

ORAL COMMUNICATION STRATEGY OF EFL COLLEGE LEARNERS

A Thesis

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



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APPROVAL SHEET
ORAL COMMUNICATION STRATEGY OF EFL COLLEGE LEARNERS
:
A SURVEY STUDY

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:

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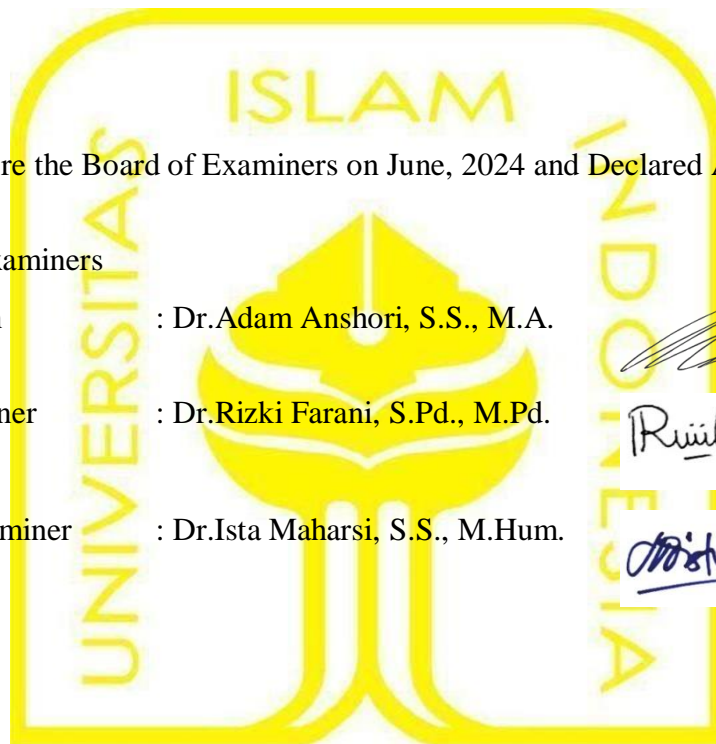
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STATEMENT OF WORK'S ORIGINALITY

I truthfully announce that this thesis originally write by me as a writer itself, doesn't contains any plagiarism work or from other's people work excepting in citing quotations from other researcher which relate with my thesis as a references to support in working this thesis.

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MOTTO

“The struggle ou’re in today is developing the strength you need for tomorrow.
Don’t give up”.

(Robert Tew)

DEDICATIONS

I fully dedicates this thesis specially for the best parts and the most precious things in my life in this world. The first are my beloved parents, which are Mr.Tjipto Widodo and Almh.Mrs.Fajar Ayu Dati who are always be there and never stop supporting me to push as a researcher until I get to this phase. Really grateful to my parents which is never stop praying for me and always trust me that I can definately through it all. Also, I also dedicates this thesis for my lovely brother Julio Dharmawan who always give me spirit and help me whenever I need any his helps.

Yogyakarta, June, 25, 2024

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Assalamualaikum Warrahmatullahi Wabarakatuh

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Finally, I believe that this thesis is far from being perfect; however, it is hoped that this thesis will be useful and contribute the English teaching process especially in English Education for College Learners in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Wassalamualaikum Warrahmatullahi Wabarakatuh.

Yogyakarta, June, 25, 2024

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ORAL COMMUNICATION STRATEGY OF EFL COLLEGE

LEARNERS

A SURVEY STUDY

ABSTRACT

The aim of this research is to identify the oral communication strategies used by EFL students at a private university in Yogyakarta. This research focuses on what strategies used by students when in speaking classes. This research used a quantitative approach with a survey method and enrolled 53 English Department students batch 2021 as a sampling. The 32 items of Oral Communication Strategy Inventory (OCSI) questionnaire was used in this research.

The research results show several oral communication strategies that are most and least used by students in speaking classes along with the mean value of each strategies. The first is negotiation for meaning while speaking (M=4.113), the second is social-affective strategy (M=4.078), the third strategy is non-verbal strategy (M=4.075), the fourth is message reduction and alteration (M=3.949), the fifth strategy is fluency-oriented strategy (M=3.899), the sixth strategy is accuracy-oriented (M=3.749), the seventh strategy is attempt to think in english (M=3.745), and for the last strategy is message abandonment (M=3.245). These strategies are important for us to make our speaking to be fluency and to do easily.

Keywords: Higher Education/College context, Oral Communication Strategy, Oral Communication Strategy in EFL Context.

CHAPTER 1

INTRODUCTION

This chapter provides background of the study, formulation of the problem, objective of the study, and significance of the study.

1.1 Background of the Study

Oral Communication Strategy is one of the necessary things that take effect on students' learning. Tarone (1980), CSs are often as any attempts by learners or students to resolve their difficulties and develop the teaching language to carry out the communicative goals in actual interaction. By utilize these strategies, they will know their deficiencies and specific strategies to swap meaning and produce their good communication. These behaviors attempts learner sufficient opportunities to learn how to solve communication problems while maintaining conversation flow.

According to Faerch & Kasper (1983, cited in Kasper & Kellerman, 1997: 2), CSs are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. (p.47).

Actually, it has a little bit the similarity with Faerch & Kasper (1983) but, Bialystok (1990) adds the meaning of the Communication Strategies as a language tool to solve a communication problem when we have limited resources; it means that these strategies are used only when a speaker experiences interference during a communication. So, in the use of Oral Communication Strategies, there are two ways communications; the speaker and the information or messages receiver. Furthermore, since a “strategy” refers to a conscious technique used to achieve a goal (Macaro, 2006), O’Malley and Chamot (1990), these speaking strategies are very crucial which can help Foreign Language learners, especially English, “in negotiation where linguistic and sociolinguistic elements are not shared between second language learners and target language speakers”. (p.43). Speaking strategies are very important because they bring a valuable tool for Foreign Language learners to communicate. Kellermen (1991) trust that learners can transference these strategies naturally from their native language into the target language.

This study will discuss Oral Communication Strategy used by College Learners who took program study English in one of University in Yogyakarta especially for speaking class. The researcher will observe and identify some kinds of Oral Communication Strategy that used by almost English learners in this University especially for speaking class.

1.2 Identification of the Problem

Every students have different speaking strategy use while doing communication to make their speaking fluently and to do easily in a real context.

1.3 Formulation of the Problem

Based on the background of the study, the identification of the problems may be formulated by following some questions :

What Communication Strategy to be used by students of the English Department in Islamic University at Indonesia especially in Speaking Class?

1.4 Objective of The Study

The research aims are to identify and analyze the Oral Communication Strategy that used by students of English Department in Islamic University of Indonesia, especially for Speaking Class.

1.5 Significance of The Study

The results of this study will contribute to the English Department learners in Islamic University of Indonesia especially for Speaking Class. This survey is very important for English Department learners in Islamic University of Indonesia to realize, develop, and enhance Oral Communication Strategy that used by them. This Oral Communication Strategy correlate with student's speaking performances in speaking class.

CHAPTER II

LITERATURE REVIEW

This chapter provides concept of Oral Communication Strategy, Characteristics Oral Communication Strategy, and Oral Communication Strategy Scale.

2.1 Concept of Communication Strategy

As a social human in the world, we need communication with others to make the relationship easily. There are two approaches that have been adopted to conceptualize communication strategies: interactional and psycholinguistic. Tarone (1980) defined the interactional perspective as .the communication strategies as tools for the negotiation of meaning, in which language use and interactional function to be the two basic meanings. Therefore, communication strategies are seen as directly related to the languages use. Besides, psycholinguistic camp puts pressure on the underlying thought processes that learners undergo. Most several previous studies on Oral Communication Strategies have so far dealt mainly with the variable of target language proficiency. In fact, the relationship between Oral Communication Strategy (OCS) and language proficiency operates in two goals.

In short, CSs are often considered as any tools by learners to resolve their difficulties and generate the teaching language to reach communicative goals in actual interaction. By utilizing these strategies, they will notice their own deficiencies and specific strategies to barter meaning and produce their communication. These behaviors attempts learners' sufficient opportunities to

find out the way to solve communication problems while maintaining conversation flow. These strategies allow learners to stay within the conversation, which giving them with opportunities to listen to more input and produce new utterances. Consequently, the utilization use of CSs can have a big learning effect for EFL learners. Therefore, CSs should be considered as a subset of learning strategies, which contain both skills for learning a language and applications of them in real communicative contexts. However, as D'oronyei and Scott (1997) confirmed, researchers have used some competing taxonomies of Communication strategies. It means, two representative definition groups have evolved.

In this context, Communication Strategies are considered as comprising not only problem-solving phenomena to compensate for communication disruptions, but also a pragmatic discourse function as message enhancers. The position here is close to that of the interactional view, which investigates EFL learners' strategy use during interaction with their communication partners in the classroom while learning Oral Communication. The focus is on the examination of the affirmation that Communication Strategies can be used by learners with limited knowledge of the Oral Communication to expand their potential for interpersonal communication (e.g., Bejarano, Levine, Olshtain, & Steiner, 1997; Clennel, 1995; D'oronyei, 1995). Thus, people use Communication Strategies with a minimum of Oral Communication to make maximum their potential communication. These strategies are important for us to make our oral/speaking to be fluency and to do easily.

2.2 Oral Communication Strategy in Foreign Language Learning

Oral Communication is defined as the activities that most people in the world used to communicate by others and delivering the information or messages orally by speaking or sometimes many people called its a speech. While the strategies are often interpreted as the planning performances in achieving the desired goals. According to Faerch & Kasper (1983, cited in Kasper & Kellerman, 1997: 2), CSs are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. Actually, it has a little bit the similarity with Faerch & Kasper (1983) but, Bialystok (1990) add the definition of the Communication Strategies are regarded as language devices that can be used to solve communication problems when linguistic resources are lacking; that is, these strategies are used only when a speaker perceives a problem that may cause a communication breakdown. Yang & Gai (2010) have mentioned that communication strategies help students cope with unpredictable situations during the classroom learning process. In addition Zhao & Intaraprasert (2013) have asserted that communication strategies refer to knowledge or ability used by EFL students to deal with oral communication problems.

So, in the use of Oral Communication Strategies, there are two ways of communication; the speaker and the information or messages receiver. Furthermore, since a “strategy” refers to a conscious technique used to achieve a goal (Macaro, 2006), O’Malley and Chamot (1990), speaking or oral strategies are very important because it can help English Foreign Language learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are

not shared between a second language learner and a speaker of the target language” (p.43). Speaking strategies are very important because they provides a valuable tool for Foreign Language learners to communicate. Kellermen (1991) have believed that learners can transfer these strategies naturally from their native language to the target language. Thus, Oral communication strategies are the techniques that most people in the world used to communicate with others and delivering the information or messages orally by speaking or speech to reach out the desired goals.

2.3 Oral Communication Strategies Scale

After alluding the definition of Oral Communication Strategy, we are move to how measures Oral Communication Strategies that can be used by EFL learners. It can be depends on learner’s characteristics or learners’ Anxiety while speaking such as; English proficiency, Pronunciation, and etc.). In the previous study, Chen (2009) has conducted research and use the Oral Communication Strategy Inventory (OCSI) questionnaire developed by Nakatani (2006) as the instrument of the research. Then, the result there was five significant points in the relationship between speaking proficiency and strategy use. On the one hand, positive relationships were found between speaking proficiency and the use of social affective strategies, fluency-oriented strategies, and negotiation for meaning while speaking strategies. Thus, the findings imply that speaking proficiency is related to the use of oral communication strategies at a certain level.

OCSI has eight dimensions: the 6-item OCSI1 (social affective strategies), the 6-item OCSI2 (fluency-oriented strategies), the 5-item OCSI3 (accuracy-oriented strategies), the 4-item OCSI4 (negotiation for meaning while speaking

strategies), the 4-item OCSI5 (message abandonment strategies), the 3-item OCSI6 (message reduction and alteration strategies), the 2-item OCSI7 (nonverbal strategies while speaking), and the 2-item OCSI8 (strategies of attempting to think in English). The 32-item Oral Communication Strategy Inventory (speaking part) (OCSI) was utilized by Nakatani (2006) utilized in this study to deal with strategies for dealing with speaking problems. Through the size, we will determine the speech Strategy employed by learners. During a recent study Nakatani (2005) showed that students who were taught speaking strategies made a big improvement in their oral tests. The teaching of speaking strategies could complement teaching a far off language; however, in practice, it seems that the teaching of speaking strategies might not tend enough importance. so as to support my argument, I will be able to now analyze three research studies within the area of speaking strategies in several ELT contexts; all present positive results.

2.4 Review of Relevant Studies

There are some previous or relevant studies for the research. Nakatani (2006) do the research focuses on how valid information about learners' perceptions of strategy use during communicative tasks can be systematically collected from English as a foreign language (EFL) learners. First, the study attempted to develop a questionnaire for statistical analysis, named the Oral Communication Strategy Inventory (OCSI). The resulting OCSI includes 8 categories of strategies for coping with speaking problems and 7 categories for coping with listening problems during communication. The questionnaire gathered information from 62 female students enrolled in mixed-level EFL classes at private university in Japan. The findings shows that in the message

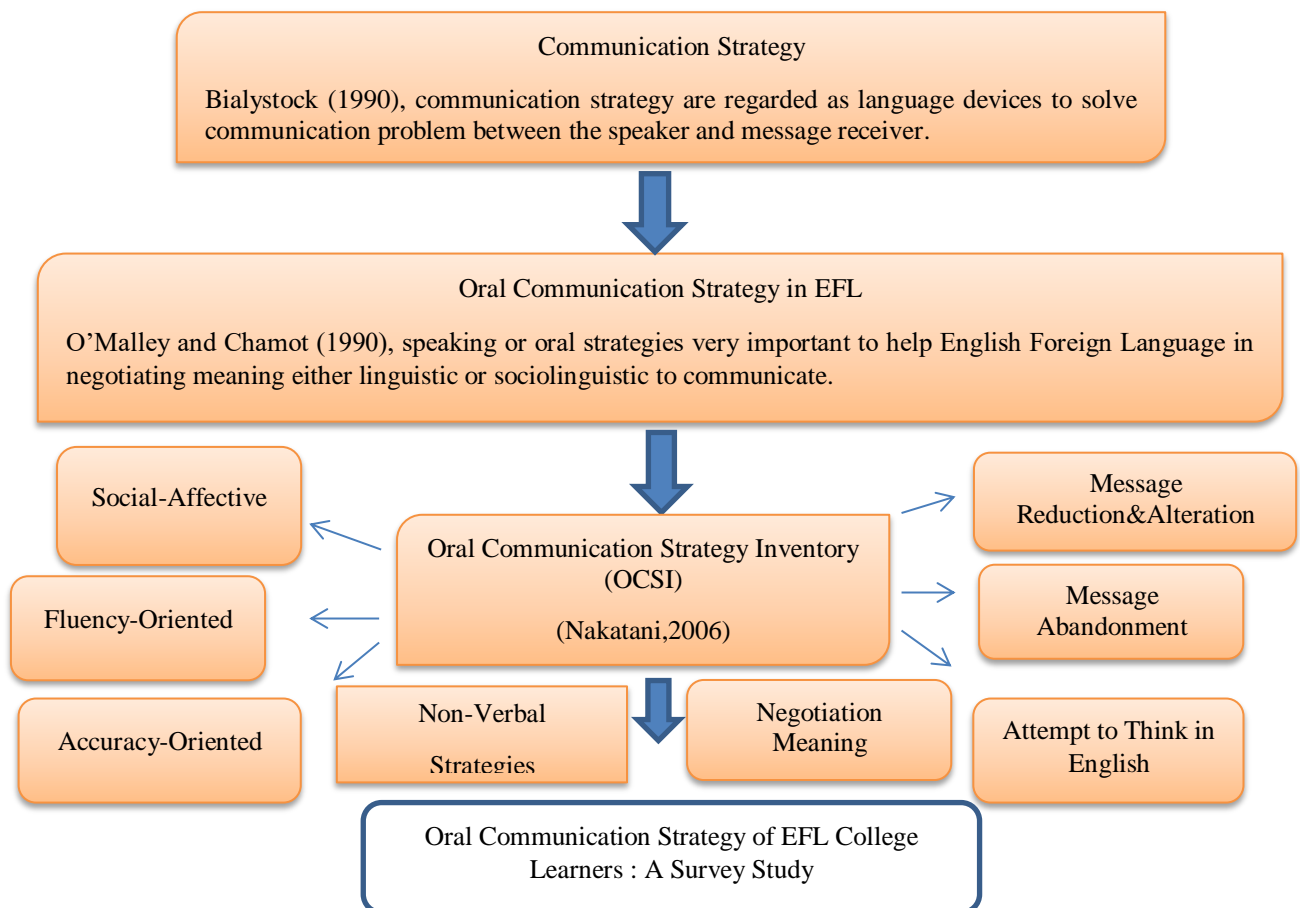
abandonment strategies represent a learner's negative strategy and could be less effective strategies for oral communication than the other strategies. Meihua Liu (2018) conducted the research to investigate the interactive effects of English-speaking anxiety and strategy use on oral English test performance of high- and low-proficient Chinese university EFL learners. Based on test scores, data gathered using the Oral Communication Strategy Inventory (OCSI) questionnaire from 178 low- and 214 high-proficient students were used in the study. The finding shows that the low-proficient group or students who have high anxiety tended to deploy more often less effective-strategies such as non-verbal strategies, message abandonment, and attempt to think in English, as revealed in studies on general or other types of FLA and strategy use (Liu & Thondlama, 2015; Nakatani, 2006; Zhang & Liu, 2013).

On the other hand, Amy Fang-Yen (2014), investigate how cultural background and target language proficiency affect L2 Chinese learners' choice of oral communication strategies. A total of 176 participants from 21 countries completed the Oral Communication Strategy Inventory (OCSI) for CFL learners. The results showed that the North American group employed more social-affective and conversation maintenance strategies than the other cultural groups; the East Asian learners reported using more strategies of focussing on small parts. In terms of language proficiency, the findings suggested that learners at lower proficiency levels tended to use more avoidance/reduction strategies and to focus on what they have known.

2.5 Theoretical Framework

After conducting the relevant studies about Oral Communication Strategy, this research use the Oral Communication Strategy Inventory (OCSI) originally developed by (Nakatani,2006) as the instrument to measure Oral Communication Strategy that used by EFL College Learners. Based on the previosly studies above, the variables involved in this study can be formulated through a framework as follows :

Figure 1 Theoretical Framework



CHAPTER III

RESEARCH DESIGN

This chapter explains about the research methodology; consist of research design, setting & participants, data collection and data analysis technique.

3.1 Research Design

In this study, the researcher applies a quantitative approach. According to (Creswell, 2014) “Quantitative research is an approach for testing objective theories by examining the relationship among variables”. The variables can be measured on the instrument then the numbered data can be analyzed by using statistical procedures, and the major element that support research is a specific research method that involves the form of data collection and data analysis (Creswell, 2014).

This research is categorized as a survey research design. According to (Fowler, 2008) survey research provides a quantitative description tend of numeric about the population by studying a sample that includes cross-sectional studies using a questionnaire to collect data. In this study, the researcher uses quantitative research method in a survey study to identify the kind of oral communication strategy that used by English Department students of Islamic University of Indonesia, especially for Speaking Class.

3.2 Setting & Respondents

This study will involve some students from English Department Islamic University of Indonesia, especially for Speaking Class. The researcher chooses specific English majors because this study is designed especially for language

learners and very representative of this study who are sure to have different Oral Communication Strategies. So it is challenging to investigate the students' preferred use Oral Communication Strategy for speaking class.

The researcher used purposive sampling techniques because researchers only taken 53 students in English Department Islamic University of Indonesia batch 2021 for those who had recently taken a speaking class. Sugiyono (2016) defined that purposive sampling is a data source sampling technique that takes certain factors into consideration.

3.3 Data Collecting Technique

This sub-chapter describes data collecting technique which is the instrument, validity, and reliability.

3.3.1 Instrument

O'Leary (2014) defined 'surveying' as the process to collect data for a large scale, which is 'questionnaire' is the instrument for collecting the primary data (Cohen, 2013). This study will be conducted as a survey study by applying Oral Communication Strategy Inventory (OCSI) Questionnaire which is originally developed by Nakatani (2006) in her research entitled Developing an Oral Communication Strategy Inventory. Therefore, the researcher adapted this existing instrument because it is acceptable in Indonesia as the non-native speakers of English.

The 32-item item Speech Strategy Communication Strategy Inventory (speaking part) (OCSI) was utilized by Nakatani (2006) in this study to deal with strategies for dealing with speaking problems. As analyzed in Nakatani (2006)

and Zhang and Liu (2013), OCSI has eight dimensions: the 6-item OCSI1 (social affective strategies), the 6-item OCSI2 (fluency-oriented strategies), the 5-item OCSI3 (accuracy-oriented strategies), the 4-item OCSI4 (negotiation for meaning while speaking strategies), the 4-item OCSI5 (message abandonment strategies), the 3-item OCSI6 (message reduction and alteration strategies), the 2-item OCSI7 (nonverbal strategies while speaking), and therefore the 2-item OCSI8 (strategies of attempting to think in English).

This questionnaire is based on five points Likert scale. The participants are asked to rank how far they agree on each statement from number 1 to 5; (1) ‘never or almost never true of me’, (2) ‘generally not true of me’, (3) ‘somewhat true of me’, (4) ‘generally true of me’, and (5) ‘always or nearly always true of me’.

Table 3.3. 1 The Score for Likert Scale

Likert-Scale OCSI	Score
Never or almost never true of me	1
Generally not true of me	2
Somewhat true of me	3
Generally true of me	4
Always or almost always true of me	5

The questionnaire is translated into Bahasa Indonesia until it is completely proofread by the researcher’s supervisor then the researcher gathered the data by distributing the questionnaire directly to the participants. This questionnaire is

distributed to 53 English Department students in Islamic University of Indonesia batch 2021, especially for Speaking Class.

Strategies for Coping With Speaking Problems

This study will be conducted as a survey study by applying Oral Communication Strategy Inventory (OCSI) Questionnaire which is originally developed by Nakatani (2006) in her research entitled *Developing an Oral Communication Strategy Inventory*. Therefore, the researcher adopted this existing instrument because it is acceptable in Indonesia as the non-native speakers of English.

The 32-item Speech Strategy Inventory (speaking part) (OCSI) developed by Nakatani (2006) was utilized in this study to deal with strategies for dealing with speaking problems. As analyzed in Nakatani (2006) and Zhang and Liu (2013), OCSI has eight dimensions: the 6-item OCSI1 (social affective strategies), the 6-item OCSI2 (fluency-oriented strategies), the 5-item OCSI3 (accuracy-oriented strategies), the 4-item OCSI4 (negotiation for meaning while speaking strategies), the 4-item OCSI5 (message abandonment strategies), the 3-item OCSI6 (message reduction and alteration strategies), the 2-item OCSI7 (nonverbal strategies while speaking), and the 2-item OCSI8 (strategies of attempting to think in English).

This questionnaire is based on five points Likert scale. The participants are asked to rank how far they agree on each statement from number 1 to 5; never or almost never true of me, generally not true of me, somewhat true of me, generally true of me, and always or almost always true of me. The questionnaire is

translated into Bahasa Indonesia until it is completely proofread by the researcher's supervisor then the researcher gathered the data by distributing the questionnaire directly to the participants.

3.3.2 Validity

Validity is an important element to effective research, it is determined as a measure of truth or falsity data obtained through the use of research instrument, if there is an invalid piece then it is worthless (Cohen, Manion, & Morrison, 2007). In this study content validity is achieved through the help of translation service and the thesis supervisor as an expert judgment.

After carrying out a validity test using Ms.Excel, the validity test results from a total of 53 respondents with a total of 32 questionnaire items showed that all item for the questionnaire are valid. The table shown the results of the validity test for each item in this study :

Table 3.3. 2 Validity of Oral Communication Strategy Inventory Translated Version

Item	Pearson Correlation	R-Table	Criteria
1	0.427	0.266	Valid
2	0.451	0.266	Valid
3	0.637	0.266	Valid
4	0.487	0.266	Valid
5	0.563	0.266	Valid
6	0.409	0.266	Valid
7	0.478	0.266	Valid
8	0.402	0.266	Valid
9	0.302	0.266	Valid
10	0.498	0.266	Valid

11	0.652	0.266	Valid
12	0.569	0.266	Valid
13	0.562	0.266	Valid
14	0.656	0.266	Valid
15	0.348	0.266	Valid
16	0.695	0.266	Valid
17	0.681	0.266	Valid
18	0.670	0.266	Valid
19	0.601	0.266	Valid
20	0.730	0.266	Valid
21	0.580	0.266	Valid
22	0.668	0.266	Valid
23	0.396	0.266	Valid
24	0.367	0.266	Valid
25	0.700	0.266	Valid
26	0.667	0.266	Valid
27	0.445	0.266	Valid
28	0.312	0.266	Valid
29	0.500	0.266	Valid
30	0.596	0.266	Valid
31	0.591	0.266	Valid
32	0.353	0.266	Valid

3.3.3 Reliability

Reliability basically is a consistency and replication over time, it deals with precision and accuracy (Cohen, Manion & Morison, 2000). The reliability of the 32 items addressing strategies for dealing with speaking problems was examined by Cronbach's alpha. Alpha for these 32 items was .915, which indicates a highly acceptable internal consistency.

Table 3.3. 3 Reliability of Oral Communication Strategy Inventory Translated Version

Case Processing Summary			
		N	%
Cases	Valid	53	100.0
	Excluded*	0	0
	Total	53	<u>100.0</u>
Reliability Statistics			
Cronbach's Alpha			N of Item
	.915	<u>32</u>	

3.3.4 Data Analysis Technique

The survey of Oral Communication Strategy of EFL College Learners was conducted using online platform by Google form. The researcher distributes the link of questionnaire by Whatsapp Group and personal chat of each English Department's students batch 2021 who have already passed or taken the English speaking classes. For the first, the researcher was introduce-self by use the brief description of the questionnaire's goals. Then, the respondents can directly access the link of questionnaire and complete it. The data is automatically saved in

Google Form. After all the data already complete, the researcher will process the data in Spread Sheet Ms.Excel and SPSS as the tools for the data analysis.

In this study, the researcher applies several steps for analyzing the collected data:

1. Review the literature that relevant with the instrument.
2. Select the Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal*, 90 (1), 151–168. doi:[10.1111/j.1540-4781.2006.00390.x](https://doi.org/10.1111/j.1540-4781.2006.00390.x) questionnaire as the instrument.
3. Translate the all questionnaire item into Indonesian Language.
3. Checking validity and reliability of the instrument.
4. Distribute the instrument to 53 students English Department Students in Islamic University of Indonesia especially for those who have passed from the English speaking classes for Speaking Class.
5. Analyze the result by using Microsoft Excel to identify or analyze the data from the questionnaires into a statistical package.
6. Interpret the data based on the result.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses about the Oral Communication Strategy of EFL College learners while having the speaking problems. The findings of this research based on a questionnaire distributed to a wide group of English Department's students Batch 2021 in Islamic University of Indonesia who have passed or taken the speaking class. The research finding focuses on Oral Communication Strategy that are often used by students when they are in speaking class. It will be discussed further for each domain using tables and figures to make the readers understand the content easily. By providing the comprehensive and clearly analysis of Oral Communication Strategy that often used by the students while in speaking class, this chapter aims to contribute the better understanding of this issue in English Education.

4.1 Research Finding

In this chapter, the researcher will go further into the interpretation of the survey result questionnaire includes the characteristic of the respondents in this study such as gender and total percentage of each number of samples in this study. The researcher also doing the interpretation of the survey results of each domain of the eight domains in Oral Communication Strategy Inventory with speaking problems, which include social-affective strategy, fluency-oriented strategy, negotiation for meaning while speaking, accuracy-oriented, message reduction and alteration strategy, non-verbal strategies, message abandonment strategies, and attempts to think in English strategy. A descriptive statistical analysis was

undertaken using Ms.Excel involved calculating data seen from the average value (mean), and spread (standard deviation) for every item on each domain.

4.1.1 Questionnaire results

An overview of the characteristics of respondents in this study includes, gender. The number of samples in this study were 53 respondents from English Department's students in Islamic University of Indonesia batch 2021. Data on the distribution of respondent characteristics based on gender can be seen in Table 4.1.1 below.

Table 4.1 1 Gender of Respondent Results

Gender Category	Frequency (n)	Percentage (%)
Male	18	34,0
Female	35	66,0
Total	53	100,0

Based on the table above, the total number of respondent in this study were 53 with total percentage 100%. From the table 4.1 the majority gender of the respondent were female with total amount were 35 students with percentage 66%, and male were 18 students with percentage 34%.

4.1.2 Oral Communication Strategy Survey Analysis Results

In this research, the respondent were required to complete a questionnaire by giving a score of 1-5 for each statement item in the questionnaire. Respondents choose the appropriate number or describe themselves using the Oral Communication Strategy Inventory questionnaire adopted from Nakatani 2006 which has 8 categories or domains including; social-affective Strategy, fluency-

oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alteration, non-verbal strategies, message abandonment, and attempt to think in English. The OCSI questionnaire consists of 32 statement items which can be categorized as follows; social-affective strategy consists of 6 statement items, fluency-oriented consists of 6 statement items, negotiation for meaning while speaking consists of 4 statement items, accuracy-oriented consists of 5 statement items, message reduction and alteration consists of 3 statement items, non-verbal strategies consists of 2 statement items, message abandonment consists of 4 statement items, and finally attempt to think in English strategies consists of 2 statement items.

A descriptive statistical analysis was undertaken using Ms.Excel involved calculating data seen from the average value (mean), and spread (standard deviation) for each of 8 categories domain in Oral Communication Strategy Inventory with speaking problems. The data from the descriptive analysis of reading strategies in this study are shown in the table below:

Table 4.1 2 Survey Results of Oral Communication Strategy

No.	Domains/Aspects	Mean	Std.Deviation
1	Social-Affective	4.078	0.831
2	Fluency-Oriented	3.899	0.882
3	Negotiation for Meaning	4.113	0.812
4	Accuracy-Oriented	3.747	0.908
5	Message Reduction and Alteration	3.949	0.986
6	Non-Verbal Strategies	4.075	0.953
7	Message Abandonment	3.245	1.104
8	Attempt to Think In English	3.745	0.884

Based on the data analysis above, can be seen that all of the eight of the Oral Communication Strategy's categories or domains were displayed by the total mean and standard deviation of each categories or domains. It shows that the highest mean value is in the negotiation for meaning while speaking (M=4.113), the second is social-affective strategy (M=4.078), the third is non-verbal strategy (M=4.075), the fourth is message reduction and alteration (M=3.949), the fifth is fluency-oriented (M=3.899), the sixth strategy is accuracy-oriented (M=3.747), the seventh is attempt to think in english (M=3.745), while for the lowest strategy is message abandonment strategies (M=3.245).

After the statistical data analysis results of each domains displayed with mean value and standard of deviation, The researcher also categorize the results of each domains and each item statement in questionnaire.

The results of the data can be seen in the table below :

4.1.2.1 Results of Social Affective Strategy

No	Item	Mean	Std.Deviation
25	I try to give a good impression to the listener.	4.36	0.71
23	I try to use fillers when I cannot think of what to say.	4.17	0.87
28	I try to relax when I feel anxious.	4.04	0.85
27	I try to enjoy the conversation.	4.00	0.85
29	I actively encourage myself to express what I want to say.	3.87	0.79
26	I don't mind taking risks even though I might make mistakes.	3.83	0.83

Table 4.1.2 1 Results of Social Affective Strategy

Based on the data in table 4.1.2 above, the social-affective strategy consists of six questionnaire item. The first item which is item number twentyfive about how students behave socially in such a way to give a good impression and avoid silence during a communication with the listener, has the highest average or mean

value of (M=4.36; SD=0.71) on the statement “I try to give a good impression to the listener”. This context means that the students to behave making the good impression with the listener doing a communication. The second highest mean value on the social-affective strategy is on the item number twentythree “I try to use fillers when I can’t think of what to say” (M=4.17; SD=0.87). Item number twentysix having a lowest score (M=3.83; SD=0.83) on the statement “I don’t mind taking risks even though I might make mistakes”. In this context, the students were still push them-selves using English even if they making a mistakes.

4.1.2.2 Results of Fluency-Oriented Strategy

No	Item	Mean	Std.Deviation
11	I pay attention to my pronunciation.	4.09	0.90
14	I pay attention to the conversation flow.	3.96	0.76
9	I change my way of saying things according to the context.	3.94	0.72
12	I try to speak clearly and loudly to make myself heard.	3.89	0.91
10	I take my time to express what I want to say.	3.87	0.94
13	I pay attention to my rhythm and intonation.	3.64	1.00

Table 4.1.2 2 Results of Fluency-Oriented Strategy

The table above shown that the fluency-oriented strategy consists of 6 item. The item of number eleven as a highest mean value of each item, where the mean value (M=4.09; SD=0.90) on statement “I pay attention to my pronunciation”. The second highest mean value is item number fourteen (M=3.96; SD=0.76) on statement “I pay attention to the conversation flow”. The last, as the lowest mean value (M=3.64; SD=1.00) in item number thirteen “I pay attention to my rhtym and intonation”. For this context the students always pay attention to the pronunciation, intonation, and rhythm to improve their speech with the listener.

4.1.2.3 Results of Negotiation for Meaning while speaking

No	Item	Mean	Std.Deviation
19	While speaking, I pay attention to the listener's reaction to my speech.	4.25	0.76
21	I repeat what I want to say until the listener understands.	4.25	0.73
20	I give examples if the listener doesn't understand what I am saying.	4.06	0.82
22	I make comprehension checks to ensure the listener understands what I want to say.	3.91	0.90

Table 4.1.2 3 Results of Negotiation for Meaning while Speaking

Based on the table data above, Negotiation for Meaning while speaking consists of four questionnaire item. As the highest mean value there are two item have the same mean value which is item number nineteen on statement "While speaking, I pay attention to the listener's reaction to my speech" and twentyone on statement "I repeat what I want to say until the listener's reaction to my speech" with the same mean value ($M=4.25$). For the standard deviation, item number nineteen ($SD=0.76$) and item number twentyone ($SD=0.73$). This result mean that students sometimes doing repeating their speech until the listener can catch up the meaning. They also pay attention the listener's reaction understand each others. The lowest mean value shown by the item number twentytwo ($M=3.91$; $SD=0.90$) on statement " I make comprehension checks to ensure the listener understands what I want to say".

4.1.2.4 Results of Accuracy-Oriented Strategy

No	Item	Mean	Std.Deviation
17	I correct myself when I notice that I have made a mistake.	4.17	0.80
18	I notice myself using an expression which fits a rule that I have learned.	3.87	0.81
7	I pay attention to grammar and word order during conversation.	3.68	0.85
30	I try to talk like a native speaker.	3.51	1.01
8	I try to emphasize the subject and verb of the sentence.	3.51	0.91

Table 4.1.2 4 Results of Accuracy-Oriented Strategy

The data shows that the accuracy-oriented strategy consists of five questionnaire item. For item number seventeen, represented as the highest (M=4.17; SD=0.80) on statement “I correct myself when I notice that I have made a mistake”. The next second highest mean value shown by item number eighteen (M=3.87; SD=0.81) “I notice myself using an expression which fits a rule that I have learned”. This concerned that students always notice of their speech and checking the grammatical accuracy by correcting when they notice their mistakes while doing a conversation. On the other hand, the item number eight in which students try to emphasize or confirm the subject and verb of the sentence (M=3.51; SD=0.91) on statement “I try to emphasize the subject and verb of the sentence”.

4.1.2.5 Results of Message Reduction and Alteration Strategies

No	Item	Mean	Std.Deviation
3	I use words which are familiar to me.	4.47	0.77
4	I reduce the message and use simple expressions.	4.04	0.83

5	I replace the original message with another message because of feeling incapable of executing my original intent.	3.34	1.00
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Table 4.1.2 5 Results of Message Reduction and Alteration Strategies

The data in a table above, show that message reduction and alteration strategies consists of three questionnaire item. Students are more likely use the words which familiar with them, in item number three as the highest score (M=4.47; SD=0.77) “I use words which are familiar to me”. The second highest mean value in item number four (M=4.04; SD=0.83) on statement “I reduce the message and use simple expressions”. This strategy concerned that these students make the communication more easier by using simple expressions that they can used while doing a communication. Meanwhile, for the lowest mean value in this strategy which item number five (M=3.34; SD=1.00) on statement “I replace the original message with another message because of feeling incapable of executing my original intent”.

4.1.2.6 Results of Non-Verbal Strategies

No	Item	Mean	Std.Deviation
16	I use gestures and facial expressions if I can't communicate how to express myself.	4.11	0.93
15	I try to make eye-contact when I am talking.	4.04	0.98

Table 4.1.2 6 Results of Non-Verbal Strategies

The data shown that in Non-Verbal Strategies consists of two item questionnaire, with item number sixteen, which concern students's gestures and facial expressions when they are don't understand how to express while communicate, has the highest score (M=4.11; SD=0.93) on statement “I use

gestures and facial expressions if I can't communicate how to express myself". The students use the gestures to give a clues to help the listener guessing what they want to say. Meanwhile the item number fifteen as a lowest score (M=4.04; SD=0.98) on statement "I try to make eye-contact when I am talking". The students use this strategy by using eye-contact to attract the attention of the listener while speaking.

4.1.2.7 Results of Message Abandonment Strategies

No	Item	Mean	Std.Deviation
31	I ask other people to help when I can't communicate well.	3.87	1.11
6	I abandon the execution of a verbal plan and just say some words when I don't know what to say.	3.21	0.88
24	I leave a message unfinished because of some language difficulty.	3.13	1.11
32	I give up when I can't make myself understood.	2.77	1.03

Table 4.1.2 7 Results of Message Abandonment Strategies

Based on the results above, the data show that in message abandonment strategies, consists of four questionnaire item. Which in item number thirtyone as the highest strategy (M=3.87; SD=1.11) on statement "I ask other people to help when I can't communicate well". The second highest strategy can be seen in item number six, (M=3.21; SD=0.88) "I abandon the execution of a verbal plan and just say some words when I don't know what to say". These strategy used by students when they can't doing the well communication, they also seek help from others to continue the conversation. On the other hand, item number thirtytwo in this strategy as a lowest score (M=2.77; SD=1.03) "I give up when I can't make myself understood".

4.1.2.8 Results of Attempts to think in English Strategies

No	Item	Mean	Std.Deviation
2	I think first of a sentence I already know in English and then try to change it to fit the situation.	3.83	0.75
1	I think first of what I want to say in my native language and then construct the English sentence.	3.66	1.00

Table 4.1.2 8 Results of Attempts to Think in English Strategies

According to the table above, in attempts tbiayo think in English Strategies consists of two item. In item number two, these students think first the sentence that they know in English then they try to replace it into the right situation. Item number two as the highest score (M=3.83; SD=0.75) on statement “I think first of a sentence I already know in English and then try to change it to fit the situation”. The lowest score can be seen in item number one (M=3.66; SD=1.00) “I think of what I want to say in my native language and then construct the English sentence”.

4.2 Discussion

4.2.1 Negotiation for Meaning while Speaking

This strategy in a research related Oral Communication Strategy reviewed in English Department’s students in Islamic University of Indonesia Batch 2021 for the spaking class, is as the highest level strategy. Based on the questionnaire analysis distributed, that strategy was indicated by the majority of the students’s statement that “While speaking I pay attention to the listener’s reaction to my speech”. This means that most students pay close attention to the listener’s reaction to ensure the listener really understands the messages conveyed by the

speaker. By pay close the attention, students can reduce misunderstandings between the speaker and the listeners. In addition, the second highest statement in negotiation for meaning while speaking strategy displayed on statement “I repeat what I want to say until the listener understands”. It shows that students while doing the communication, they repeat their speech until they can easily understand the meaning of the message. Nakatani (2006) found that students at a higher proficiency level used more social-affective, fluency-maintaining and negotiation-for-meaning strategies when they came across speaking problems. These are active strategies for negotiation of meaning, which are considered as main skills to enhance foreign language ability according to SLA research (e.g., Nakahama, Tyler,&Lier, 2001;Pica, 1996). In contrast with Farizah, A.N (2021) negotiation for meaning has the third score strategy used by students. in which represent how the students try to maintain the interaction by compromising with the listeners. Different from students who do not do comprehension checks to ensure the listener understands what they want to say.

4.2.2 Social-Affective Strategy

The Social-Affective strategy as the second high strategy used on Oral Communication Strategy with speaking problems for English Department’s students in Islamic University of Indonesia batch 2021 while in speaking class. The highest score on statement “I try to give a good impression to the listener”. It means that students give a good impression and avoid a silence during the interaction with the listener. By having a such good impression, the communication will run smoothly and the listener can understands the meaning easily. The taxonomy of social-affective strategy is consistent with O’Malley

and Chamot's (1990), that EFL learners tend to have a little experience while speaking English in authentic interactional contexts, managing their feelings during oral communication is an important issue. Nakatani (2006) found that students at a higher proficiency level used more social-affective, fluency-maintaining and negotiation-for-meaning strategies when they came across speaking problems. The results has a similarity with (Rachmawaty, Aridah, Iswari, & Syamdianita (2021), this strategy suggest learners applied in order to communicate smoothly, try to control their anxiety, and enjoy the process of oral communication. The second high score in this strategy shown on statement " I try to use fillers when I cannot think of what to say". It describe that students while doing the communication using filler words such as ; umm, like, hmm, ah to give the speaker time to think of what they say, express uncertainty or make something awkward feel less awkward. Different from students don't mind taking risks even though they might make mistakes.

4.2.3 Message Abandonment Strategy

Based on the results in this study, for the lowest strategy in Oral Communication Strategy shown on message abandonment strategy as the lowest strategy than the others strategies. It shows that in message abandonment strategy, when students feel they cannot complete or continue their communication, they will ask others for helps. As displayed on statement "I ask other people to help when I can't communicate well". This illustrates that they want the communication or interaction to continue to run well and smoothly, so students prefer ask other people to helps the speaker complete their message when communicates. This suggest that most students having lack of strategic

competence while have no choice to end the interaction. As stated by Nakatani (2006) in her study, this strategy represented as a learner's negative strategies (less effective strategies for Oral Communication than the other strategies). Rachmawaty, Aridah, Iswari, & Syamdianita (2021) applied this strategy became the least used strategy. It shows that learners tend to apply these strategies as they face difficulties in executing their original verbal plan. They tend to give up their communication, leave the message unfinished or seek help from others to continue the conversation. In contrast with students who do not make themselves understood while doing the interactions, will not give up when they cannot make their self understood.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of a summary of the research based on the findings in the previous chapter and some recommendations for further research.

5.1 Conclusion

Oral Communication Strategy is one of the important things that take effect on student's learning. This strategies are often as any attempts by learners to resolve their difficulties while achieve communicative goals in their actual interaction. This study aims to identify and analyze what kind of Oral Communication Strategy to be used by students of the English Department in Islamic University of Indonesia Batch 2021 while in speaking class.

Based on the results in this study, the some conclusion can be drawn ; the most frequently strategies used by students while have speaking problems in speaking classes, as the highest strategy shown by negotiation for meaning while speaking on statement "While speaking I pay attention to the listener's reaction to my speech" with mean value of 4.25 and standard deviation 0.76, this suggest that most students pay close their attention to the listener's reaction to ensure the listener really understands the messages conveyed by the speaker. By pay close the attention, students can reduce misunderstandings between the speaker and the listeners.

In addition, the second high Oral Communication Strategy that used by students there was in social-affective strategy on statement "I try to give a good impression to the listener", with mean value 4.36 and 0.71 as a standard deviation.

It means that in this context, students give a good impression and avoid a silence during the interaction with the listener. By having a such good impression, the communication will run smoothly and the listener can understand the meaning easily.

The lowest strategy that has lowest score than others strategies shown by message abandonment strategy, It shows on statement "I ask other people to help when I can't communicate well". This suggest that students want the communication or interaction to continue to run well and smoothly, so students prefer ask other people to helps the speaker complete their message when communicates. This strategy have mean value of 3.87 and standard deviation of 1.11.

This finding was in line with Nakatani (2006) which found that students at a higher proficiency level used more social-affective, fluency-maintaining and negotiation-for-meaning strategies when they came across speaking problems. In addition, are regarded (e.g., Nakahama, Tyler,&Lier, 2001;Pica, 1996), These are active strategies for negotiation of meaning, which are considered as main skills to enhance foreign language ability according to SLA research. Besides that, As stated by Nakatani (2006) in her study, this strategy represented as a learner's negative strategies (less effective strategies for Oral Communication than the other strategies).

The results of this study emphasize the importance of developing speaking skills for students with the main emphasis on oral speaking strategies, improving effective learning methods, and creating a supportive learning environment for

students to practice speaking strategies more often so they can speak fluently and confidently.

5.2 Suggestion

This study only focuses on identify Oral Communication Strategy used by EFL students while facing speaking difficulties in speaking classes. Nonetheless, another additional research is needed to conduct a wide and comprehensive study that considers other factors that can influence students' speaking strategies when in speaking classes which influence speaking production in EFL students such as a comfortable and safe learning environment, positive support, learning technology, and learning methods. By considering these additional elements, a more holistic understanding of the Oral Communication Strategy used by undergraduate students in speaking production can be achieved, leading to more effective strategies for support and improvement in this area.

The others aspects to increase oral communication students while in speaking class, for the lecctures can adds more often teaching speaking activity such as suggest students to more active speaking practice until students can speak fluently and do not experience difficulties when doing a communication. This research however was limited to the respondent of the English Department's batch 2021 students in speaking classes in one of the university in Yogyakarta. It might results differently when the data were collected in different levels of English Language in different cities in Indonesia context.

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APPENDICES

Appendix 1 Survey of Oral Communication Strategy Inventory English Version

Please read the following items, a choose a response, and write it in the space after each item.

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

No.	Statement	Scale				
		1	2	3	4	5
		<p>1. Never or almost never true of me</p> <p>2. Generally not true of me</p> <p>3. Somewhat true of me</p> <p>4. Generally true of me</p> <p>5. Always or almost always true of me</p>				
1.	I think first of what I want to say in my native language and then construct the English sentence.					

2.	I think first of a sentence I already know in English and then try to change it to fit the situation.					
3.	Use words which are familiar to me.					
4.	I reduce the message and use simple expressions.					
5.	I replace the original message with another message because of feeling incapable of executing my original intent.					
6.	I abandon the execution of a verbal plan and just say some words when I don't know what to say.					
7.	I pay attention to grammar and word order during conversation.					
8.	I try to emphasize the subject and verb of the sentence.					
9.	I change my way of saying things according to the context.					

10.	take my time to express what I want to say.					
11.	I pay attention to my pronunciation.					
12.	I try to speak clearly and loudly to make myself heard.					
13.	pay attention to my rhythm and intonation.					
14.	I pay attention to the conversation flow.					
15.	I try to make eye-contact when I am talking.					
16.	I use gestures and facial expressions if I can't communicate how to express myself.					
17.	I correct myself when I notice that I have made a mistake.					
18.	I notice myself using an expression which fits a rule that I have learned.					
19.	While speaking, I pay attention to the listener's reaction to my speech.					

20.	I give examples if the listener doesn't understand what I am saying.					
21.	I repeat what I want to say until the listener understands.					
22.	I make comprehension checks to ensure the listener understands what I want to say.					
23.	I try to use fillers when I cannot think of what to say.					
24.	I leave a message unfinished because of some language difficulty.					
25.	I try to give a good impression to the listener					
26.	I don't mind taking risks even though I might make mistakes.					
27.	I try to enjoy the conversation.					
28.	I try to relax when I feel anxious.					
29.	I actively encourage myself to express what I want to say.					

30.	I try to talk like a native speaker.					
31.	I ask other people to help when I can't communicate well.					
32.	I give up when I can't make myself understood.					

Appendix 2 Survey of Oral Communication Strategy Inventory (OCSI)
 Indonesian Version

No.	Pernyataan	Skala				
		1	2	3	4	5
		<p><i>1. Tidak pernah / tidak sama sekali saya lakukan (Tidak pernah / hampir tidak menggambarkan diri saya).</i></p> <p><i>2. Tidak biasa / jarang saya lakukan (Tidak selalu menggambarkan/mencerminkan diri saya).</i></p> <p><i>3. Kadang-kadang saya lakukan (Agak menggambarkan / mencerminkan diri saya).</i></p> <p><i>4. Sering saya lakukan (Secara umum menggambarkan / mencerminkan diri saya).</i></p> <p><i>5. Selalu saya lakukan (Sangat menggambarkan / mencerminkan diri saya).</i></p>				

1.	Pertama-tama saya memikirkan apa yang ingin saya katakan dalam bahasa ibu saya dan kemudian menyusunnya ke dalam kalimat bahasa Inggris.					
2.	Pertama-tama saya memikirkan kalimat yang sudah saya ketahui dalam bahasa Inggris dan kemudian mencoba mengubahnya agar sesuai dengan situasi.					
3.	Saya menggunakan kata-kata yang familiar bagi saya.					
4.	Saya memperpendek pesan dan menggunakan ekspresi yang sederhana.					
5.	Saya mengubah pesan (kata) yang ingin saya sampaikan di awal dengan pesan (kata) lain karena merasa tidak mampu menyampaikan maksud awal saya.					
6.	Saya mengabaikan kalimat verbal yang telah saya rencanakan dan hanya mengatakan beberapa kata ketika saya tidak tahu harus berkata apa.					
7.	Saya memperhatikan tata bahasa dan urutan kata selama percakapan					

	berlangsung					
8.	Saya mencoba untuk memberikan penekanan pada subjek dan kata kerja dalam kalimat.					
9.	Saya mengubah cara saya mengatakan sesuatu sesuai dengan konteksnya					
10.	Saya memberi diri saya cukup waktu untuk mengungkapkan apa yang ingin saya katakan.					
11.	Saya memperhatikan cara pengucapan saya.					
12.	Saya mencoba untuk berbicara dengan jelas dan keras agar saya dapat didengar					
13.	Saya memperhatikan ritme dan intonasi bicara saya.					
14.	Saya memperhatikan aliran percakapan.					
15.	Saya mencoba melakukan kontak mata ketika saya berbicara.					
16.	Saya menggunakan gerak tubuh dan ekspresi wajah jika saya tidak dapat mengkomunikasikan maksud saya.					

17.	Saya mengoreksi diri saya sendiri ketika saya menyadari bahwa saya telah membuat kesalahan.					
18.	Saya memperhatikan diri saya dalam menggunakan ekspresi yang sesuai dengan aturan berbahasa.					
19.	Saat berbicara, saya memperhatikan reaksi pendengar atau lawan bicara terhadap apa yang saya ucapkan.					
20.	Saya memberi contoh jika pendengar atau lawan bicara saya tidak mengerti apa yang saya katakan.					
21.	Saya mengulangi apa yang ingin saya katakan sampai lawan bicara saya mengerti.					
22.	Saya melakukan konfirmasi / bertanya untuk memastikan pendengar atau lawan bicara memahami apa yang ingin saya katakan.					
23.	Saya mencoba menggunakan fillers saat tak terpikir oleh saya apa yang seharusnya saya katakan seperti					

	mengucapkan kata mmmm, eeee, I mean, etc.					
24.	Saya tidak menyelesaikan kalimat atau pesan yang saya sampaikan karena adanya kendala atau kesulitan bahasa.					
25.	Saya berusaha memberikan kesan yang baik kepada pendengar.					
26.	Saya tidak keberatan mengambil risiko meskipun saya mungkin membuat kesalahan..					
27.	Saya mencoba menikmati percakapan saya					
28.	Saya mencoba untuk rileks ketika saya merasa cemas.					
29.	Saya secara aktif mendorong diri saya sendiri untuk mengungkapkan apa yang ingin saya katakan.					
30.	Saya mencoba berbicara seperti penutur asli (native speakers).					
31.	Saya meminta bantuan orang lain ketika saya tidak dapat berkomunikasi dengan					

	baik.					
32.	Saya menyerah ketika orang lain (lawan bicara) saya tidak memahami apa yang saya katakan / sampaikan					

Appendix 3 Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekirman Wijayandjaja
Kampus Terpadu Universitas Islam Indonesia
Jl. Kalitang km 14.5 Yogyakarta 55184
T. (0274) 89844 ext. 2100, 2114
F. (0274) 89844 ext. 2100
E. ips@uii.ac.id
W. ips@uii.ac.id

Tanggal : 22 Juni 2022
Nomor : 1219/DPS/70/DURT/VI/2022
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :
Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia
Yogyakarta

Assalamualaikum Warahmatullahi Wabarakatuh

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka 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 izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Nabila Hasri Widianti
Nomor Induk Mahasiswa : 17322085
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Irma Windy Astuti S.S., M.Hum
Judul Skripsi :

"Survey on Oral Communication Strategy of EFL College Learners."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

Dosen Pembimbing Skripsi

Irma Windy Astuti S.S., M.Hum

Appendix 4 Google Form Questionnaire

The image shows a screenshot of a Google Form titled "Oral Communication Strategy of EFL College Learners : A Survey Study". The form is displayed in a browser window with the URL docs.google.com/forms/d/1G3hDRGW4IQzzmxEwe_z8WgVWZDXfTnE3SMY6hkAYzk/edit. The form content includes a greeting, an introduction of the researcher (Nabila Hasri Widiarti), the purpose of the study, and a request for participation. The text is as follows:

Section 1 of 3

Oral Communication Strategy of EFL College Learners : A Survey Study

Assalamualaikum wr,wb

Perkenalkan nama saya Nabila Hasri Widiarti dari jurusan Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2017. Saat ini saya sedang melakukan sebuah penelitian yang berjudul "Oral Communication Strategy of EFL College Learners : A Survey Study". Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner.

Responden penelitian saya adalah mahasiswa/i prodi Pendidikan Bahasa Inggris angkatan 2021 yang sedang atau sudah pernah mengambil kelas/mata kuliah keterampilan wicara (speaking).

Dalam rangka mengumpulkan data penelitian, maka saya meminta kesediaan teman-teman untuk mengisi kuesioner yang bernama "Oral Communication Strategy Inventory (OCSI)" sebagai bagian dari penelitian saya. Survei ini bertujuan untuk mengetahui strategi komunikasi lisan apa saja yang paling banyak atau paling sedikit digunakan oleh mahasiswa EFL khususnya mahasiswa/i prodi Pendidikan Bahasa Inggris angkatan 2021.

Respon kuesioner ini membutuhkan waktu sekitar 5-10 menit untuk diisikan. Apabila bersedia,

Activate Windows
Go to Settings to activate Windows.