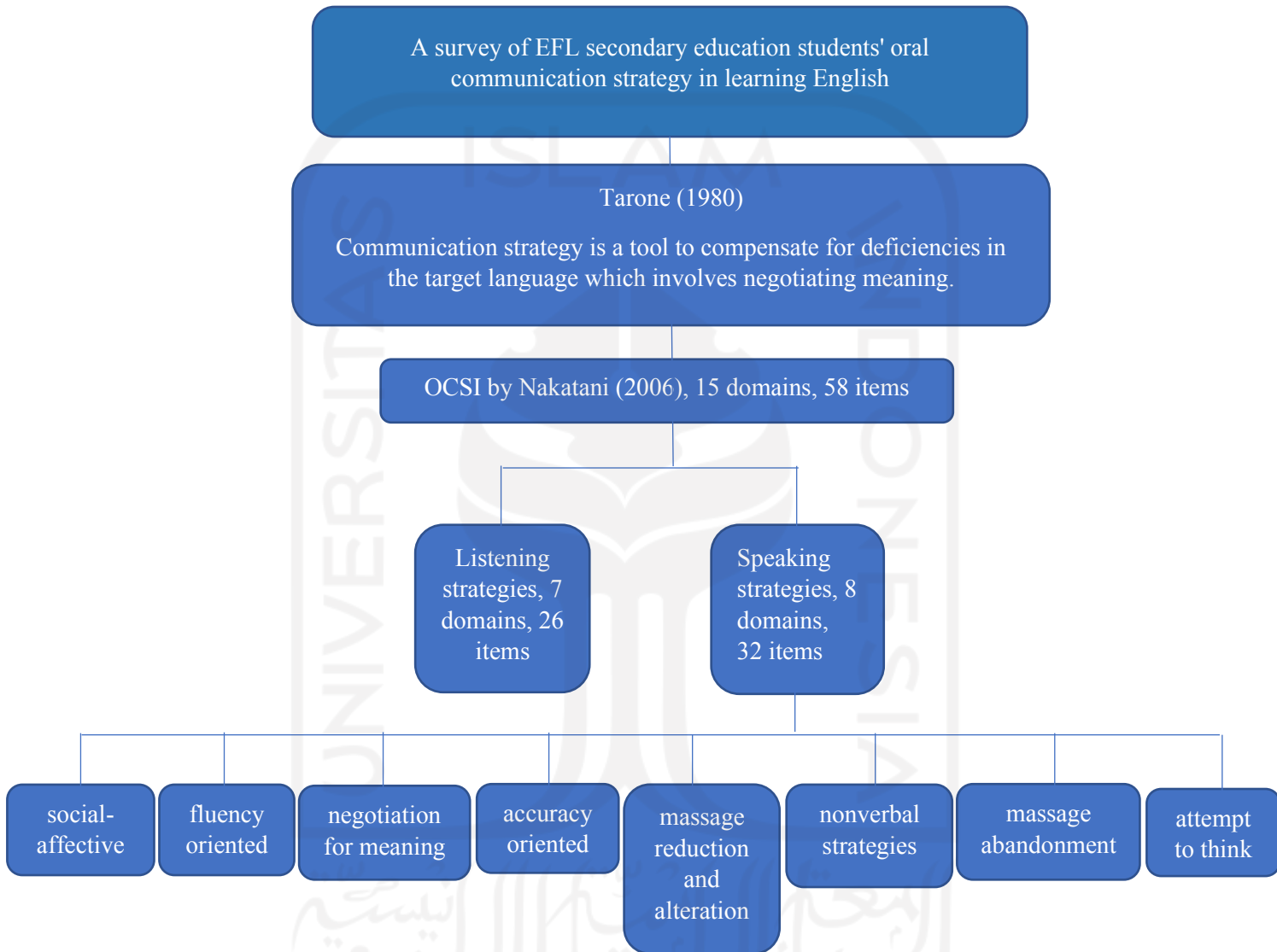
Rachmawaty, Aridah, Iswari, and Syamdianita (2021) showed that to overcome speaking difficulties, students often use non-verbal strategies, while message abandonment is the least frequently used by students. Meanwhile, in listening problems, the most frequently used by students is word-oriented, while what students use is fluency-maintaining strategies. Farizah (2021) stated that students often use speaking strategies, such as message alteration and reduction strategies, non-verbal strategies, and negotiation for meaning while speaking strategies. Although, the listening strategies that students usually use are word-oriented strategies, scanning strategies, and non-verbal strategies while listening. Rohani (2013) found that Task-Based Learning (TBL) assisted in shaping and changing the oral communication strategies used by students during the implementation of TBL in one semester and then these strategies were measured using the OCSI for analysis. Meanwhile, Mirzaei and Heidari (2012) stated that those who used more oral communication strategies were those who were more fluent than those who were not. Therefore, the most widely used strategies for those who are fluent in overcoming speaking

problems are social-affective, fluency-oriented, and meaning-negotiation strategies while for overcoming listening problems are scanning and getting-the-gist strategies.

### **2.3 Theoretical Framework**

This study discusses the oral communication strategies used by students when speaking English. This study applies the definition of communication strategy from previous research which is a tool for achieving the target language. Tarone (1980) mentioned that a communication strategy is a tool for compensating for deficiencies in the target language which involves negotiating to mean. Nakatani (2006) stated that this strategy has several factors, eight of which are social-affective, fluency-oriented, negotiation for meaning, accuracy-oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and attempt to think in English strategies. Therefore, the eight strategies of oral communication strategies can examine students' performance in achieving their target language.

**Figure 2.1 Theoretical Framework**





## CHAPTER III

### RESEARCH DESIGN

#### 3.1 Research Design

This study used a survey design to identify the perceptions of Indonesian senior high school students about the oral communication strategies they use. This study used quantitative research in the form of a survey to get the data from respondents. Creswell (2015) stated that a survey is a study in which the researcher seeks a sample or population to describe attitudes, opinions, behaviors, or characteristics of the sample or population. The responses to the questions collected were statistically analyzed to answer the research questions.

#### 3.2 Population and Sample

The population of this study was 145 students at an Indonesian senior high school. The class has an average of around 52 students from Class 10, 32 students from Class 11, and 61 students from Class 12. The criteria of this school when learning English the school used English as the language of instruction in class and have a focus on lesson English listening and speaking so researchers choose the school as a respondent. Part of the reason for this research was to involve some students with low levels and high levels of English because the researcher wanted to determine the most used strategies by students. Therefore, researchers want to know students' perceptions when communicating in English. In this study, the researcher used the Slovin formula to calculate the minimum number of samples required when the number of population samples is known. Karim (2022) stated that the purpose of using this formula is to generate a sample and represent the entire population.

The Slovin formula is below:

$$n = \frac{N}{1 + N^2}$$

Explanation:

n: Number of Sample

N: Population

e: Error rate (5% = 0,05)

Researchers used the Slovin formula with an error rate of 5% to determine the number of samples to be used. The estimated number of this study is 145, the estimation results from the above calculations are as follows:

$$n = \frac{145}{1+(145)(0,05^2)}$$

$$n = \frac{145}{1,36}$$

$$n = 106,61 \text{ or } 107 \text{ students}$$

The number of samples in this study was 107 participants.

### 3.3 Data Collecting Techniques

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

#### 3.3.1 Instrument

This study uses a questionnaire instrument belonging to Nakatani (2006) which researchers adopted named OCSI. The questionnaire consisted of respondents' personal information and the types of oral communication strategies

used by EFL students. This study focuses on problem-solving strategies in speaking skills. There are 32 questions to be answered with a Likert scale 1 to 5 about what strategies students use when problems occur in speaking skills. Strategies for coping with speaking problems consist of eight domains: social-affective, fluency-oriented, negotiation for meaning, accuracy-oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and attempt to think in English. The data scale used in this questionnaire to answer questions using a Likert scale consists of five points: never, generally not true, somewhat true of me, generally true of me, and always.

**Table 3.1 Distribution of the Questionnaires**

<b>No</b>	<b>Dimension/Domain</b>	<b>Number of item(s)</b>	<b>Item(s) number</b>
1	Social Affective Strategies	6	28, 27, 25, 29, 26, 23
2	Fluency-Oriented Strategies	6	13, 11, 14, 9, 10, 12
3	Negotiation for Meaning While Speaking	4	22, 21, 19, 20
4	Accuracy-Oriented Strategies	5	7, 18, 17, 8, 30
5	Message Reduction and Alteration Strategies	3	4, 3, 5
6	Nonverbal Strategies While Speaking	2	15, 16
7	Message Abandonment Strategies	4	24, 31, 32, 6
8	Attempt to Think in English Strategies	2	2, 1

**Table 3.2 The Score of Likert Scale**

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

### 3.3.2 Validity and Reliability

The validity test in this study used SPSS (Statistical Program for Social Science) to measure the validity of the research instrument. In this study, OCSI offers a high level of validity according to suitable research by Nakatani (2006). This questionnaire has been widely used in previous studies. Therefore, the validity decision is in accordance with the used factor analysis of .86 and standard deviation of .97. This means that the 32 items in the questionnaire above are valid.

**Table 3.3 Reliability Test**

#### Reliability Statistics

Cronbach's Alpha	N of Items
.923	32

Based on the SPSS 26 output below, the reliability of the 32 items was checked with Cronbach's alpha. Alpha for the 32 items is .923 which indicates internal consistency which is very acceptable for research. So, it can be concluded that the questionnaire used to measure the oral communication strategies used by these students can be said to be reliable and consistent.

### 3.4 Data Analysis Techniques

This data processing technique uses Microsoft Excel and the computational calculation program SPSS Statistics 26 (Statistical Package for Social Sciences) to analyze oral communication strategies when speaking English.

The researchers took several steps for this study:

- a. The Oral Communication Strategy Inventory (OCSI) questionnaire was adopted as an instrument by translating 32 English statements into Indonesian.
- b. Check the items one by one gradually then make sure the questionnaire can be understood by the respondent.
- c. Using Google Forms web for data collection and converting into simple links using bit.ly.
- d. Distribute the link to 145 class 10, class 11, and class 12 students at the senior high school students via the WhatsApp group.
- e. After the data has been received by the researcher from the Google form, then the researcher analyzed and calculates the data using SPSS and Microsoft Excel.
- f. After that, the data were analyzed using descriptive statistics to determine the standard deviation (SD) and mean.

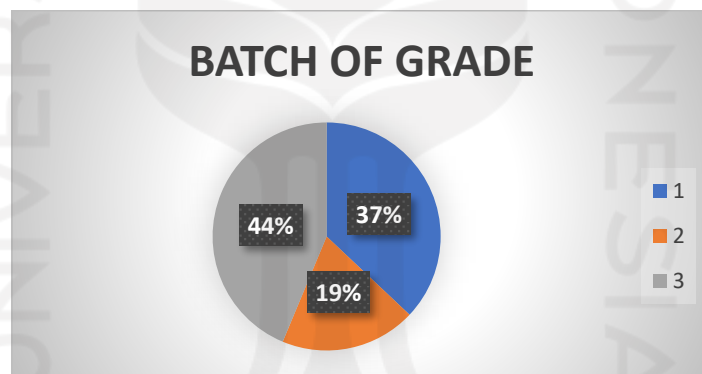
## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to examine the factor of EFL speaking form EFL of senior high school students' year 2022/2023 at a private senior high school.

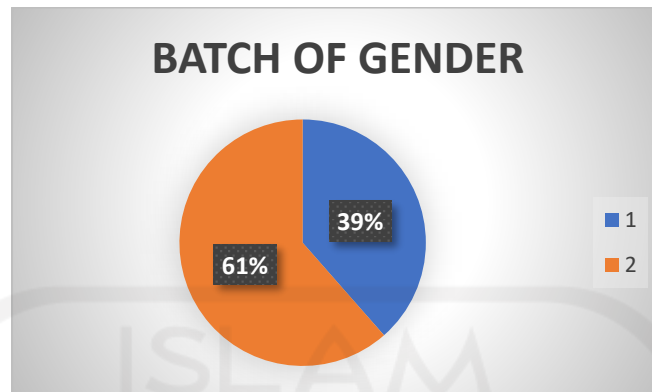
#### 4.1 Research Finding

##### 4.1.1 General Finding



**Figure 4.1 Chart of Respondent Batch**

Based on the picture above from class 10, class 11, and class 12 with a total of 135 respondents, on the variable characteristics of the respondents, 50 (37%) of the respondents came from class 10 students, 26 (19%) of the respondents came from class 11, and 59 (44%) of the respondents came from class 12 students.



**Figure 4.2 Chart of Gender Batch**

Based on the picture above of the 135 respondents, on the variable characteristics of the respondents, 52 (39%) of the respondents were from the group of male students and 83 (61%) of the respondents were from the group of female students.

**Table 4.1 Students' Overall Speaking Strategies Use While Working**

<b>Strategies for Coping with Speaking Problems</b>	<b>Grand Mean</b>
Accuracy-Oriented Strategies	M= 3.85
Social Affective Strategies	M= 3.78
Negotiation for Meaning While Speaking Strategies	M= 3.70
Fluency-Oriented Strategies	M= 3.60
Message Abandonment Strategies	M= 3.56
Message Reduction and Alteration Strategies	M= 3.37
Nonverbal Strategies While Speaking	M= 3.36
Attempt to Think in English Strategies	M= 3.19

The results from Table 4.1 showed that the oral communication strategies that students use when communicating are divided into eight factors, there are (1) social affective strategies, (2) fluency-oriented strategies, (3) negotiation for meaning while speaking strategies, (4) accuracy-oriented strategies, (5) message reduction and alteration strategies, (6) nonverbal strategies while speaking, (7) message abandonment strategies, (8) attempt to think in English strategies.

The data below shows the factors from highest to lowest mean, standard deviation, and category of findings for each factor. The highest score is owned by the accuracy-oriented strategies factor with an average score ( $M=3.85$ ) and a standard deviation ( $SD=1.255$ ). The second highest score is owned by the social affective strategies factor with an average score ( $M=3.78$ ) and a standard deviation ( $SD=1.256$ ). The third highest score is owned by the negotiation for meaning while speaking strategies factor with an average score ( $M=3.70$ ) and a standard deviation ( $SD=1.229$ ). The fourth highest score belongs to the fluency-oriented strategies factor with an average score ( $M=3.60$ ) and a standard deviation ( $SD=1.211$ ). The fifth highest score belongs to the message abandonment strategies factor with an average score ( $M=3.56$ ) and a standard deviation ( $SD=1.375$ ). The sixth highest score belongs to the message reduction and alteration strategies factor with an average score ( $M=3.37$ ) and a standard deviation ( $SD=1.337$ ). The seventh highest score is owned by the Nonverbal Strategies While Speaking factor with an average score ( $M=3.36$ ) and a standard deviation ( $SD=1.347$ ). then the eighth lowest score is owned by the attempt to think in English strategies factor with an average score ( $M=3.19$ ) and a standard deviation ( $SD=1.134$ ).

#### 4.1.2 Findings of Each Category of the Questionnaire

**Table 4.2 Social Affective Strategy**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_25	I try to give a good impression to the listener.	3.78	1.256
OCSI_28	I try to relax when I feel anxious.	3.61	1.222
OCSI_23	I try to use fillers when I cannot think of what to say.	3.56	1.375
OCSI_29	I actively encourage myself to express what I want to say.	3.50	1.269
OCSI_26	I don't mind taking risks even though I might make mistakes.	3.47	1.286
OCSI_27	I try to enjoy the conversation.	3.47	1.151



Based on the table above the results of the social affective strategies on the OCSI-25 item have the highest score for each respondent with a mean ( $M=3.78$ ) and standard deviation ( $SD=1.256$ ). Meanwhile, OCSI-27 items had the lowest score from respondents with a mean ( $M=3.47$ ) and standard deviation ( $SD=1.151$ ) among all items in social affective strategies.

**Table 4.3 Fluency-Oriented Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_11	I pay attention to my pronunciation.	3.60	1.211
OCSI_14	I pay attention to the conversational flow.	3.57	1.225
OCSI_12	I try to speak clearly and loudly to make myself heard.	3.56	1.380
OCSI_10	I take my time to express what I want to say.	3.52	1.251
OCSI_13	I pay attention to my rhythm and intonation.	3.36	1.261
OCSI_9	I change my way of saying things according to the context.	3.27	1.295

Based on the table above the results of the fluency-oriented strategies on the OCSI-11 item have the highest score for each respondent with a mean ( $M=3.60$ ) and standard deviation ( $SD=1.211$ ). Meanwhile, OCSI-9 items had the lowest score from respondents with a mean ( $M=3.27$ ) and standard deviation ( $SD=1.295$ ) among all items in fluency-oriented Strategies.

**Table 4.4 Negotiation for Meaning While Speaking Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_21	I repeat what I want to say until the listener understands.	3.70	1.229
OCSI_19	While speaking, I pay attention to the listener's reaction to my speech.	3.64	1.279
OCSI_22	I make comprehension checks to ensure the listener understands what I want to say.	3.52	1.257
OCSI_20	I give examples if the listener doesn't understand what I'm saying.	3.50	1.263

Based on the table above the results of the negotiation for meaning while speaking strategies on the OCSI-21 item have the highest score for each respondent with a mean ( $M=3.70$ ) and standard deviation ( $SD=1.229$ ). Meanwhile, OCSI-20 items had the lowest

score from respondents with a mean ( $M=3.50$ ) and standard deviation ( $SD=1.263$ ) among all items in negotiation for meaning while speaking strategies.

**Table 4.5 Accuracy-Oriented Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_17	I correct myself when I notice that I have made a mistake.	3.85	1.255
OCSI_7	I pay attention to grammar and word order during conversation.	3.49	1.233
OCSI_18	I notice myself using an expression which fits a rule that I have learned.	3.44	1.176
OCSI_8	I try to emphasize the subject and verb of the sentence.	3.10	1.202
OCSI_30	I try to talk like a native speaker.	3.08	1.222

Based on the table above the results of the accuracy-oriented strategies on the OCSI-17 item have the highest score for each respondent with a mean ( $M=3.85$ ) and standard deviation ( $SD=1.255$ ). Meanwhile, OCSI-30 items had the lowest score from respondents with a mean ( $M=3.08$ ) and standard deviation ( $SD=1.222$ ) among all items in accuracy-oriented strategies.

**Table 4.6 Message Reduction and Alteration Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_3	I use words which are familiar to me.	3.37	1.337
OCSI_4	I reduce the message and use simple expressions.	3.36	1.296
OCSI_5	I replace the original message with another message because of feeling incapable of executing my original intent.	3.17	1.267

Based on the table above the results of the message reduction and alteration strategies on the OCSI-3 item have the highest score for each respondent with a mean ( $M=3.37$ ) and standard deviation ( $SD=1.337$ ). Meanwhile, OCSI-5 items had the lowest score from respondents with a mean ( $M=3.17$ ) and standard deviation ( $SD=1.267$ ) among all items in message reduction and alteration strategies.

**Table 4.7 Nonverbal Strategies While Speaking**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_16	I use gestures and facial expressions if I can't communicate how to express myself.	3.36	1.347
OCSI_15	I try to make eye contact when I am talking.	3.36	1.318

Based on the table above the results of the nonverbal strategies while speaking on the OCSI-16 item have the highest score for each respondent with a mean ( $M=3.36$ ) and standard deviation ( $SD=1.347$ ). Meanwhile, the OCSI-15 item had the lowest score of the respondents with a mean ( $M=3.36$ ) and standard deviation ( $SD=1.318$ ).

**Table 4.8 Message Abandonment Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_24	I leave a message unfinished because of some language difficulty.	3.56	1.375
OCSI_31	I ask other people to help when I can't communicate well.	3.51	1.292
OCSI_32	I give up when I can't make myself understood.	2.99	1.374
OCSI_6	I abandon the execution of a verbal plan and just say some words when I don't know what to say.	2.96	1.289

Based on the table above the results of the message abandonment strategies on the OCSI-31 item have the highest score for each respondent with a mean ( $M=3.56$ ) and standard deviation ( $SD=1.375$ ). Meanwhile, OCSI-6 items had the lowest score from respondents with a mean ( $M=2.96$ ) and standard deviation ( $SD=1.289$ ) among all items in message abandonment strategies.

**Table 4.9 Attempt to Think in English Strategies**

	<b>Items</b>	<b>Mean</b>	<b>SD</b>
OCSI_2	I think first of a sentence I already know in English and then try to change it to fit the situation.	3.19	1.134
OCSI_1	I think first of what I want to say in my native language and then construct the English sentence.	3.12	1.305

Based on the table above the results of the attempt to think in English strategies on the OCSI-2 item have the highest score for each respondent with a mean ( $M=3.19$ ) and

standard deviation ( $SD=1.134$ ). Meanwhile, the OCSI-1 item had the lowest score of the respondents with a mean ( $M=3.12$ ) and standard deviation ( $SD=1.305$ ).

## 4.2 Discussion

This study presents the results and discussion of the results of descriptive statistical analysis to answer the research question. The research question is what communication strategies are used by senior high school students when communicating in English.

The overall oral communication strategies used when speaking English. Researchers present the highest mean results of each factor. The results showed that students tended to use strategy accuracy-oriented strategies with an average score ( $M=3.85$ ) and students not inclined with used strategy attempted to think in English strategies with an average score ( $M=3.19$ ).

The most used strategy in this study is accuracy-oriented. Accuracy-oriented is a strategy related to speaking English accurately. Nakatani (2006) stated that foreign language students when communicating pay great attention to their pronunciation and grammatical accuracy when they make mistakes. Sutthinaraphan and Wasanasomsithi (2017) also mentioned that being accuracy-oriented can make students correct their mistakes. Rayati, Abedi, and Aghazadeh (2022) also showed the same results in speaking skills, accuracy-oriented strategy was the most used when speaking with the first highest categories results in the research. It can be concluded that when students learn English, they communicate with interlocutors using attention the pronunciation and grammatical accuracy so that they can correct their mistakes by themselves.

The second most used strategy in this study is social affective. The social affective is a strategy in a social context to give an impression when having a conversation. Nakatani (2006) stated that in a social context, students try to be able to control anxiety and enjoy

the process during the conversation. Sutthinaraphan and Wasanasomsithi (2017) also stated that students try to relax their listeners, but sometimes students do not dare to take risks. Kertawijaya (2017) showed different results in speaking skills research, the result is social affective strategy has the first highest when speaking. In conclusion, when students have conversations with interlocutors, they try to leave a good impression such as enjoying and controlling their anxiety.

This study's third most used strategy is negotiation for meaning while speaking. Farizah (2021) showed the same results in speaking skills, and negotiation for meaning while speaking strategies is the most used when speaking with the third-highest results. Negotiation for meaning while speaking can be described as a negotiation effort against interlocutors such as repeating the message until the interlocutors understand what was talked. Farizah (2021) stated that when they have difficulty understanding the message conveyed, students can repeat the message until the other person understands the message. Lee (2000) also stated that negotiation for meaning while speaking is to solve the problem where the students agreed with the speaker to achieve language goals rather than carry out the form of the language. It can be concluded that negotiation for meaning while speaking is the negotiation between interlocutor and speaker when communicating. For example, if they cannot understand the message they can repeat the message until interlocutors understand what was talked about so that this statement can be interpreted as a problem solver.

The fourth most used strategy in this study is fluency-oriented. Fluency-Oriented is a fluency strategy when having a conversation with the other person. Nakatani (2006) stated that when carrying out a conversation, pronunciation, intonation, and clarity are needed in pronouncing words so that the message to be conveyed can be understood by the other person. Sutthinaraphan and Wasanasomsithi (2017) also stated that students pay close

attention to the context of speech and time so that sometimes they change the message so that the conversation can continue. Rohani (2013) showed different results in speaking skills, fluency-oriented strategies were the most used when speaking with the fourth-highest results in the research. Furthermore, Mirzaei and Heidari (2012) also showed different results from this study but the same results as Rohani (2013) in speaking skills, Fluency-Oriented strategies were the most widely used when speaking with the second-highest results in the research. In conclusion, a smooth conversation is a conversation in which both parties understand each other, starting from fluency, intonation, and clarity so that the message conveyed is understood by the other person.

The fifth most used strategy in this study is message abandonment. Message abandonment is a strategy to leave unfinished messages due to difficulties during a conversation. Nakatani (2006) stated that this strategy is used to end a conversation due to the low level of the student's English so the student chooses to leave the message unfinished. Sutthinaraphan and Wasanasomsithi (2017) also mentioned that when faced with speaking problems students sometimes leave messages or ask for help from other parties. Moreover, Atma and Normalasari (2016) showed different results in speaking skills, message abandonment strategy was the least used when speaking with the lowest results in their research. It can be concluded when interlocutors abruptly ended the conversation, maybe one of them cannot understand what they talked about, and they leave an unfinished message named message abandonment.

The sixth most used strategy in this study is message reduction and alteration. Message reduction and alteration is a strategy to avoid problems when talking to the other person. Nakatani (2006) stated that when students experience speech disorders, they tend to reduce the original message by simplifying what they say so that it becomes a short message. Farizah (2021) showed different results in speaking skills, message reduction,

and alteration Strategies are the most used when speaking with first-highest results. Farizah (2021) also stated that short messages can make it easier for students to convey messages and increase their success in speaking English. Furthermore, Kertawijaya (2017) also showed different results in speaking skills, message reduction, and alteration strategies are the most used when speaking with the second-highest results in the research. It can be concluded when students have a conversation they try to use simple sentences that make interlocutors understand what they talked about and the message delivered even though the message is not fully conveyed.

The seventh lowest-use strategy in this study was Nonverbal While Speaking. Nonverbal While Speaking is a strategy to convey messages by not using words but with body language. Nakatani (2006) stated that when speaking students can use facial expressions, gestures, or gestures to their interlocutors. Farizah (2021) showed different results in speaking skills, Nonverbal Strategies While Speaking are the most used when speaking with the second rank result. Farizah (2021) also mentioned that using nonverbal strategies while speaking can avoid mistakes when speaking English because, with the help of body language, students can express the meaning of what is said. In conclusion, when having a conversation apart from using simple sentences, and repeating the message, students can use body languages such as body gestures and expressions so that the message makes conveyed.

Finally, the eighth lowest-use strategy in this study is the attempt to think in English. The attempt to think in English is a strategy for thinking when an English conversation occurs that requires a quick response to the other person. Nakatani (2006) stated that foreign language students always think of constructing sentences from their mother tongue to English first. Sutthinaraphan and Wasanasomsithi (2017) also mentioned that English students sometimes think about sentences before having a conversation with

the other person. Atma and Nosmalasari (2016) showed different results in speaking skills, attempt to think in English Strategies was the most used when speaking with the second-highest results in their research. It can be concluded when the students' conversation, as an interlocutor is waiting for an answer when communicating. Those who find it difficult to reply to conversations quickly, usually think and compose sentences from their mother tongue and then translate them into English, this makes the conversation not smooth and the message conveyed is slow.





## **CHAPTER V**

### **5.1 Conclusion**

The aim of this study was to identify students' perceptions of the oral communication strategies used by senior high school students when communicating in English. The conversation runs smoothly when one understands the other without having problems speaking so that the message being discussed is conveyed. Then, students need to pay attention when speaking, so that the other person understands what is conveyed. The students need to use body gestures, repeat messages, and make conversations simpler. Moreover, when the message is not delivered, the other party usually leaves a message that is not resolved because they do not understand what is being discussed, so they decide to leave the message without resuming the conversation.

### **5.2 Recommendation**

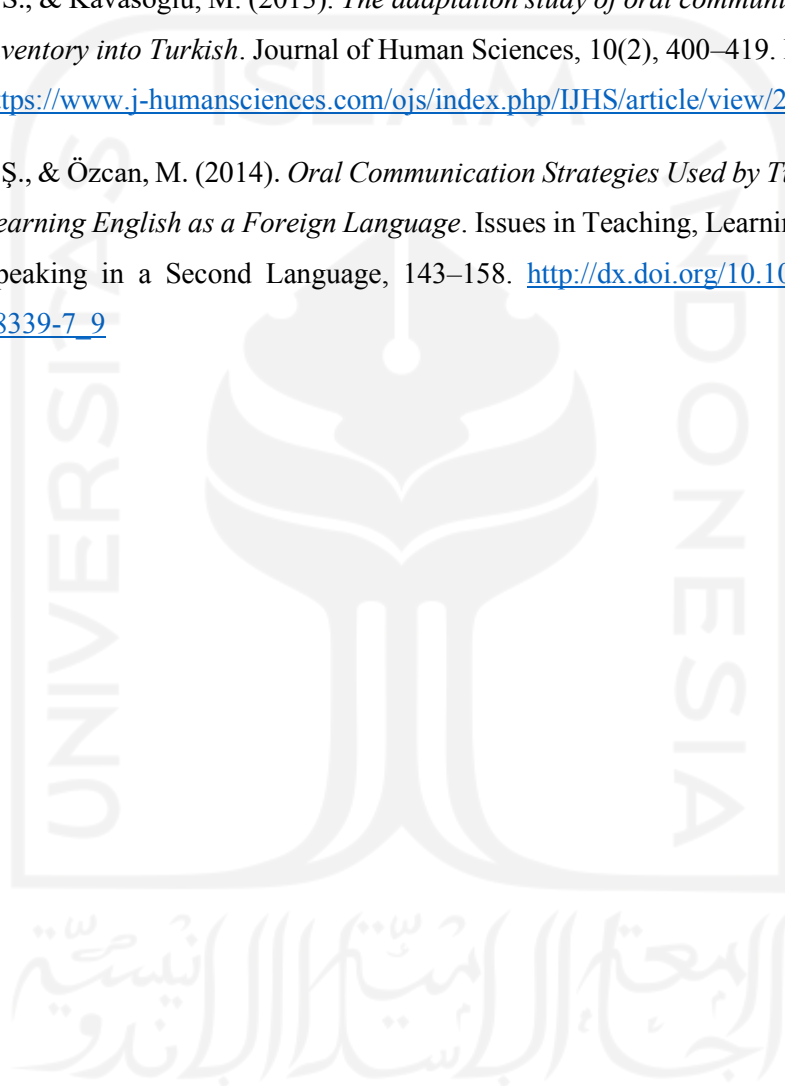
The current study provides several recommendations for further study. This research is not focused on factors such as age, gender, and level of proficiency. Further and deeper studies of this particular area are highly recommended to broaden the scope of the investigation with other factors such as strategies to overcome listening problems as this study only focuses on verbal communication. Another recommendation for further research is correlation studies such as the correlation between secondary high school students' verbal communication strategies and listening strategies. Further researchers can also develop the same research topic with different target respondents such as junior high school students. Last, further teachers also familiarize students with conversations when studying foreign languages such as having a dialogue or discussing a topic so that they speak fluently.

## REFERENCES

- Atma, N., & Nosmalasari. (2016). *Communication Strategies; Do They Differ Across the Students' Level of Language Learning Anxiety?*. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), 162-169.
- Bialystok, E., (1990). *Communication strategies: psychological analysis of second language use*. New York: Basil Blackwell.
- Chairat, P. (2017). *Oral Communication Strategies Used by English Major Undergraduates during the Internship Program*. International Conference on Literature, History, Humanities and Interdisciplinary Studies (LHHISS-17), 49-52.
- Chuanchaisit, S., & Prapphal, K. (2009). *A Study of English Communication Strategies of Thai University Students*. MANUSYA, 12(3), 100–126. <https://doi.org/10.1163/26659077-01203008>
- Creswell, J.W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 5th Edition*. Boston: Pearson.
- Diyales, C. F., Wati, A., & Prawiro, I. Y. (2022). *An Investigation of Undergraduate Students' Oral Communication Strategy (OCS) in Debate Class*. Journal of English Language Learning (JELL), 6(1), 24-34. <https://doi.org/10.31949/jell.v6i1.2502>
- Dörnyei, Z., & Scott, M. L. (1997). *Communication Strategies in a Second Language: Definitions and Taxonomies*. Language Learning, 47(1), 173–210. <https://doi.org/10.1111/0023-8333.51997005>
- Farizah, A. N. (2021). *Oral Communication Strategies Employed by Students of International Classes at State Polytechnic of Malang Among Different Personality Types*. Language-Edu: Journal of English Teaching and Learning, 10(2).
- Karim, R. (2022). *Populasi dan Sampel: Pengertian, Perbedaan, Teknik* [2022]. Penerbit Buku Deepublish Store <https://deepublishstore.com/populasi-dan-sampel/> . 10 Oktober 2022.

- Kertawijaya, L. (2017). *Communication Strategies Use by English Teacher and Students to Cope with the Problems of English-Speaking Classroom Activity at the Eleventh Grade MA Tarbiyatul Muslimin Dasan Ma'alan East Lombok*. The Indonesian Journal of Language and Language Teaching, 2(1), 62-75.
- Lee, L. (2000). Online Interaction: Negotiation of Meaning and Strategies Used Among Learners of Spanish. *ReCALL*, 13(2), 9-66.
- Liu, M. (2018). *Interactive effects of English-speaking anxiety and strategy use on oral English test performance of high- and low-proficient Chinese university EFL learners*. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1562410>
- Masithoh, H., Fauziati, E., & Supriyadi, S. (2018). *Communication Strategies Used by the Students on the Perspective of Language Proficiency*. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 21-32.
- Mirzaei, A., & Heidari, N. (2012). *Exploring the Use of Oral Communication Strategies by (Non)Fluent L2 Speakers*. *The Journal of Asia TEFL*, 9(3), 131-156.
- Nakatani, Y. (2006). *Developing an Oral Communication Strategy Inventory*. *The Modern Language Journal*, 90(2), 151–168. doi:10.1111/j.1540-4781.2006.00390.x
- Nugroho, Prasetyo Anggit. (2019). *Communication Strategies Used by EFL Learners with Different English Achievements in Oral Communication*. *IJOTL-TL*, 4(3), 138-155. DOI: 10.30957/ijotl-tl.v4i3.606
- Rachmawaty, N., Aridah., Iswari, W. P., & Syamdianita. (2021). *Oral Communication Strategies Training: The Case of Pre-Service English Teachers in Indonesia*. *Script Journal: Journal of Linguistic and English Teaching*, 6(2), 169-189.
- Rayati, M., Abedi, H., & Aghazadeh, S. (2022). *EFL Learners' Speaking Strategies: A Study of Low and High Proficiency Learners*. *MEXTESOL Journal*, 46(4).
- Rohani, S. (2013). *Positive Versus Negative Communication Strategies in Task-Based Learning*. *TEFLIN Journal (Teaching English as a Foreign Language in Indonesia)*, 24(2).
- Sutthinaraphan, K., & Wasanasomsithi, P. (2017). *A Study of English Communication Strategy Use of Undergraduate Students Majoring in Science*. *Graduate School of English Assumption University*, 98–117.

- Tarone, E. (1980). *Communication strategies, foreigner talk, and repair in interlanguage*. *Language Learning*, 30(2), 417–431. doi:10.1111/j.1467-1770.1980.tb00326.x
- Willems, G. M. (1987). *Communication strategies and their significance in foreign language teaching*. *System*, 15(3), 351–364. doi:10.1016/0346-251X(87)90009-1
- Yaman, S., & Kavasoglu, M. (2013). *The adaptation study of oral communication strategy inventory into Turkish*. *Journal of Human Sciences*, 10(2), 400–419. Retrieved from <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/2685>
- Yaman, Ş., & Özcan, M. (2014). *Oral Communication Strategies Used by Turkish Students Learning English as a Foreign Language*. *Issues in Teaching, Learning, and Testing Speaking in a Second Language*, 143–158. [http://dx.doi.org/10.1007/978-3-642-38339-7\\_9](http://dx.doi.org/10.1007/978-3-642-38339-7_9)



## APPENDICES

### APPENDIX 1

#### Questionnaire Translation of Oral Communication Strategies Inventory (OCSI)

Items	Domain	Statement	Scale				
			1	2	3	4	5
OCSI-1	Factor 8: Attempt to Think in English Strategies	Pertama-tama saya memikirkan apa yang ingin saya katakan dalam bahasa pertama saya dan kemudian menyusunnya ke dalam kalimat bahasa Inggris.					
OCSI-2	Factor 8: Attempt to Think in English Strategies	Pertama-tama saya memikirkan kalimat pertama yang sudah saya ketahui dalam bahasa Inggris dan kemudian mencoba mengubahnya agar sesuai dengan situasi.					
OCSI-3	Factor 5: Message Reduction and Alteration Strategies	Saya menggunakan kata-kata yang familiar bagi saya.					
OCSI-4	Factor 5: Message Reduction and Alteration Strategies	Saya memperpendek pesan dan menggunakan ekspresi sederhana.					

OCSI-5	Factor 5: Message Reduction and Alteration Strategies	Saya mengadaptasi pesan/informasi lain karena merasa tidak mampu menyampaikan maksud awal saya.					
OCSI-6	Factor 7: Message Abandonment Strategies	Saya mengabaikan susunan kalimat verbal yang telah saya rencanakan dan hanya menyampaikan beberapa kata ketika saya tidak tahu harus berkata apa.					
OCSI-7	Factor 4: Accuracy- Oriented Strategies	Saya memperhatikan tata bahasa dan urutan kata selama percakapan.					
OCSI-8	Factor 4: Accuracy- Oriented Strategies	Saya mencoba untuk memberikan penekanan pada subjek dan kata kerja dalam kalimat.					
OCSI-9	Factor 2: Fluency- Oriented Strategies	Saya mengubah cara saya mengatakan sesuatu sesuai dengan konteksnya.					
OCSI-10	Factor 2: Fluency- Oriented Strategies	Saya memberi diri saya cukup waktu untuk mengungkapkan apa yang ingin saya katakan.					
OCSI-11	Factor 2: Fluency- Oriented Strategies	Saya memperhatikan pengucapan saya.					

OCSI-12	Factor 2: Fluency-Oriented Strategies	Saya mencoba untuk berbicara dengan jelas dan keras agar saya didengar.					
OCSI-13	Factor 2: Fluency-Oriented Strategies	Saya memperhatikan ritme dan intonasi saya.					
OCSI-14	Factor 2: Fluency-Oriented Strategies	Saya memperhatikan alur percakapan.					
OCSI-15	Factor 6: Nonverbal Strategies While Speaking	Saya mencoba melakukan kontak mata ketika saya berbicara.					
OCSI-16	Factor 6: Nonverbal Strategies While Speaking	Saya menggunakan gerak tubuh dan ekspresi wajah jika saya tidak dapat mengkomunikasikan maksud saya.					
OCSI-17	Factor 4: Accuracy-Oriented Strategies	Saya mengoreksi diri sendiri ketika saya menyadari bahwa saya telah melakukan kesalahan.					
OCSI-18	Factor 4: Accuracy-Oriented Strategies	Saya memperhatikan diri saya menggunakan ekspresi yang sesuai dengan aturan yang telah saya pelajari.					
OCSI-19	Factor 3: Negotiation for Meaning	Saat berbicara, saya memperhatikan reaksi					

	While Speaking	pendengar terhadap perkataan saya.					
OCSI-20	Factor 3: Negotiation for Meaning While Speaking	Saya memberi contoh jika pendengar tidak mengerti apa yang saya katakan.					
OCSI-21	Factor 3: Negotiation for Meaning While Speaking	Saya mengulangi apa yang ingin saya katakan sampai lawan bicara saya mengerti.					
OCSI-22	Factor 3: Negotiation for Meaning While Speaking	Saya melakukan konfirmasi untuk memastikan pendengar mengerti apa yang ingin saya katakan.					
OCSI-23	Factor 1: Social Affective Strategies	Saya mencoba untuk menggunakan kata jeda seperti emmm, ketika saya tidak bisa memikirkan apa yang harus saya katakan.					
OCSI-24	Factor 7: Message Abandonment Strategies	Saya tidak menyampaikan pesan secara utuh karena beberapa kesulitan bahasa.					
OCSI-25	Factor 1: Social Affective Strategies	Saya berusaha memberikan kesan yang baik kepada pendengar.					
OCSI-26	Factor 1: Social	Saya tidak keberatan mengambil risiko meskipun					



	Affective Strategies	saya mungkin membuat kesalahan.					
OCSI-27	Factor 1: Social Affective Strategies	Saya mencoba menikmati percakapan.					
OCSI-28	Factor 1: Social Affective Strategies	Saya mencoba untuk rileks ketika saya merasa cemas.					
OCSI-29	Factor 1: Social Affective Strategies	Saya secara aktif mendorong diri saya untuk mengungkapkan apa yang ingin saya katakan.					
OCSI-30	Factor 4: Accuracy-Oriented Strategies	Saya mencoba berbicara seperti penutur asli.					
OCSI-31	Factor 7: Message Abandonment Strategies	Saya meminta bantuan orang lain ketika saya tidak dapat berkomunikasi dengan baik.					
OCSI-32	Factor 7: Message Abandonment Strategies	Saya menyerah ketika saya tidak bisa membuat diri saya mengerti.					

Catatan:

- 1 = Tidak/hampir tidak
- 2 = Tidak selalu menggambarkan/mencerminkan diri saya
- 3 = Agak menggambarkan/mencerminkan diri saya
- 4 = Secara umum menggambarkan/mencerminkan diri saya
- 5 = Sangat menggambarkan/mencerminkan diri saya

## APPENDIX 2

### Validity Test

Statements	Pearson Correlation	Rtable	Criteria
	R=count	N=135	
OCSI-1	0.419	0.1677	Valid
OCSI-2	0.480	0.1677	Valid
OCSI-3	0.593	0.1677	Valid
OCSI-4	0.497	0.1677	Valid
OCSI-5	0.360	0.1677	Valid
OCSI-6	0.337	0.1677	Valid
OCSI-7	0.459	0.1677	Valid
OCSI-8	0.309	0.1677	Valid
OCSI-9	0.577	0.1677	Valid
OCSI-10	0.536	0.1677	Valid
OCSI-11	0.643	0.1677	Valid
OCSI-12	0.552	0.1677	Valid
OCSI-13	0.598	0.1677	Valid
OCSI-14	0.671	0.1677	Valid
OCSI-15	0.599	0.1677	Valid
OCSI-16	0.501	0.1677	Valid
OCSI-17	0.604	0.1677	Valid
OCSI-18	0.617	0.1677	Valid
OCSI-19	0.617	0.1677	Valid
OCSI-20	0.591	0.1677	Valid

OCSI-21	0.661	0.1677	Valid
OCSI-22	0.646	0.1677	Valid
OCSI-23	0.618	0.1677	Valid
OCSI-24	0.417	0.1677	Valid
OCSI-25	0.649	0.1677	Valid
OCSI-26	0.509	0.1677	Valid
OCSI-27	0.620	0.1677	Valid
OCSI-28	0.614	0.1677	Valid
OCSI-29	0.637	0.1677	Valid
OCSI-30	0.455	0.1677	Valid
OCSI-31	0.589	0.1677	Valid
OCSI-32	0.377	0.1677	Valid

---

## APPENDIX 3

### Surat Keterangan Perizinan Ambil Data

	<b>FAKULTAS PSIKOLOGI &amp; ILMU SOSIAL BUDAYA</b>	Gedung Dr. Soekarno/Widyadarmaja Kampus Terpadu/Universitas Islam Indonesia Jl. Kaliurang Km. 14,3 Yogyakarta 55584 T. 0271 89944 ext. 2386, 2314 F. 0271 89944 ext. 2388 E. <a href="mailto:psikologi@uii.ac.id">psikologi@uii.ac.id</a> W. <a href="http://psikologi.uii.ac.id">psikologi.uii.ac.id</a>
Tanggal	: 25 November 2022	
Nomor	: 2433/Dek/70/DURT/XI/2022	
Hal	: Permohonan Ijin Pengambilan Data Skripsi	
Kepada :	Yth. Bapak Panji Dewantoro, Lc. di SMA Budi Mulia Dua	
Assalamualaikum Wr. Wb		
Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tagas akhir.		
Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :		
Nama Mahasiswa	: Salwa Sausan	
Nomor Induk Mahasiswa	: 19322017	
Program Studi	: Pendidikan Bahasa Inggris	
Pembimbing	: Irma Windy Astuti, S.S., M.Hum	
Judul Skripsi	:	
"A Survey of Oral Communication Strategy Use Among EFL Senior High School Students in Yogyakarta"		
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.		
Wassalamualaikum Wr. Wb		
		Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia
		
		<u>Dr. phil. Qurrotul Uyun, S.Psi., M.Si., Psikolog</u> NIP: 963200102

## APPENDIX 4

### Surat Keterangan Telah Selesai Ambil Data

 **SMA INTERNASIONAL  
BUDI MULIA DUA**

Jl. Raya Tajem, Panjen, Wedomartani  
Ngemplak, Sleman Yogyakarta  
Kode Pos 55584  
+62-274-446 2773  
sma@bmd.sch.id  
sma.bmd.sch.id

**SURAT KETERANGAN**  
Nomor : 22-213/SMALBMD/I/2023

Yang bertanda tangan di bawah ini :

Nama : Panji Dewantoro, Lc.  
NUPTK : 2958763664130292  
Jabatan : Kepala SMA Budi Mulia Dua Yogyakarta.  
Alamat : Jl. Raya Tajem, Wedomartani, Ngemplak, Sleman,  
D.I.Yogyakarta.

menerangkan dengan sebenarnya bahwa :

Nama Mahasiswa : Salwa Sausan,  
Nomor Induk Mahasiswa : 19322017,  
Program Studi/Fakultas : Pendidikan Bahasa Inggris,  
Perguruan Tinggi : Universitas Islam Indonesia Yogyakarta,

benar-benar telah melaksanakan kegiatan penelitian/pengambilan data dalam rangka penyusunan Tugas Akhir Skripsi (TAS) pada tanggal 20 Desember 2022 dengan judul penelitian:

**"A Survey of Oral Communication Strategy Use Among EFL Senior High School Students in Yogyakarta"**.

Demikian surat ini dibuat untuk disampaikan kepada yang berkepentingan dan untuk dipergunakan sebagaimana mestinya.

Sleman, 26 Januari 2022  
Kepala Sekolah,

  
SMA INTERNASIONAL  
BUDI MULIA DUA  
Panji Dewantoro, Lc.

FAITH in ALLAH • HONESTY • RESPECT • RESPONSIBILITY • CLEANLINESS