



USING COMMUNICATION STRATEGIES IN TAKING TURNS SPEAKING ENGLISH AS A FOREIGN LANGUAGE

Orasi Ilmiah Pengukuhan Guru Besar
dalam Bidang “*Teaching English as a Foreign Language*”
Disampaikan pada Sidang Senat Terbuka
Universitas Islam Negeri Mataram
Senin, 17 Juli 2023



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UNIVERSITAS ISLAM NEGERI MATARAM

ORASI ILMIAH PENGUKUHAN GURU BESAR DALAM BIDANG “TEACHING ENGLISH AS A FOREIGN LANGUAGE”

Assalamu ‘Alaikum Warahmatullahi Wabarakatuh

- Yth. Bapak Rektor beserta seluruh pejabat struktural dan fungsional di lingkungan UIN Mataram;
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- Yth. Rekan-rekan dosen dan pegawai serta segenap sivitas akademika UIN Mataram;
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- Yth. Ketua Dewan Pimpinan Daerah Jam’iyyatul Islamiyah (JMI) NTB
- Yth. Para tamu undangan, teman-teman sejawat, dan hadirin sekalian.

Al-hamdulillah, segala pujian hanya milik Allah , Tuhan semesta alam, marilah bersama-sama memanjatkan puji dan syukur kehadirat Allah SWT dengan mengucapkan “Alhamdulillah Rabbil ‘Aalamiin” atas limpahan rahmat dan karuniaNya kepada kita semua, sehingga kita dapat dipertemukan di Auditorum UIN Mataram ini dalam keadaan sehat walafiah.

Salawat dan salam kita haturkan kepada junjungan kita Rasulullah “Muhammad SAW” nabi akhir zaman yang membawa ajaran yang lengkap dan menyatukan umat dalam ajaran Islam.

Ucapan terima kasih yang tak terhingga saya sampaikan kepada Bapak Rektor UIN Mataram yang telah mendorong dan mendukung semua dosen agar bisa mengurus kenaikan pangkat akademik dengan baik, terutama pangkat akademik Guru Besar.

Bapak Rektor, Bapak Ketua senat, Para Guru Besar dan para hadirin yang dirahmati Allah SWT.

Setelah mengabdikan dan mengajar di lembaga ini selama 24 tahun, sejak 1 Maret 1999, Alhamdulillah akhirnya saya bisa juga mencapai jabatan akademik tertinggi sebagai dosen, yaitu menjadi Guru Besar terhitung 1 Maret 2023, pada bidang *Teaching English as a Foreign Language/Pengajaran Bahasa Inggris sebagai Bahasa Asing*. Aktivitas mengajar sudah menjiwai pada diri saya, mulai mengajar honor di Sekolah Dasar selama 3 tahun, mengajar honor bahasa Inggris di MTs, SMP, dan SMA selama 7 tahun, yang akhirnya sekarang mengajar di perguruan tinggi.

Apa yang terjadi pada diri saya merupakan anugerah Allah SWT, dengan lika liku perjuangan dan perjalanan panjang dalam meraih cita-cita demi menjadi seorang ilmuwan. Ketika saya tamat Sekolah Pendidikan Guru Negeri Bima (SPGN) Bima tahun 1987 dihadapkan dengan 2 pilihan penentu, yaitu mengikuti tes PNS guru SD atau melanjutkan pendidikan ke S1 atau kuliah. Akhirnya saya memilih untuk melanjutkan kuliah, tetapi syaratnya harus di perguruan tinggi negeri. Namun nasib belum menguntungkan, sehingga saya gagal masuk di perguruan tinggi negeri 3 kali berturut-turut. Namun Allah lebih mengetahui dan berkehendak lain terhadap apa yang terjadi pada diri saya dan nasib dimasa depan, sehingga Allah menggerakkan hati saya untuk kuliah di Perguruan Tinggi Agama Islam. Akhirnya pada saat itu saya mencoba memberanikan diri untuk masuk di IAIN Alauddin Ujung Pandang pada Jurusan Tadris Bahasa Inggris.

Belajar di lembaga keagamaan Islam merupakan hal baru bagi saya, dan kuliah di IAIN Alauddin Ujung Pandang merupakan hal berat, namun menyenangkan. Beratnya adalah saya harus beradaptasi dengan bidang keislaman dan harus belajar sungguh-sungguh agar bisa lulus setiap mata kuliah keislaman. Hal yang menyenangkan adalah saya harus selalu berada bersama dengan tafsir dan hadist, membaca dan mengkaji ayat dan hadis yang berkaitan dengan mata kuliah, begitu pula mata kuliah keislaman lainnya, akhirnya mengantarkan saya lebih memahami bidang keislaman. Namun dibalik itu semua setelah direnungkan ternyata Allah SWT telah berikan jalan terbaik dan mengangkat derajat saya, sehingga menjadi seseorang seperti sekarang ini. Hal itu sesuai dengan prinsip dan nilai yang ditanamkan oleh orang tua yang diamalkan selama ini yaitu, keberkahan Allah, keberkahan orang tua, keberkahan guru, dan keberkahan sesama manusia.

Hadirin yang saya hormati

Selanjutnya, izinkanlah saya menyampaikan pemikiran tentang *Using Communication Strategies in Taking Turns Speaking English as a Foreign Language (Interactive Spoken Communication)*

Introduction

In the context of English as a Foreign Language (EFL), it has been widely claimed by most Indonesian students across different levels of education that speaking is a difficult skill to learn. Shumin (2002:204) stated that “speaking a language is especially difficult for foreign language students because effective oral communication requires the ability to use the language appropriately in social interactions”. Shumin’s statement may indicate that students encounter problems in using the target language (TL) in oral communication if they do not have adequate communicative competence that underlies speaking proficiency.

Regarding the students' problems in speaking English, there are some reasons why speaking is considered as a language skills which is difficult to be acquired by most of students. One of the reasons is that speaking requires the ability to use the appropriate, acceptable and comprehensible oral language through communication in many kinds of opportunities. Opportunities are available for the students who want to communicate in English both inside and outside the classroom activities, but in fact, the students are sometimes reluctant to participate in speaking activities. This coincides with Ur (1996:121) who stated that there are some problems with speaking activities in which students are often inhibited about trying to say things in a foreign language in the classroom and afraid of making mistakes; they have no motive to express themselves beyond the guilty feeling that they should be speaking, and low or uneven participation. Besides those problems, it may be suspected that another students' problem is related to their lack of grammatical competence which is the use of the linguistic system that includes increasing expertise in phonology, morphology, syntax, and lexical, as well as communication strategies.

Communication strategies have been an extremely important topic of discussion when it comes to second and foreign language learning, particularly in oral communication. The students as speakers and as listeners may encounter various communication problems when they are limited competencies in the target language, and they may attempt to surmount the problems by used some tricks or strategies to enhance the achievement of communication goals. In order to convey the messages and maintain them in a speaking activity until communication purposes are reached, the students need to employ speaking strategies which are commonly referred to communication strategies.

Communication strategies are defined as “a mutual attempt of two interlocutors to agree on a meaning in situations where

requisite meaning structures do not seem to be shared” (Tarone, 1983:65). Similar to Tarone, Bialystok (1983:102) also defined communication strategies as “all attempts to manipulate a limited linguistic system in order to promote communication.” Bialystok’s perspective about communication strategies may be seen as demeanors for those cases in which communication is disrupted because of an inadequate linguistic knowledge and an impasse in the minds of what they are speaking in the target language of both speakers and listeners.

In spite of diversity of perspectives on communication strategies, the main useful insight about communication strategies is one set of verbal and nonverbal tactics or strategies in which the students can employ to surmount the communication problems in order communication transpires in a proper manner to make communication more effective. Communication strategies are considered as the matter that can facilitate the students when TL linguistic and sociolinguistic knowledge are limited in conveying and comprehending the message with interlocutors in taking turns speaking.

Accordingly, this study focuses on the investigation of achievement communication strategies used by the students in a speaking class, including (1) types of verbal communication strategies used by the students in taking turns speaking of English as a foreign language; (2) types of nonverbal communication strategies used by the students in taking turns speaking of English as a foreign language, which aims to analyze what types of communication strategies used by EFL students both verbal and nonverbal when communicating in English of taking turns speaking in pairs of natural classroom setting. It is based on the notion that students’ ability to use communication strategies to solve communication problems allows them to appear more adept in using the TL in oral communication. This means that the students’ communication strategies are seen as tools to improve the speaking ability. One of the main criteria in determining the

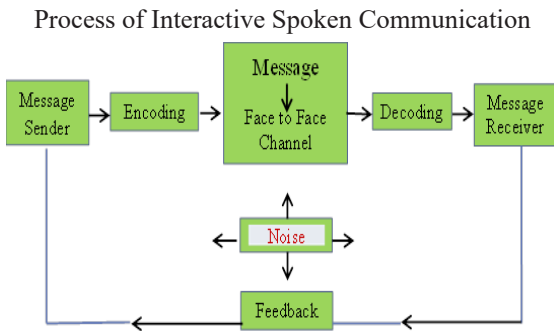
quality of speaking ability is based on the use of an appropriate communication strategy in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal.

Literature Review

Process of Interactive Spoken Communication

Spoken communication is a process that involves a message, sender, receiver, and channel. The message is the information being transmitted. In verbal communication between people, the words used to convey the message are actually only a part of what is eventually understood.

In every spoken communication there are two parties involved, namely the message sender and the message receiver. Utterances (utterances in the form of sentences) used to convey messages in form of ideas, thoughts, suggestions, etc.) are called messages. In this case the message is the carrier of ideas (thoughts, suggestions, etc.) conveyed by the sender (speaker) to the receiver (listener) through channel.



Every process of spoken communication begins from the sender first formulating what he wants to say in a framework of ideas. This process is known as *semantic encoding*. The idea is then arranged in the form of grammatical sentences; the process of transferring ideas into grammatical sentence forms is called *grammatical encoding*. After being arranged in a grammatical

sentence, then the sentence (which contains the idea) is pronounced; this process is called *phonological encoding*. Then by the listener or receiver, the sender's utterance is translated or decoded. At first the utterance was a stimulus to be translated; this is called *phonological decoding*. Furthermore, this process is followed by a *grammatical decoding* process; and ends with a *semantic decoding* process.

Communicative Competence Underlining Speaking Ability

The construct of communicative competence proposed by Canale and Swain (1980), Canale (1983) and Celce-Murcia et al. (1995) is the theoretical bases of the study. Canale and Swain (1980) and later Canale (1983) proposed that communicative competence comprises four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of the linguistic system and the functional aspects of communication respectively. The first two components reflect the use of the linguistic system itself and the last two define the functional aspects of communication.

Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these to form words and sentences (Savignon, 1983:37). This is in line with Huda (1999:32) who explained that grammatical competence involves the mastery of language codes both verbal and nonverbal, such as vocabulary, derivation, sentence formation, pronunciation, spelling, and semantics. In addition, grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress (Shumin, 2002:207).

Discourse competence is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterance (Brown, 2000:247). This coincides with Savignon (1993:38) that discourse competence is the connection of a series of sentences or utterances to form a meaningful whole. Furthermore, Kamiya, (2007:71) explained that discourse competence is the mastery of rules concerning cohesion and coherence of various kinds of discourse in SL/FL (e.g. use of appropriate pronouns, synonyms, conjunctions, etc.).

Sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used (Brown, 2000:247). Huda (1999:33) explained that sociolinguistic competence relates to the extent an utterance is expressed and understood correctly in different sociolinguistic contexts, which in turn depend on certain factors such as speaker-listener status, the objective of the interaction, and the rules and norms of the interaction. In addition, Shumin (2002:207) stated that understanding the sociolinguistic side of language helps students know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the adaptability in order to be able to encode and decode the discourse around them correctly.

Strategic competence, which is the way students manipulate language in order to meet communicative goals (Brown, 1994:228), is perhaps the most important of all the communicative competence elements. Kamiya (2007:71) described strategic competence is the mastery of verbal and nonverbal communication strategies in SL/FL used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g. paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.).

Communication Strategies

Communication strategy is a conscious attempt of both speaker in encoding of message and listener in decoding of message to agree on a meaning employing to cope with communication problem that they encounter to achieve communication goal. This coincides with Tarone's (1980) statement on CCs that a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structured are not shared. Tarone's perspective of communication strategies may be seen as attempts to bridge the gap between the linguistic knowledge of speaker and listener to TL in real communication situation. By using achievement strategies, speakers and listeners attempt to overcome communication problem by "expanding their communicative resource, rather than by reducing their communicative goal" (Corder, 1980).

By focusing on interactions, Tarone regards achievement communication strategies as any attempts at avoiding disruptions of communication. Tarone (1983) further categorized the existence of achievement communication strategies that happen in students' speaking-interaction into seven categories.

1. Approximation: student uses of a single TL term which speaker knows is not correct, but which shares enough semantic features in common with the desired term to satisfy the listener.
2. Word coinage: student makes up a new word in order to communicate a desired concept.
3. Circumlocution: student describes the characteristics or elements of the object or action instead of using the appropriate TL term.
4. Literal translation: student translates word for word from the native language.

5. Language switch: student uses the native language term without bothering to translate.
6. Appeal for assistance: student asks for the correct term or structure to any capable peers.
7. Mime: student uses nonverbal strategies in place of a lexical item or action.

Faerch and Kasper (1983) adopted psycholinguistic approach in analysis achievement communication strategies in which they locate communication strategies within a general model of speech production. Somewhat similar with Tarone (1983), Faerch and Kasper (1983) developed achievement communication strategies into ten categories, as follows.

1. Code switching: Student uses a form in the non-TL language.
2. Interlingual transfer: Student makes use of other than the TL.
3. Intralingual transfer: Student makes use of alternative TL forms.
4. Generalization: Student replaces one TL form with another.
5. Paraphrase: Student replaces a TL item by describing or exemplifying it.
6. Word coinage: Student replaces a TL item with an item made up from TL forms.
7. Restructuring: Student develops an alternative constituent plan.
8. Cooperative strategies: These involve a joint problem-solving effort by the student and his interlocutor.
9. Non-linguistic strategies: Student compensates, using non-linguistic means such as mime, gesture, and sound-imitation.

10. Retrieval strategies: Student attempts to retrieve in some ways from achievement strategies in order to get at the problematic item. These strategies comprising of waiting for the term to appear, appealing to formal similarity, retrieval via semantic fields, searching via other languages, retrieval from learning situations, and sensory procedures.

Knowing that both achievement communication strategies proposed by Tarone (1983), and Faerch and Kasper (1983) have similarity and dissimilarity. The similarity is in which some of those strategies seem not only to exist explicitly in each of category, but also to exist into each other, such as word coinage, language switch, and non-linguistic strategies. Furthermore, classifying the differences of both categories are focused on the strategy's perspectives and strategies types.

Verbal Communication Strategies

In terms of verbal communication strategies, it necessitates to relate to verbal communication theories that underlie the theories of verbal communication strategies. Verbal communication often refers to the use of words or verbal languages in communication (Knapp and Hall, 2002:1). Verbal communication encompasses more than just spoken language, however, in this study is going to look closely to oral (spoken) communication. Lam (2006:142) stated that “strategies for second language (L2) oral communication are commonly known as communication strategies”. In relation to the verbal communication, so verbal communication strategies are used to convey and receive or exchange of messages using orally spoken words or languages to overcome the problems which disrupt communication. Tarone (1983:62-63) and Faerch and Kasper (1983:38-52) depicted that verbal communication strategies such as approximation, word coinage, circumlocution, literal translation, language switch, paraphrase, restructuring, and using all strategies through words or spoken languages .Using

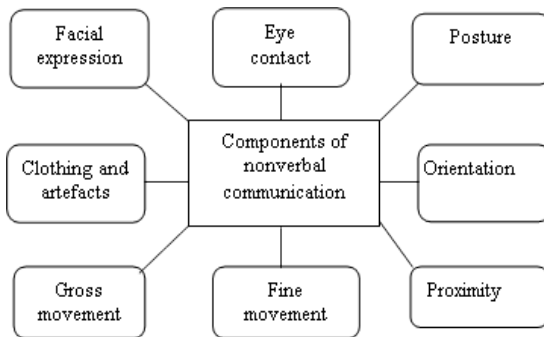
these strategies can help improvement of students' verbal communication skills.

Verbal communication, however, can also be used together with nonverbal communication concurrently. For instance, the relational perspective suggests that meaning construction between a speaker and hearer provides the context for interpersonal communication. In other words, when people meet others interpersonally, their primary task is to communicate who they are, particularly their attitudes toward relevant objects in the environment. The speaker infers similarity to his partner either from verbal or nonverbal cues. If similarity is detected, it is experienced as support to their attitudes and often results in increased interpersonal attraction (i.e. making friends, gaining acceptance) that can be done either through words or body language and gestures (Keegan, 2004).

Nonverbal Communication Strategies

With regard to nonverbal communication strategies, it is imperative to connect to nonverbal communication theories underlying the theories of nonverbal communication strategies. Nonverbal communication refers to communication that is produced by some means other than words such as eye contact, body language, or vocal cues (Knapp and Hall, 2002:1). Bonvillain (2005:35) explained that nonverbal communication makes use of both kinesics and proxemic acts. The term kinesics refers to gesture, facial expression, eye contact, and body postures, while proxemics includes uses of touch and definitions of personal space. In line with Bonvillain (2005), Panagiotis (2012) stated that nonverbal communication or body language strategies include facial expressions, gestures, eye contact, posture, and even the tone of our voice. In connection with nonverbal communication, then nonverbal communication strategies are the ways to convey the meaning through using body languages or all behaviors that are not words or nonverbal language.

Moreover, Thompson (2003:98) illustrated that the term nonverbal communication, or body language as it is also commonly known, refers to the bodily movements which accompany speech and which add meaning to the interaction. The term kinesics is used to refer to a study of movements in general, and so the study of nonverbal communication can be seen as a subdivision of kinesics. Nonverbal communication can be subdivided into a number of main components as follows.



Components of Nonverbal Communication (Thompson, 2003: 98)

Facial expression. The people face is extremely expressive, able to express countless emotions without saying a word. Unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures (Panagiotis, 2012). Facial expression is an important nonverbal strategy. It is “a powerful conveyer of meaning” (Harmer, 2007:44). Harmer further argued that smiling is an almost universal signal of pleasure or welcome. Other facial actions, such as biting lip (indicating thought or uncertainty), compressing the lips (to show decision or obstinacy), and visible clenching of the teeth to show anger are all powerful conveyers of meaning too. This is in line with (Thompson, 2003:97) who commented that facial expression can appear in a number of ways, but the most obvious use is smiling. However, this strategy also refers to other

significant gestures such as raising an eyebrow. This is often one of the most noticeable aspects of nonverbal communication strategies, as it is very common practice for students to look at each other's faces when communicating.

Eye contact. Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way people look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response (Panagiotis, 2012). This coincides with Thompson (2003:97) who argued that eye contact is very important and a very powerful means of communication. It can be used for a wide variety of purposes ranging from establishing solidarity and concern through to being threatening and intimidating. Eye contact conveys a lot about how people feel about themselves and the people they are communicating with.

Posture. The posture we adopt in sitting or standing can say a lot about our frame of mind or our emotional state (Thompson, 2003:98). Harmer (2007:44) stated that posture can convey meaning, for example hunched shoulders and a hanging head give a powerful indication of mood. Furthermore, Panagiotis (2012) argued that consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Orientation. Whether we face towards someone or away from them can speak volumes about our attitude toward them, how we value them (or not) and perhaps even our intentions towards them. For example, turning away from someone can be very powerful gesture indeed (Thompson, 2003:98).

Proximity. How closely or otherwise we sit or stand in relation to someone can be very meaningful indeed. For example, many hospitable and friendly teachers have been taught out by fact that their proximity indicated to students a greater degree of intimacy (Thompson, 2003:98). Proximity is also both a matter of personal style and of culture: what may seem normal to a speaker from one culture may appear unnecessarily close or distant to a speaker from another. And standing close to someone may be quite appropriate in some situations such as an informal party, but completely out of place in others, such as a meeting with a supervisor (Harmer, 2007:44).

Fine movement. This refers to small movements of parts of the body which can be very significant, for example, a nod of the head, a wave of the hand or a frowning of the brow. These can often be very subtle, but none the less very significant in the message they convey and the impression they create (Thompson, 2003:98).

Cross movement. This refers to more large-scale movement of the body or parts of the body. Walking or running away from someone would like the clear examples of this. These are often associated with more extreme situations, but do none the less occur quite frequently. For example, at a social gathering, someone may talk the long way round to where they want to go in order to avoid a particular individual that they do not wish to interact with (Thompson, 2003:98).

Clothing and artefacts. In the majority of situations, the clothing we wear will say something about how we perceive that situation. For example, wearing formal clothing at a court appearance or job interview indicates respect and that we are taking the proceedings seriously (Thompson, 2003:98).

Gestures. Gestures are woven into the fabric of people daily lives. People wave, point, beckon, and use their hands when they are arguing or speaking animatedly, expressing themselves

with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it is important to be careful to avoid misinterpretation (Panagiotis, 2012). In terms of gesture strategy, it includes purposeful of head, shoulders, arms, hand, or some other part of the body to deliver or receive messages in communication. The students often use gestures strategies in speaking, even though they may not be aware of them.

Method

The present study employed a qualitative approach with ethnography of communication design in a limited setting to students of English Language Education Program, Mataram State Islamic University as accessible subjects. It aims at fulfilling data of research focus on students' achievement communication strategies in taking turns speaking both as message sender (speaker) and as message receiver (listener) to cope with their problems in spoken communication.

Thirty students taking Speaking for Everyday Communication Course in one class at the program were taken as subjects by employing purposeful technique. Techniques used to collect data consisted of non-participant observation: observing the students' utterances and acts when taking turns talking; and video recording: recording the students' performances in taking turns speaking. To know the students' problems leading to use CCSs, they were asked to speak in a pair based on given topics at the course meetings. In analyzing field notes and videos recorded, the following steps were done:

1. Making two lists of students' utterances/verbal and acts/nonverbal showing the attempts to cope with problems as the way of using achievement communication strategies in taking turns speaking.
2. Grouping the speakers' utterances/verbal and acts/nonverbal employed by the speakers as attempts to cope with problems,

considering the similarities of a part of utterances and acts being made. It was found that the attempts which made to achieve a particular purpose in their speaking (achievement strategies).

3. Grouping the listeners' utterances/verbal and acts/nonverbal employed by the listeners. In this case, it might be found the particular attempts to understand the message (compensatory strategies).
4. Classifying the initial reported verbal and nonverbal strategies into communication strategies types of the speakers.
5. Classifying the initial reported verbal and nonverbal strategies into communication strategies types of the listeners.

To establish the credibility of the research, the researcher applied two techniques, including persistent observation and triangulation techniques. Persistent observation was done by observing and video recording of spoken communication among the subjects.

During observations, field notes and reflective descriptions were considered to identify relevant data that supported research focuses. Then, this research applied three types of triangulation comprising sources, methodological, and theoretical triangulations. Sources triangulation was conducted by including verbal and nonverbal CCSs among the students. Methodological triangulation was done by employing three different data collection modes (observation, video recording, and interview) on both the same and different occasions. Furthermore, theoretical triangulation was theories which were relevant to the research foci were selected.

Finding and Discussion

Communication strategies are discussed and analyzed within the framework of CSs theories proposed by Tarone (1983); Faerch and Kasper (1983); and Bialystok (1983) as the main theories, in which these experts have the similar theories of CSs. They trust that the processes working in language processing are not different from those operating when CSs used for a reason of goal. In this work, they believe CSs to be the processes of communication used by nonnative speakers of English to surmount lexical problems. In this case, the analysis is limited to lexical and grammatical problems, as well as background knowledge caused by the students' competencies of TL words and structures that they need to communicate in taking turns speaking. The following are the discussions of each strategy displayed correspondingly.

- **Verbal Communication Strategies**

Using verbal CSs in taking turns speaking is a good way to face down communication problems that the students face because of insufficient TL competence. On the verbal CSs, the discussion includes approximation, word coinage, circumlocution, literal translation, language switch, foreignizing, and paraphrase.

Approximation Strategy

Approximation strategy was a strategy that the learner used as an attempt to facilitate in conveying the message to the listeners in order to be easy understood by rewording their message. This strategy was used to face down the problem in lexical meaning transmission by using a TL word or structure which shared semantic features with the intended TL word instead. In this study, even though the alternative words that the students used sound inappropriate, they seemed to successfully help the listener to catch the general meaning of what the speaker has said.

Finding in corpus (“So, it means house is very traditional, ... *apa lestarikan* ./ become *powering*”); in which Ana S in conveying message used word “*powering*” to replace the word “*preserve*” in her utterance, as well as she also used “*good idea*” to replace the word “*want*” when delivering the message “*I think they good idea to visit ./ traditional [traditional] thing of Sasak*”. The use of approximation strategy revealed that the words “*powering*” and “*good idea*” instead of using the words “*preserve*” and “*want*” when these words did not exist in her mind at that particular time. Even though the alternative items that the students used sound inappropriate, they seemed successfully help the listener to catch the general meaning of what the speaker said.

In these cases, the speaker selected a word that provided an approximate translation of the unknown concept by referring to a similar but known item. When facing with the problem, the speaker in this study attempted to tackle the problem directly by using an approximation strategy. With this approximation strategy, the speaker developed an alternative to surmount the problem based on their linguistic resources in order to reach his communication goal.

Referring to above finding of approximation strategy, it supports Tarone’s (1983) theory of CSs that approximation, in which the learner uses of a single TL vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker. Meanwhile, in Bialystok’ (1983) CSs theory this strategy is named as semantic contiguity, which refers to the use of a single lexical item which shares certain semantic features with target item.

Word Coinage Strategy

Word coinage was a strategy that created by the speakers through creating a new word from selecting a TL term or term features that were known in their mind when conveying the

message to make the listener comprehend of what has just uttered. It was used to overcome the difficulty in transmitting of the meaning of particular lexical in message by making efforts to make up a new word or expression form by combining the known TL items into TL morphology to engender the intended meaning.

The speaker created three new words '*officemen, lawman, and advoc*' in her utterance "*I mean that so many officemen to be in corruption. It means that 'lawman' is still don't have [still don't have] /ah.../ 'advoc' for the corruptor*". In this utterance, the speaker created the words '*officeman, lawman*' and '*advoc*' to replace the words '*office employee, lawyer, and punishment*'. The three new words demonstrated that the words '*officemen, lawman, and adhoc*' partially sound like the appropriate words in this context but they were inappropriate English words. The speaker created new expression in order to convey the meaning of the message. The subject, however, used these words because she was unable to recall the appropriate TL vocabulary items for being used when communicating in English. This strategy usually produced items that did not exist in the TL or, if they did, having a contextually inappropriate meaning.

The finding above corroborates the theories of CSs proposed by Bialystok (1983) that word coinage is the creation of a L2 lexical item by selecting a conceptual feature of the target item and incorporating it into L2 morphological system), and Tarone (1983) that it leads the learner creates a new word in order to communicate a desired concept. In Indonesian context, this finding also corroborates the previous finding of Syafei (1994) that word coinage, speakers reword their message to make themselves understood, it used to overcome the problem in a transmission of a lexical meaning by making attempts to make up new expression form (by combining the known L2 items into L2 morphology) to express the intended meaning.

Circumlocution Strategy

Circumlocution was achievement strategy that viewed as one of good solutions to solve the students' limited TL knowledge. It deals with describing the characters or elements of the object or action instead of using the appropriate TL item or structure. This kind of CS used when the speaker described the characters or elements of the object or action as opposed to exerting the appropriate TL structure. In other words, this strategy used by a speaker who does not know or is unable to recall a word but wants to express a concept. In place of using a circumlocution, the speaker delineated a brief sequence of words to express the same meaning.

This strategy was unique because the speakers were unable to elicit the desired item; however, they were able to express a sequence of words to have the meaning of an item. Utterance in corpus "*I don't know but like this when you plant rice, after rice grow up, you have to cut when rice grow up enough, we take the rice from the field.*" indicated that he has a problem to elicit a TL term when he was speaking about a special culture in Sumbawa; unfortunately, he could not recall this desired term. Speaker describes the characteristics of the object because he could not recall the phrase "*harvest ceremony*". He used this strategy to give a description about the term that he wanted to convey to the listener, however, the listener still could not understand of a concept.

This finding bolsters Tarone' (1981) CS theory by saying circumlocution strategy used by the learner to describe the characteristics or elements of the object or an action instead of using the appropriate TL structure. In other words, a strategy used by a learner that does not know or cannot recall a word but wants to express a concept called circumlocution. Meanwhile, Bialystok's (1983) theory of CS named this strategy as a description; although the difference in a term, however, both theories have the same meaning in describing of the term. Description deals with

general physical properties, special features, and interactional/functional characteristics that indicate the information that has incorporated into the description.

Literal Translation Strategy

Literal translation (interlingual transfer) is different with language switch. Whereas with the language switch strategy, the students ignore the IL code, strategies of interlingual transfer (literal translation) result in a combination of linguistic features from the IL and L1 or other foreign languages. According to Faerch and Kasper (1983), interlingual transfer may involve the transfer of phonological, morphological, syntactic or lexical features of the IL, and may also occur at the pragmatic and discourse level. If it occurs in lexical level of IL system (e.g. translating compounds or idiomatic expressions from native language verbatim into TL) described as ‘literal translation’.

Discussing of this strategy, finding in corpus “... you know in Selebrana beach there many villas, oleh-oleh /em./ handicraft, restaurant too many” indicated that she used interlingual transfer at lexical level or literal translation by combining of linguistic features from codes of English and Indonesian as such “many villas, oleh-oleh /em./ handicraft” He translated Indonesian word “oleh-oleh” with “handicraft”, but it is not properly used. However, the listener understood of what speaker just said by uttering “May be I am ... I want to go there ‘may be you can ...’”. Using literal translation sometimes makes interlocutor easier to comprehend the message, it may be because the listeners in each opportunity can speak their native language of Indonesian.

This finding is undeniably associated with the students’ insufficient of TL grammatical seems to support Mardiana’s (1997, in Hasanuddin, 2001) finding in her study on communication problems. She claims that grammatical problems consist of the use of to be, the use of tenses, and word order. The speakers translate the native language word for word without bothering

of the TL syntactic. This coincides with Syafei's (1994) finding that the speakers borrow from any language they know, they translate word for word from their native speaker language into the TL. The occurrence of literal translation is not surprising since the listener in each opportunity could speak the native language of the speaker.

Language Switch Strategy

In EFL speaking class in which English is used as the medium of communication among the parties of students and lecturers, there always exists the possibility of switching from English as the TL to either L1 or another language. The speakers sometimes substitute their stretches of utterances from single word up to complete alteration to their own words because they do not know the TL words when articulating their utterances. They exerted their own language to face down their TL lexical deficiencies and because of wanting, the communication sustains in keeping the conversation running properly.

The finding on this strategy surprisingly that the speakers used language switch many times. The speakers substituted their utterances to the L1 words because they did not know the TL words when articulating their utterances. They exerted their own language to face down lexical deficiencies of the TL and keep their communication running well in a properly manner. Finding in corpus "*May be UIN Mataram ./ it is very good. Because UIN Mataram mempunyai dosen yang didatangkan dari luar negeri yang mengajarkan kita*". Speaker sometimes substituted his sequence of utterances by using both English and Indonesian in conveying message to listener. He exerted his own language because of limited target language knowledge; particular related to word and structure as the ability underlying the use of a language. Because of limited TL vocabulary items and rules made the speaker was unable to elicit desired TL words when articulating his utterances. This strategy was used to face down

of TL lexical deficiencies, otherwise, the communication could not be sustained in properly manner.

The finding above supports the theories of CSs proposed by Tarone's (1983), and Faerch and Kasper (1983) that the learner uses the native language term without bothering to translate. This coincides with Bialystok's (1983) theory of CSs, which he postulated that language switch refers to the insertion of a word or phrase in a language other than the TL, usually the learner's native language.

Foreignizing Strategy

Foreignizing is a part of interlingual transfer on Faerch and Kasper's (1983) theory of CSs. Meanwhile, on Bialystok's (1983) CSs theory it includes L1-based strategies. Looking at finding in corpus which utilized the English plural "-s" into Indonesian word, namely "gili" and "baruga" became "gilis" and "barugas" as his utterance "*There many villas, gilis, like Gili Trawangan, Gili Meno, and Gili Air. There many villas, hotels ./ bungalows, barugas there.*" The speaker used the foreignizing because he was unable to differentiate whether the "gili" and "baruga" were Indonesian or English words, so he uttered both words like English plural because those words were a part of a sequence of an English sentence. Even though both words were pronounced like English plurals, listener still understood of what speaker conveyed, he only nodded his head and smiled, but he was unable to correct of this was misused of Indonesian plural.

This strategy indicated that the speaker used foreignizing strategy to face down his lexical deficiency of the TL. The speaker included the utterances of TL plural when uttering L1 word in an equivalent stretch of the sentence because of not knowing about the unfamiliar L1 terms when articulating his utterances. The speakers sometimes uttered their own language as if target language or foreignizing if they encountered difficulty to elicit TL items in taking turns speaking.

Paraphrase Strategy

By using a paraphrasing strategy, the speaker attempted to the rewording of the message in an alternative, acceptable TL construction in order to avoid unknown lexical items. In other words, the paraphrasing strategy used to clarify a term by giving explanation and exemplification.

The paraphrase strategy used to clarify a term by giving explanation and exemplification. Finding of utterance “*Sade village is a small village. Why I said small village because in the small village there are not many people, there are not many house, but there are many tourists*”. Speaker paraphrased “*small village*” three times when depicting the Sade village in order to make sure her interlocutor understood of what she meant. This strategy was used because of her insufficient knowledge of TL and she did not have any idea about the context of what they were speaking, so she paraphrased some terms while thinking for the next terms for being utilized to facilitate the listener understood the message was being delivered.

The finding above indicated that this type of CS is in line with Faerch and Kasper’s (1983) CSs theory which was postulated that the learner replaces an L2 item by describing or exemplifying it. By using a paraphrasing strategy, the speaker solves a problem in the planning phrase by filling the gap in his plan with a construction, which well-formed according to his IL system.

- **Nonverbal Communication Strategies**

It is well known that good on turn-taking in speaking is the foundation of any successful relationship between speaker and listener. It is personal or professional although facing some difficulties that make attempts to face down problems through CSs. It is imperative to recognize, though, that it is nonverbal CSs: facial expressions, eye contact, gestures, and posture. The ability to understand and use nonverbal CSs, or body language,

is a powerful tool that can help the students connect with others, express what they really mean, and build better relationships.

Smiling Strategy

Smiling strategy helps put the students at ease; it is a clear signal that students are happy engaged in taking turns speaking with the interlocutors. Smiling also gives the students self-confidence and helps put them in the right frame of mind. They would be better applying a smile that shows they are gloomy and miserable to interlocutors in taking turns speaking.

With respect to the the speaker in corpus “*So many people come to enjoy /em./ {smiling} in Senggigi beach*” while smiling. It showed that she seemed has so vivid personality when delineating thing about Senggigi beach because of its beautiful and interesting place that made people enjoy if coming to the place, but she could not elicit the appropriate TL words to describe the condition of Senggigi beach. However, speaker message made interlocutor smiled too and felt respect making them relaxed during communication. Smile here referred to the feeling of enjoyable and interesting place of Senggigi beach.

This finding above is in line with Thompson’s (2003) theory that facial expression can appear in a number of ways, but the most obvious use is smiling. The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Head Nodding Strategy

Using gestures like head nodding for the speakers indicate that either accompanying their utterances (verbal message) or asking the interlocutors to speak. Nodding of head gesture can be taken completely different of each people depending upon

where they live which engenders a particular culture in nodding the head. In Indonesian culture in which head nodding when speaking indicates that it accompanies of what is being uttered or sometimes if the speakers face difficulty in eliciting desired terms to signal the listener to speak or add the message in order the communication running properly.

Finding in corpus speaker' utterance "*I think education in Indonesia ./ cost is very big because [because] /eh.../ as of communication about student and teacher/---/ {head nodding} so/---//.../*" as an example finding of this study. In this finding showed that the speaker used lengthening of syllable teacher/---/ indicated that he faced difficulty in eliciting the next words then nodding his head to the interlocutor as a signal that he asked the listener to speak or complete of what was being uttered.

By nodding of head, the speakers could use a way of expression that translates in visible form part of what is meant by the nodding of head. The Indonesian speakers nodding of their heads, it means, giving an approval to what just said, accompanying of what is being uttered or asking the interlocutor to add message.

Head Shaking Strategy

Head shaking as a nonverbal CS used by the speaker may be different meaning with used by the listener. It because of the different role in conveying and comprehending the message. The speaker uses head shaking to indicate that there is something happens to him/her concurrently with his/her utterance while shaking his/her head; while the listener nods his/her head to indicate that nothing happens to him/her concurrently with silence while shaking his/her head.

Looking at finding in corpus speaker's utterance "... *May be if I think sorong serah like /em.../ what is in your culture? I forget {head shaking}*". Speaker uttered, "*I forget*" while shaking her head indicated that she forgot the needed term for being used in next

message. It meant that there was something happened to her (forgot or unable to recall the desired term) concurrently with utterance while shaking his head. The mixtures of head nodding gesture and utterance as verbal and nonverbal expressions give greater specificity to convince the listener of what happened in oral communication.

The finding above supports the previous finding, Andi-Pallawa (2012) that head shaking in a conversation used to draw out other speakers' notice and to gratify them about the message they are saying. Head shaking used by the students in his study in stating their message to other participants in a conversation when they are presenting their task. In a presentation of tasks, at one point students' gesture as if head shaking shows disagreement what the speaker just says. They do this in association with the sentence. This head shaking action, however, is executed specifically in relation to the words uttered in a conversation.

Hand Raising Strategy

As a part of nonverbal CS gestures, the hand raising appeared in four kinds of the hand raising, such as raising the right index hand, raising the right flat hand, raising the right spread hand, and raising the right V hand. Nevertheless, those gathered in one, the hand raising strategy. The speakers used this strategy when either uttering message concurrently with raising their hands to emphasize the verbal terms or only raising hands without uttering anything in conveying the meaning of message.

Finding in corpus speaker's utterance "*There are traditional houses in Lombok. The first is in Lombok Utara, the second in Central Lombok Sade village*" found two nonverbal CSs used by the speaker. Speaker rose of right index hand when uttering "the first" and rose of right V hand when uttering "the second". Speakers often were unaware of what came out of their utterance and what they

communicated through their nonverbal language were two acts which supported to each other. However, commonly nonverbal act was used to accompany or emphasize the verbal message. When facing on these mixed signals, the listeners could ease to comprehend the message because verbal and nonverbal message occurred concurrently in a natural conscious language that broadcasted the true meaning in any given communication moment.

Hand Moving Strategy

This strategy is very complicate to delineate one by one because of its emergence into five types of hand moving, namely moving the right index hand, moving the right spread hand, moving of both spread hands, moving the right flat hand, and moving of both flat hands, however, they are embraced in one strategy, hand moving strategy in this study. The speakers used this strategy when either uttering verbal message concurrently with moving their hands to accompany the verbal terms or only moving hands without uttering anything to substitute the verbal term in expressing the meaning of message. Hand moving as a part nonverbal communication can substitute the verbal communication in a variety of ways. Nonverbal communication can convey much meaning when verbal communication isn't effective because of the speakers' limited of TL terms. The speakers seem have language limited when they are unable to present the message in properly manner because they have not yet learned of TL completely.

Finding in corpus (“... there is /eh.../ you can/---/”) is appointed to show if the speaker encountered the difficulty in eliciting of TL vocabularies, he exerted long filled pause /eh.../ and lengthening of syllable can/---/ and moving of both spread hands forwards body while thinking the desired language. It indicated that speaker was unable to recall the TL word “swim” so he moved of both spread hands forward her body to illustrate

the desired word. The speaker's gesture made the listener noticed of what she has expressed and facilitated her easily to understand the message meaning.

Drawing Something Strategy

This strategy was categorized as a gesture of nonverbal strategy in this study. The speaker used this strategy to delineate something or a concept to substitute the verbal message in expressing of meaning.

Finding in corpus of the speaker's utterance "... *not only grade/---/ for paper but also grade behavior of student itself.*" he used lengthening of syllables "grade/---/" while drawing something which indicated that he has a problem of the desired target language. The speaker drew something as such writing by pen on the paper with right hand to illustrate the students' grades that could be evaluated by written test, or writing on the paper. It was done because he could not elicit the terms were needed to convey the verbal message. He further asked the listener about the context of speaking by uttering "*What do you think, should ujian nasional still in our education system?*" The situation made the listener asked the speaker for repeating his question. However, the conversation ran well in the proper manner up to the end of speaking. Drawing something is a part of gestures for either substituting of using verbal language or supporting verbal message and expressing independent meaning sometimes occurred in face-to-face communication. The use of gesture should be viewed as a dynamic of speakers' speaking behavior in taking turns speaking which allows the students improvise their verbal and nonverbal language.

The indication of finding above is in line with the concept that illustration is the most common type of gesture and it used to illustrate the verbal message. For example, they might use hand gestures to indicate the size or shape of an object. These largely involuntary and seemingly natural gestures flow from

the speakers as they speak but vary in terms of intensity and frequency based on context. Although the speakers are never explicitly taught how to use illustrative gestures, they do it automatically. Thinking about how they still gestures when having an animated conversation on taking turns speaking even though the interlocutors sometimes cannot comprehend of it (Andersen, 1999).

Conclusion

Communication strategies can benefit the students in improving their English speaking skills and also is considered as the matter that facilitate the learners when linguistic and sociolinguistic knowledge is limited in conveying and understanding the message with interlocutors in taking turns speaking. Other benefits of achievement communication strategies, such as the students' speaking proficiency development is influenced by their ability to use communication strategies; and they lead the EFL students to learn by eliciting unknown TL words from the interlocutors. The use of a communication strategy in oral communication is not an indication of communication failure, but it is a part of language use which can be very successful for the learners to surmount their communication problems to reach communication goals.

Concerning those various kinds of CSs used by students in taking turns talking of this study, most of them coincided with achievement strategies proposed by Tarone (1983) and Faerch and Kasper (1983). Students may employ those strategies in an attempt to deal with problems in communication directly by using alternative in order to get the message across. CSs enable the students work on an alternative plan for reaching their original goal by means of whatever resources are available, these strategies are regarded as good students' behaviors.

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Name of Wife	Dr. Nikmatullah, MA.
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EDUCATION BACKGROUND

Graduation Year	Level	Name of School / College	Department/ Majors
1981	Elementary School	SDN 2 Simpasai - Sape - Bima - NTB	-
1984	Junior High School	SMPN 1 Sape-Bima-NTB	-
1987	Senior High School	SPGN Bima-NTB	Mathematics & language
1995	Undergraduate	IAIN Alauddin Ujung Pandang	English Language Education
1998	Undergraduate	Universitas Indonesia (UI) Jakarta	Literature
2005	Graduate	PPs Universitas Negeri Jakarta (UNJ)	English Language Education
2015	Doctoral Program	State University of Malang (UM) Indonesia	English Language Education

PROFESIONAL TRAINING

Tahun	Trainings	Organizer
2000	Training of Research Methodology for intermediate and advanced levels (7 days).	STAIN Mataram
2003	Training of Research Methodology for master students (4 days)	PPs UNJ Jakarta
2006	Training of Participatory Action Reasearch (PAR) (2 days)	LPM IAIN Mataran
2007	Short Course in the Institute of Studies in School Librarianship offered by the Graduate School of Library and Information Studies (1 month)	McGill University of Canada
2007	Training in Step 1 & 2 Planning Program Delivery for Islamic Higher Education Institutions, Indonesia-Australia Specialised Training Project Phase III (7 days).	Indonesia-Australia Government
2007	Short Course in teaching Indonesian for elementary school (6 moths).	Sekolah Pascasarjana UPI Bandung.
2008	Cambridge ESOL In-Service Certificate in English Language Teaching (ICELT) Course (6 moths).	IALF Bali
2015	One Month Short Course Community Outreach in India	Ministry of Religion Affairs RI & Prospur
2016	3 Days of SMILE Training on Curriculum Development	U.S Embassy-RELO Jakarta
2016	Fundraising Training	Ministry of Religion Affairs RI & Vrije Universiteit Amsterdam
2017	8 hours of SMILE Workshop on Content-Based Materials	U.S Embassy-RELO Jakarta

POSITION EXPERIENCE

	Institution	Year
Secretary of Educational Economics Department	IAIN Mataram	2006 - 2008
Chief of English Language Education Program	IAIN Mataram	2015 - 2017
Chief of English Language Education Program	UIN Mataram	2017- 2021

TEACHING RECORD

Voluntary Teacher at SDN Inpres Simpasai-Sape-Bima in 1987-1990 years
Voluntary English Teacher at MTs Sumi-Sape-Bima in 1987-1990 years
Voluntary English Teacher at SMP YP PGRI 4 Ujung Pandang in 1991-1995 years
Voluntary English Teacher at SMA YP PGRI 2 Ujung Pandang in 1991-1995 years
Permanent Lecturer at UIN Mataram since 1999- present
Part time lecturer at UMMAT in 2005-2008 years

RESEARCH

Year	Research Topics	Position	Cost Source
2001	The role of Islamic scholar as the political elite, Peranan Tuan Guru Sebagai Elit Politik, group research, LPM STAIN Mataram.	Anggota Peneliti	Lemlit IAIN Mataram
2004	Analysis of Language Errors in Translating Indonesian Text into English.	Mandiri	Mandiri
2005	Need assessment of English teaching on the ground of language competence and performance at Faculty of Education of IAIN Mataram.	Mandiri	Lemlit IAIN Mataram
2006	Analisis Kesalahan Bahasa Inggris dari Terjemahan Teks Berbahasa Indonesia oleh Mahasiswa Fakultas Tarbiyah IAIN Mataram Tahun Akademik 2006/2007.	Mandiri	Lemlit IAIN Mataram
2007	Pengembangan Materi Ajar Bahasa Inggris yang Berorientasi pada Keterampilan Berbicara untuk Mahasiswa Fakultas Tarbiyah IAIN Mataram.	Mandiri	Lemlit IAIN Mataram

2008	Pengembangan Materi Ajar Bahasa Inggris 1 dengan Pendekatan Komunikatif untuk Mahasiswa Fakultas Tarbiyah IAIN Mataram	Mandiri	Lemlit IAIN Mataram
2013	Kelibatan siswa dalam aktivitas berbicara bahasa Inggris di luar Kelas pada Konteks Pondok Pesantren	Mandiri	LP2M IAIN Mataram
2014	Peranan Aktivitas Dosen dan Mahasiswa dalam Membangun Budaya Akademik dan Masyarakat Ilmiah di Kampus IAIN Mataram	Mandiri	LP2M IAIN Mataram
2015	Fungsi Minat Membaca Teks Berbahasa Inggris terhadap Kemampuan Memahami isi Bacaan Peran Fungsi	Mandiri	LP2M IAIN Mataram
2016	Analisis Kebutuhan Pembelajaran Bahasa Inggris bagi Mahasiswa Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan IAIN Mataram	Mandiri	LP2M IAIN Mataram
2017	Pengembangan Kompetensi Komunikatif Mahasiswa melalui Interaksi Berbahasa Inggris di Luar Kelas	Mandiri	LP2M UIN Mataram
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PUBLICATION

A. Buku/Bab/Jurnal

Tahun	Judul	Penerbit/Jurnal
1999	Increase your English Communicative Ability: Feasibility Studies on Prospect of Language Institution of STAIN Mataram (Jurnal)	Jurnal Ulumuna IAIN Mataram: Vol. 2 No. 2 Juli 1999.
2000	Module of Speaking Skill	STAIN Mataram
2000	Module of English Structure	STAIN Mataram
2000	Module of Listening Skill	STAIN Mataram
2000	Module of Idiom and Vocabulary.	STAIN Mataram
2001	Reading for Islamic Studies (Buku)	STAIN Mataram
2001	Short Reading for Comprehension and Practice (Buku)	STAIN Mataram

2001	Developing of Reading Habits: An Overview to Students' Habit in Reading English Text (Jurnal)	Jurnal Ulumuna IAIN Mataram, Vol. 4 No. 2 2001.
2003	Diktat Increase Your English Speaking Skill	STAIN Mataram
2004	Improving of English Speaking Skill Proficiency for the Students of the State Islamic College of Mataram (Jurnal)	Jurnal Tatsqif: Vol. 2 No. 2 Juli 2004.
2005	Analisis Kebutuhan Pengajaran Bahasa Inggris Berdasarkan Kompetensi dan Performansi Bahasa pada Fakultas Tarbiyah IAIN Mataram (Jurnal)	Jurnal Tatsqif: Vol. 3 No. 2 Juli 2005.
2006	Analisis Kesalahan Bahasa Sebagai Alat Bantu dalam Pengajaran Bahasa Inggris (Jurnal)	Jurnal Tatsqif: Vol. 4 No. 2 Juli 2006.
2007	English Matriculation 1 (Buku)	PBB IAIN Mataram
2007	English Matriculation 2 (Buku)	PBB IAIN Mataram
2007	English Speaking (Buku)	PBB IAIN Mataram
2007	Reading Comprehension (Buku)	PBB IAIN Mataram
2010	Praktek Bercina Buta dalam Masyarakat Muslim Sasak (Jurnal)	Jurnal Qawwam Vol. 4 No. 2 2010
2011	Pengajaran Berbicara (Speaking) dalam konteks Bahasa Inggris sebagai Bahasa Asing: Tinjauan Teoretis dan Parktis (Jurnal)	Jurnal Tatsqif: Vol. 9 No. 1 Juni 2011.
2011	Improving EFL Learners' Speaking Proficiency through Speaking Activities Inside and Outside the Classroom: A theoretical review (Jurnal)	LET: Linguistics, Literature, and English Teaching Journal, Vol. 2, No. 2 July 2011
2016	English 1 (Buku)	PPB IAIN Mataram
2016	Developing EFL Learners'achievement Communication Strategies In A Speaking Class (Jurnal)	Jurnal Tatsqif 14 (1), 66-89
2016	Communication strategies employed by EFL learners in a speaking class (Jurnal)	Jurnal Pendidikan Humaniora UM Malang Vol. 4 No. 2 2016.
2017	Improving of EFL Learners'speaking Proficiency Through Speaking Activities Inside and Outside the Classroom: A Theoretical Review (Jurnal)	LET: Linguistics, Literature and English Teaching Journal
2017	English for UIN students (Buku)	PPB UIN Mataram

2017	An instructional model for enhancing EFL learners' speaking proficiency (Jurnal)	JETeLL: Vol. 1 No. 1 2017
2018	Improving Vocabulary Achievement of Young Learners Using Animated Video (Jurnal)	International Journal on Advanced Science, Education, and Religion
2019	<u>Compensatory Communication Strategies Employed by EFL Students in Taking Turns Talking of a Speaking Class</u> (Jurnal)	Asian EFL Journal 23 (6.2), 109-131
2019	EFL learners' problems leading to the use of communication strategies in taking turns speaking (Proceeding)	International Conference on English Language Teaching
2019	Politeness Principles in Traditional Market Interactions (Jurnal)	ELITE JOURNAL 1 (2), 123-132
2019	Analisis Kesalahan bahasa pada terjemahan kedalam bahasa Inggris (Buku)	Sanabil
2019	Communication Strategies in Taking Turns Speaking of English as a Foreign Language Use (Buku)	Sanabil
2020	Survey on EFL students' writing anxiety: level, types, and causes (Jurnal)	Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra 4 (2), 122
2020	Embodiment of Language Pedagogy, Religion, and Technology Using Muvizu Hadith Animation (Jurnal)	Journal of Critical Reviews
2020	Basic Grammar in Use: A Self Study Reference for EFL Students (Buku)	Sanabil
2021	Teaching of English as a Foreign Language (Buku)	Sanabil
2021	Teaching English Trough Technology (Buku)	Sanabil
2021	Effects of digital storytelling-aided instruction on students' narrative writing and speaking skills (Jurnal)	Edulangue 4 (1), 140-156
2021	Students' Perceptions on the Application of Google Classroom as Learning Aid in EFL Classroom (Jurnal)	Journal of Tianjin University Science and Technology
2021	Intercultural communication of EFL students with foreigners as a strategy of teaching speaking (jurnal)	EDULANGUE 4 (1), 65-89

2022	Online Collaborative Flipped Writing Classroom: A Framework for Online English Writing Instruction (Jurnal)	World Journal of English Language 12 (6), 29-38
2022	Perceived Acceptance of Enacting Google Docs in an Online Collaborative EFL Writing Classroom (Jurnal)	Arab World English Journal 13 (3), 20-40
2022	The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability (Jurnal)	International Journal of English and Applied Linguistics (IJEAL) 2 (2).
2023	<u>Online Collaborative Flipped Writing Classroom for EFL Writing Instruction in the New Normal Era: Students' Perceptions (Jurnal)</u>	International Journal of Arabic-English Studies (IJAES) 23 (1), 257-280
2023	<u>Students' Perception on the Use of Google Classroom in Learning English: A Case Study at a State Islamic Secondary School (Jurnal)</u>	FOREMOST JOURNAL 4 (1), 49-56
2023	Analysis of Figurative Language and Educational Values in Queen Band Songs (Jurnal)	Edulitics (Education, Literature, and Linguistics) Journal 8 (1), 37-44

B. Makalah/Poster

Tahun	Judul	Penyelenggara
2001	Interpretasi Psikodinamik terhadap metodologi Pengajaran Bahasa Inggris Inovatif	LKIM STAIN Mataram
2002	Planning for Effective Instruction	LKIM STAIN Mataram
2002	The Use of Declarative and Non-declarative Sentences in Semantics	PPs UNJ
2002	Contrastive Analysis in Indonesian and English Passive Voice	PPs UNJ
2005	The Teacher-Students Relationship	IAIN Mataram
2006	What Makes an Effective Teacher?	IAIN Mataram
2007	Methodology of Teaching English as a Foreign Language in Indonesia	ESC IAIN Mataram
2008	English in the Globalization Era	ESC IAIN Mataram
2010	The teaching of Speaking in EFL Context	UM Malang

2015	Peranan Aktivitas Dosen dan Mahasiswa dalam Membangun Budaya Akademik di IAIN Mataram	IAIN Mataram
2015	Urgensi Penguasaan Bahasa Asing dalam Menyongsong Masyarakat Ekonomi ASEAN (MEA)	IAIN Mataram
2021	Using TPACK in English Language Teaching	UIN Mataram
2023	Flipped Learning of Using Digital Technology Application in ELT	UIN Mataram

C. Penyunting/Editor/Reviewer/Resensi

Tahun	Judul	Penerbit/Jurnal
2005-2015	Penelitian Keislaman IAIN Mataram	Jurnal Lemlit IAIN Mataram
2017-now	Edulanguge: Journal Of English Language Education	English Language Education Program UIN Mataram
2020	International Journal of Applied Research in Higher Education	Emerald Publishing
2021	International Journal of Arabic and English Studies	Jordan University
2020	International Journal of Higher Education	Sciedu Press

CONFERENCE/SEMINAR/WORKSHOP

Tahun	Judul Kegiatan	Penyelenggara
1999	Peserta Seminar Pengembangan Dakwah Islam Menghadapi Millenium Ketiga di Nusa Tenggara Barat	STAIN Mataram
2001	Peserta in the Seventh Symposium on Open and Distance Learning	Ministry of National Education, IDLN, SEAMOLEC, and ICDE, Yogyakarta
2002	Peserta Seminar Nasional Menyongsong Pelaksanaan Kurikulum Bahasa Indonesia Berbasis Kompetensi: Peluang dan Tantangan.	UPI Bandung,
2002	Peserta International Seminar on The Teaching of English	UNJ Jakarta
2003	Seminar Nasional dan Launching Lembaga Kajian dan Pengembangan Dakwah Rahmat Semesta.	PPs UIN Jakarta

2004	Peserta International Seminar on Conflict Mediation: Handling Anger of Conflictig Parties	STAIN Mataram
2005	Nara Sumber dalam Seminar Penelitian Dosen STAIN Mataram.	STAIN Mataram
2005	Peserta International Seminar entiled "Islam in America and Interreligious Dialogue"	IAIN Mataram
2005	Peserta Seminar International Bahasa dan Sastra oleh Majelis Bahasa Brunei Darussalam-Indonesia-Malaysia (Mabbim) dan Majelis Sastra Asia Tenggara (Mastera).	Mabbim dan Mastera
2005	Peserta Workshop on Higher Education Course Design held by Center for Teaching Staff Development (CTSD) Sunan Kalijaga Islamic State University.	UIN Sunan Kalijaga Yogyakarta
2005	Peserta ESQ Leadership Training, ESQ leadership Center.	ESQ leadership Center,
2006	Peserta Seminar "Peningkatan Mutu Pembelajaran Bahasa Arab Malalui Pemanfaatan Media Laboratorium.	PBB IAIN Mataram
2006	Peserta Workshop Metodologi Penelitian	Lemlit IAIN Mataram
2006	Peserta workshop Penyusunan Soal-Soal UAS Fakultas Tarbiyah IAIN Mataram.	IAIN Mataram
2006	Peserta Mentoring Peningkatan Budaya Akademik bagi Dosen IAIN Mataram.	DEPAG RI-Mataram
2006	Panitia Seminar Sehari Manajemen Pembelajaran Bahasa Arab dan Inggris IAIN Mataram.	PBB IAIN Mataram
2007	Peserta Workshop Pengembangan Kurikulum IAIN Mataram	IAIN Mataram
2007	Nara Sumber dan Organizing Committee in "School/ Teacher Librarianship Course design Workshop"	IAIN Mataram and McGill University Canada
2007	Peserta Workshop Penulisan Karya Ilmiah.	IAIN Mataram
2008	Peserta 'Studi Banding dan Temu Ilmiah tentang Pendidikan Dasar di UKM dan Universiti Malaya Kuala lumpur, Malaysia.	Sekolah Pascasarjana UPI

2008	Peserta 'Studi Banding dan Temu Ilmiah tentang Pendidikan di Nanyang University of Singapore, Singapore	Sekolah Pascasarjana UPI
2008	Peserta 'Workshop bagi Master Trainers ELTIS tentang Gender oleh ELTIS dan ELOIS.	LAPIS ELTIS
2008	Peserta The 6 th Asia TELF International Conference "GLOBAL ASIA: THE ROLE OF ELT".	Asia TELF
2008	Peserta Workshop on Materials Development for Islamic Schools.	LAPIS ELTIS dan IQRA International Education Foundation
2008	Peserta 'HIV Mainstreaming Workshop diselenggarakan oleh Burnet Indonesia.	LAPIS ELTIS dan Burnet Indonesia
2008	Peserta 'Introduction to Vibrant Facilitation Workshop.	LAPIS ELTIS dan INSPIRIT INNOVATION CIRCLES,
2009	Peserta Seminar "Isu-isu Strategis dalam Problematika Penelitian".	Lemlit IAIN Mataram
2009	Peserta The Public Seminar on "Religion and Society: a Dialog Program"	Legacy International and Center fo Civic Education Indonesia (CCEI)
2009	Peserta Lokakarya ke 2 Master Trainers ELTIS diselenggarakan oleh English Language Training for Islamic Schools (ELTIS).	LAPIS ELTIS
2010	Peserta workshop Master Trainers ELTIS diselenggarakan oleh English Language Training for Islamic Schools (ELTIS).	LAPIS ELTIS
2016	Peserta in the 3rd ELITE International Conference on Developing Curriculum, Teacher, and Instruction for Quality English Linguistics, Literature, and Education.	ELITE Association and RELO U.S. Embassy Jakarta
2017	Presenter in the 5rd ELITE International Conference on Developing Curriculum, Teacher, and Instruction for Quality English Linguistics, Literature, and Education.	ELITE Association and UIN Semarang

PROFESSIONAL ACTIVITY/COMMUNITY SERVICE

Tahun	Kegiatan
2005	Pendamping Life Skill bagi Perempuan Desa Tertinggal di Bintaro, Ampenan Mataram.
2006	Pendamping Life Skill bagi Perempuan Desa Tertinggal di Gerimak Indah Narmada, Lombok Barat.
2006	Pendamping Life Skill bagi Perempuan Desa Tertinggal di Sibat Mataram.
2006	Pendamping Life Skill bagi Perempuan Desa Tertinggal di Tembelok Mataram.
2006	Trainer pelatihan metodologi pembelajaran Bahasa Inggris bagi guru Madrasah
2006	Tutor Pelatihan Pembelajaran Guru Bidang Studi Bahasa Inggris bagi Guru MTs Annajah Sesela Lombok Barat.
2006	Tutor Pelatihan Metodologi Pembelajaran Bahasa Inggris bagi guru MTs.
2007-2010	Trainer Pelatihan Guru Bahasa Inggris MTs se NTB, LAPIS ELTIS.
2007	Pelatihan Pengembangan Kurikulum Berbasis Kompetensi (KBK) Bagi guru Bahasa Inggris MTs Jauhari Pelita Lombok Barat.
2007	Narasumber Pelatihan Dasar Kepemimpinan Remaja Masjid Moncok Karya-Mataram.
2007-2008	Pendamping pada kegiatan Desa Binaan IAIN Mataram.
2007 dan 2008	Tim sosialisasi Fakultas Tarbiyah IAIN Mataram ke Kabupaten Bima dan Dompu.
2007	Tutor Keaksaraan Fungsional (KF) Fakultas Tarbiyah-Ditjen PLS Depdiknas RI, Lombok Barat.
2005-2008	Pendamping bagi Perempuan Desa Tertinggal di 4 Desa di Kota Mataram dan Lombok Barat
2016	Community Engagement "Pendidikan kesehatan keluarga & lingkungan bagi masyarakat miskin perkotaan di lingkungan Moncok Telaga Mas, Ampenan Mataram.

PROFESSIONAL ORGANIZATION

Tahun	Organisasi	Jabatan
2001-present	Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN)	Anggota
2015-present	ELITE Association	Member
2016-present	Asosiasi Dosen Indonesia (ADI) NTB	Pengurus

Mataram, 10 Juli 2023
Dosen Yang Bersangkutan



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