

**INTERCULTURAL COMMUNICATION OF EFL STUDENTS
WITH FOREIGNERS AS A STRATEGY OF TEACHING
SPEAKING**

Syarifudin

Tadris Bahasa Inggris, FTK, UIN Mataram,
syarif@uinmataram.ac.id

Hery Rahmat

Tadris Bahasa Inggris, FTK, UIN Mataram,
heryrahmat@uinmataram.ac.id

Abstract

This study aimed to explore the students' perceptions of intercultural communication with foreigners, their intercultural communication strategies with foreigners, and its implication toward their speaking ability. This descriptive qualitative study involved eight university students who had taken the Speaking class and individual speaking activity with foreign tourists. To collect the data, the researchers used video recording, interviews, and documents. The findings indicated that the students positively perceived incorporation of intercultural communication with foreigners. It was also unveiled that the students used various verbal communication strategies during their intercultural communication with foreigners. This study postulates that intercultural communication has positive implications on students' speaking abilities.

Keywords: *Intercultural Communication; Speaking Activity with Foreigners*

INTRODUCTION.

The rapid globalization and diminishing boundaries among countries have connected each other through cultural and technological exchanges. The exchange exists through globally shared language as the communication tool. In this case, English has become the most dominant rather than the other language. Accordingly, many countries try to show high commitment to learning English in tertiary institutions by developing an effective curriculum to assist the English language learning for students.

Learning English is expected to help develop students' communication in expressing ideas and feelings, participating in local or international communities, as well as discovering their analytical and imaginative abilities to know and to understand the existence of communities' culture in the world (Devito, 2011; Pate & Mallam, 2017). This communication ability is implemented by listening, speaking, reading, and writing. These four skills are used to respond in social life discourse both within the same culture (intracultural) and among other cultures (intercultural).

Intercultural communication (hereafter I.C.) is communication between individuals or groups with different origins in language and culture (Gudykunst & Kim in Novinger, 2001). It normally occurs in learning English among students in tertiary institutions. Furthermore, I.C. will build good social relations by avoiding misunderstanding other individuals' messages. (Gudykunst in Greene & Burlson, 2003)

Samovar et al. (2010) had stated that some people often feel so close to their own culture. Hence they think that it is not necessary to study or talk about it. This habit has made them unaware that culture may influence their communication perception and pattern. Novinger (2001) stated that through I.C., the individual's negative and evaluative reaction toward a culture might create communication's obstacle.

Concerning English language teaching and learning, there have been views about the importance of speaking (e.g., Nunan, 1995; Ur, 1996; Davies & Pearse, 2000). Therefore, the teacher should improve their students' speaking ability by using various activities (Richards in Leong & Ahmadi, 2017). One interesting activity is a dialog with Foreigner, as the alternative to Native English Speaker (NES), in the tourism area.

Since English is learned as both a second language and a foreign language, an opinion emerged that NES are seen as role models in using English. They are considered to have more superiority and credibility than non-native speakers in vocabulary, grammar, expressions, and culture. Instead, non-native speakers are considered 'imitators' of NES. In addition, NES is also seen as a representation of Standard English regardless of their education and cultural background (Holliday, 2005). It is obvious that

language and culture are interrelated and inseparable (Brown, 2000).

Furthermore, intercultural competence has developed into a more and more important field toward varieties of disciplines, especially in language education. Byram's (1997) idea has strengthened that the teaching idea for linguistic competence is inseparable from intercultural competence teaching. This has reflected the importance of language and culture and their relationship in English language teaching.

A better comprehensive acceptance toward the present intercultural communicative competence both from EFL learners' perception and practices are required to show appropriate direction for educational stakeholders. Though there has been an increase in the relevance and importance, the integration of intercultural communicative competence into foreign language teaching has been a limited point of investigation (Young & Sachdev, 2011). Meanwhile, some researchers have emphasized the significance of intercultural communicative competence to support the English as a foreign language (EFL) classroom instruction (e.g., Gobel & Helmke, 2010; Yuen & Grossman, 2009), there has been a lack of intercultural communicative competence research, intensely in Indonesia EFL context.

This situation has offered an opportunity for research topics, especially within the I.C. field relate to Speaking, especially among Indonesian learners with foreigners. Therefore researcher has conducted research aimed to find (1) the students' perception about I.C. with foreigners; (2) the students' I.C. strategies with foreigners; and (3) the implication of students' I.C. toward their speaking ability.

LITERATURE REVIEW

The Process of Intercultural Communication

Culture is the way that influences individual existence through thinking, feeling, and relation with the other individual. When two individuals of different cultures met, they may create a dynamic communication. Intercultural communication is communication occurs among people who possess different

cultural beliefs, values, and attitudes (Devito, 2011). Hua (2014) investigates how the use of language in intercultural communication. She stresses the intersection of the range of culture and language practice. Since intercultural communication permeates all aspects of daily life, Furthermore, she emphasizes how intercultural communication can be realized successfully and the reason for studying identity, language, and culture simultaneously.

Otherwise, Pate and Mallam (2017) claim that intercultural communication also gives some advantages for the individual in a social community. These advantages may assist individuals in improving self-identity understanding, increasing individual and social interaction activities, overcoming misunderstanding in communication, enriching civilization quality, and becoming an effective citizen within the national or international community. Therefore intercultural communication is practiced by people from a different culture in order to get understanding and interaction. Finally, there will be communication quality improvement among the more complex community.

Samovar et al.(2010) have also stated that some people often feel so close to their own culture. Hence they think that it is not necessary to study or talk about it. This habit has made them unaware that culture may influence their communication perception and pattern.

Novinger (2001) states that through intercultural communication, the individual's negative and evaluative reaction toward a culture may create communication's obstacle. The negative evaluation may cause a dislike or avoiding. It happens a foreign culture is considered to be a deviant of the confessed norms. This obstacle reflects a disability to understand a different or foreign culture. These communication obstacles are classified into three groups, namely perception, verbal and nonverbal obstacles. These obstacles may be changed in a social interaction where the obstacles may be found or even disappear.

In general, the process of communication involves the process of adaptation. The result of communication adaptation is the internalization and identification of symbols about the source. At the same time, the communication ability of the receiver

influences the process of adaptation. Moreover, the process of adaptation has become an important point to gain the communication capacity as the source has done.

The other process which determines communication adaptation is acculturation. The term has been used to find out the process where some immigrants or newcomers improve their functional and psychological fitness toward their new cultural neighborhood. The condition occurs as individual moves to a new place and makes communication interaction with the new surrounding and individual for some time. As time goes, the process of acculturation in adaptation toward a new culture, especially in communication, some old communication patterns occur or at least new respond taken in a new situation. This communication adaptation process is called communication deculturation. Through this communication acculturation and deculturation process, the foreigners have gradually adapted to communication. (Kim, 2001). Even though the foreign individuals may be pushed to make self-adaptation with the new role within the new community, they can't be forced to accept certain values which in principle contrary to their previous communication role.

Communication Competencies in Language Learning

Communicative competence has been long discussed among language learning experts, especially through the communicative approach. Canale and Swain (1983) have developed a communicative competence model which supported speaking components. They claimed that speaking skills relied on grammatical, discourse, sociolinguistics, and strategic competencies. Moreover, these competencies belong to the basic ability to speak. Meanwhile, Savignon (1983) explained communicative competence as the ability to operate the strict communicative mechanism through the dynamic information change in which the linguistic competence must adapt automatically toward the information input. Furthermore, Hymes in Brown (2000) stated that communicative competence is the competence that allows an individual to deliver and interpret the message as well as to negotiate meaning inter-individually in a certain context.

Canale and Swain in Shumin (2002) stated four communicative competencies, namely grammatical, discourse, sociolinguistics, and strategic competencies. There are differences of dimension among the competencies used. The grammatical and discourse competencies reflect the use of the linguistics system, while the sociolinguistics and strategic competencies reflect the communication function aspect.

These competencies have been a long discussion among experts. The grammatical competence covers mastery of linguistics' code - morphology, syntax, phonology, and semantics - ability to improve and to use the codes in creating sentences (Savignon, 1983; Shumin, 2002). Discourse competency is explained as the ability to connect a series of sentences or utterances and to create the complete meaning of it (Brown, 2000; Savignon, 1983). The sociolinguistics competence was the understanding of social-cultural rule in a language and discourse. The competence may assist the learner in reacting well in communication (Brown, 2000; Shumin, 2002). Meanwhile, strategic competence was a way for learners to convey their idea in order to fit the communication's aim (Brown, 2000).

Speaking as Communicative English Skill

Speaking is one of the main skills in English language teaching. It doesn't mean that Speaking is the most important skill among all as all of the skills must be related to one another in language use. Ur (1996) claimsthat if someone masters a language thus he or she may speak in the language intuitively. Hence, by speaking,a learner may develop other skills, namely listening, reading, and writing. Moreover, Izquierdo (1993) states thatSpeaking may be used as a learning strategy, as it relates to pronunciation, grammar, vocabulary, discourse, and listening.

Instead of its urgency in language use and communication, Speaking is a complicated skill and related to various micro-skills. These micro skills have been explained by Brown (2000) namely (a) producing a various language utterances; (2) producing phonemes and different varieties of verbal allophone in English; (3) producing patterns of stress, words with and without stress, rhythmical structure and intonation; (4) producing forms of shortened words

and phrases; (5) using appropriate words to achieve pragmatic objectives; (6) producing fluent conversation in various speed; (7) observing produced oral language and using various strategies; (8) using class or words (nouns, verbs, adjectives, etc.); system (tenses, agreement, plural, etc.); ordering words, patterns, rules, and elliptical forms; (9) producing conversation with appropriate natural elements; (10) expressing certain meaning within different grammar forms; (11) using cohesive forms in verbal discourse; (12) finishing communication function appropriately according to situation, participant and objectives; (13) using register, implicature, pragmatic rules and appropriate sociolinguistics features in direct communication; (14) showing relation among events and communicating relations among main idea, supporting idea, old information, new information, generalizations and examples; (15) using mimics, kinetics, gestures and verbal as well as nonverbal language to convey meaning; and (16) developing and using various speaking strategies.

Concerning English language teaching and learning, there have been various views about what should the teacher do to improve their students' ability in order to practice speaking. Starting from the failure in delivering meaning through communication, the experts tried to shift from what has been called a communicative approach. Through the approach, the communication interaction in English language teaching will be media for students to be actively involved in speaking activities, whether by expressing an idea or having questions and answers with another student or the teacher.

Strategies in Teaching and Learning Speaking

In any language learning condition, strategy has become one important factor in which the students must consider to improve their language skills ability. Meanwhile, the students need to know their own weaknesses and strength so that they can choose the most appropriate strategy in learning. It is very common that each student may have different strategies for one another.

According to Murcia (2001), a learning strategy is a specific action, attitude, step, or technique, for example, to find conversation patterns or to self-motivate in order to finish a

complicated, difficult language task, which was used by students to improve their learning. Meanwhile, Hadley (1993) mentioned learning strategy as tactics or special technique of an assignment used by an individual to understand, to store, to take, and to use information or to set up, to arrange, or to evaluate the learning.

In speaking teaching-learning, the student's strategy may determine their ability to conduct communication. The students with appropriate and effective strategies will be more comfortable in using English through communication. Finally, they may overcome many problems as they speak in English. Oxford in Benson (2001) had listed several strategies which can be used through language learning. These strategies were questioning, sympathizing with other people, and affective strategy by reducing anxiety; making a positive statement; as well as measuring emotional temperature.

Another important factor that also influences students' ability in English speaking is the teacher's teaching technique. A professional English teacher must know the students' strategies and help them to develop their strength in verbal production. The teacher needs the ability not only to create a humanistic classroom but also to give students the opportunity to take part through classroom interaction.

Meanwhile, Brown (2000) gave some principles to design speaking techniques. The technique covers the students' needs which focus on accuracy toward interaction, meaning, and fluency. Furthermore, the technique must (a) motivate students intrinsically; (b) encourage the authentic language use in a meaningful context; (c) give appropriate feedback and correction; (d) use the natural relation between speaking and listening; and (e) encourage the speaking strategy development.

Speaking Learning through Dialogue with Foreigners

It is obvious that Speaking is a skill used to convey desire and idea to anyone verbally. But speaking skills will not develop well unless students have continuous practice. Almost all of the education levels from secondary up to tertiary have tried to make many programs in order to increase the speaking ability. There are

still many difficulties that occur during the implementation of speaking.

The previous section has discussed some ideas concerning the strategy in learning and teaching speaking. The section has given more portions toward the teacher's point of view. Furthermore, the problem may also exist for the students. Burns and Joyce (1997) wrote about three factors that caused students' passiveness in exercise. These factors were namely: a) As students assumed that language learning is enough by listening to the teacher, understanding reading and writing from a textbook as well as doing exercises; b) Students' linguistics weaknesses in which they are difficult to understand the difference pronunciations and grammatical points between mother tongue and target language; and c) Psychological and other factors, for example, the culture, experience, lack of motivation, anxiety and shy to speak in classroom. These factors may decrease the Speaking objectively as the students feel unmotivated.

Thus, the teacher needs to improve the activity, so the objective may be achieved. Among the successful activities, the simplest and might be the oldest one is dialog. Richards and Rodgers (1986) stated that dialog is an example of interaction activity based on the communicative approach in which the main objective is fluency and accepted language. Liu (2010) stated that dialog was one method in communicative language teaching which provides exercise for all-natural tasks and creates the learning supported context. Dialog has claimed by many teachers had contributed toward the speaking skill development and developed students' fluency as well as interaction among the speakers. (eg. Leong & Ahmadi, 2017; Derakhsan, et.al, 2016).

Therefore, the main objective of dialog is to prepare the learners through real-life language use by practicing in a potentially occurred situation in real life. In practicing conversation where the message and the interaction are important, the dialog can be used to involve students in sharing information and in becoming active participants through conversation.

One interesting dialog activity is done by using Foreigner as speaking partner as the alternative of Native English Speaker (NES). In any country where English is a foreign language,

including Indonesia, using Foreigner as a speaking partner has become an interesting choice. The foreigners may increase students' motivation to be more active in dialog where students can ask about various matters related to the Foreigner, such as their identities, jobs, and even their culture.

In general, people believe that foreigners' language ability is unquestionable as they considered make no mistake in using language. This is a wrong idea because there are many foreigners with bad language competencies and inefficient speakers in communication and language skills. According to Anchimbe (2013), there are many reasons for the language condition, namely language shift, dialect variation, socio-cultural context, background, cultural variation, and so on. It means the foreigners' language competence as English speaker is just like other learners.

Understanding culture is very important in foreign language learning because language is part of the culture, and culture becomes part of the language. It is obvious that language and culture are interrelated and inseparable (Brown, 2000). Moreover, how an individual understands the relation between language and culture will influence the individual way of learning a foreign language. In the context of learning English as a Foreign language, learners always try to find the learning in other countries, whether the new culture or simultaneously

RESEARCH METHOD

This research used a qualitative paradigm as conducted within a natural condition. Therefore, the researcher explained the focused object based on reality qualitatively. This research used an ethnographic communication approach toward the limited cultural environment where the I.C. appeared during students' interaction with foreigners during their speaking activity.

To collect the data, this research used several techniques, namely: (1) Interview; (2) Video recording; and (3) Documentation. To find the students' perception, The researchers applied recorded semi-structured interviews. The questions included some points, namely the speaking practices the students have done, including with foreigners, the friendship with a foreigner, the communication with foreigners, the topic of culture during

communication with foreigners, and the communication barriers with foreigners. After the interview, researchers transcript the recorded interview to ease the data analysis. Meanwhile, the video recorder was taken by the students during their conversation with foreigners. By using the recording, the researchers may observe how the students interact with the foreign tourists as well as observe any kind of I.C. strategies that occurred during the conversation. Documentation is used to get supporting data for research, such as references.

The subjects of the research were eight English Language Department students who had taken the Speaking class and individual speaking activity with foreign tourists. The research situation was centered on several places, which may create I.C. in English located in several tourist areas in which the students did their speaking practice with foreigners.

In order to analyze data, this research applied three stages of qualitative analysis, namely Data Reduction, Data Verification, and Conclusion. First, the researchers selected the appropriate data due to the research focus during data reduction. Second, the researchers verified the matched data to the research focus during data verification. The data were classified under several categories, namely students' perception, I.C. strategies, and I.C. implication. In conclusion, the researchers interpreted the findings to fit the research focus.

FINDINGS AND DISCUSSION

The students' perception toward intercultural communication

English Language Department (ELD) students considered intercultural communication as an important lesson. The urgency of providing intercultural communication knowledge is categorized into several ideas, namely knowing the Foreigner's culture; adding knowledge; improving communication approaches; improving English skills.

The most common importance of providing intercultural communication knowledge is related to the need for foreign cultural knowledge. In general, informants agreed that intercultural communication knowledge made it easier for speaking activities with foreigners. This was stated by Wd, who stated that

understanding intercultural communication was useful ("Having a picture of foreign cultures ..."). In addition, this is also reinforced by If, who said that students need to have useful knowledge about intercultural communication ("In order to know about cultures abroad and the difference with their own cultures ..."). The statement explains that a good understanding of intercultural communication can minimize the students' mistakes in speaking activities with foreigners from different cultural backgrounds. The importance of intercultural communication knowledge, especially about the culture, has been emphasized by experts. This research result support Scarino and Liddicoat (2009) claimed mentioned that culture has been understood as a framework of knowledge about certain groups.

It has been widely known that understanding culture in the intercultural communication process may add new insight into different cultures. By using the ability, students can offer easily accepted conversations toward the interlocutors according to the circumstances of each cultural background. This was stated by Nd, who stated that understanding intercultural communication is useful ("so we can know, what cultures are forbidden and what cultures are good ..."). This was also reinforced by As, who said that students need to have knowledge about intercultural communication, which is useful in ("broadening cultural insights ..."). The statements made by the informants showed that knowledge about the other culture would be useful when they conduct communication activities with speakers from different cultural backgrounds. Moreover, the knowledge about the other culture will be useful during communication activities with different cultural backgrounds speakers. This finding supports what Hexelschneider in Hasan Busri et al. (2016) had stated that when students had understood foreign cultures through intercultural understanding, it does not mean the students have to familiarize themselves with that culture.

Any people who want to understand intercultural knowledge in the recent globalization era need to know that it is very important to open themselves toward the new values of incoming culture. This was stated by Ml, who stated that understanding intercultural communication is useful ("In order to

understand and to respect one another ..."). In addition, this was also reinforced by As, who said that students need to have knowledge about intercultural communication in order to know ("The approach to native speakers is better ..."). By having the knowledge, communication can be effective and run smoothly. Regarding the communication approach, the study found that students need to improve their approach. Finally, this leads to the ability to behave appropriately in a different culture. The finding corresponds to Bennet et al. (2003), who relates to this by stating that intercultural understanding is the ability to move from an "ethnocentric" attitude towards respect for other cultures.

People use language for communication purposes. Meanwhile, learning a new language involves knowledge about the language and learning and how to use the words and the rules correctly. This understanding will help the language users to communicate easier. This was stated by Rn, who stated that understanding intercultural communication ("... very support in our department ..."). In addition, this was also emphasized by Ml, who stated that the understanding of intercultural communication underscored one of the supporting abilities of ELD students ("... must understand English ..."). This shows the importance of intercultural communication knowledge, which indirectly can help to improve the speaker's language skills. The subjects of the research were English Language Education students who are obliged to improve their communication ability and intercultural knowledge. This is consistent with Corbett's (2003) statement, which mentioned that intercultural understanding is the ability which places language learner in the position of a "diplomat," who able to see different culture through the perspective of "knowledgeable" people.

Students' strategies through intercultural communication

There are ten types of verbal communication strategies applied by the students. These strategies are an approximation, creating new words; describing objects' characteristics; literal translation; requesting assistance; language-isolation; paraphrasing; self-correction; Examination of interlocutors; and repeating own language.

An approximation strategy is a form of verbal strategy in communication produced by conveying the target language's vocabulary, which is known to be inappropriate but having the same characteristics or meaning as the desired target language's vocabulary. This strategy is used by using the word or structure of the destination language that shares have semantic components. The research found although the choice words used were incorrect, they succeeded in helping the listener capture the speakers' idea. This can be found in Nd's statement: ("So, it means the house is very traditional, ... become powering") where Nd as a speaker delivers the messages by using the word "powering" to replace the word "preserve" in her words, and she also uses "good work" to change the word "like" to say, "I think they are good ideas to visit /.../ traditional thing of Sasak". The strategies reveal that the words "powering" and "good work" instead of "preserve" and "like."

In approximation, the speaker chose a word that provides an approximate translation of an unknown word but referred to the same meaning. When dealing with these conditions, the speaker uses an approximation strategy that is using the vocabulary that is owned to achieve communication goals. The use of the approximation strategy supports the theory proposed by Tarone (1983), stated where students use a single target vocabulary or structure, which was incorrect but had quite the same semantic features as the vocabulary items desired to satisfy the other person.

Creating new words or coinage words is a strategy made by the speaker through the creation of new words by selecting the target language terms that are known in their minds when delivering messages to make the listener understand the message. This strategy may overcome the difficulty of giving meaning by creating new words by combining known target language items into the morphology of the target language to produce the intended meaning. This is stated from If's statement, 'officework, lawn work, and advocwork' along with his sentence, ("I mean that a lot of officers to be in corruption. It means that 'law work is still don't have [still don't have] / ah ... / for the corruptor) ". The speaker creates 'office work, and 'law work and replaces the words 'employee' and 'KPK..' The new words 'employee' and 'law work, seemed the right ones, yet these words are incorrect. However, the

speaker created new words to convey the meaning of his message because he cannot recall the exact target language vocabulary items to use when he communicates in English.

The creating new words strategy usually produces a vocabulary that is not in the target language's vocabulary or the word's meaning is not contextually appropriate. The findings above reinforce the theory put forward by Bialystok (1983) about word coinage as the creation of a single lexical item of a word by selecting the conceptual features and integrating them into the morphological system. While Tarone (1983) also argued that word coinage encourages learners to create new words to communicate the desired concept. This finding also collaborates the findings conveyed Syafei (1994) who stated that in word coinage, speakers re-express their message to make themselves understood, used to overcome problems in the transmission of lexical meaning by making new form expressions by combining known second language items into the morphology of the second language.

Describing characteristics of an object strategy is seen as one of the solving problems because of limited target language knowledge. The speakers used this strategy as they don't know or can't recall words but force the concepts. This strategy is unique because the speaker cannot obtain the expected word. However, they can describe the meaning of the word. This was stated by Wd ("I don't know, ... but if you like this when you plant rice ..., after It grows, you must cut the plant if it's quite big ..., we take rice from plantations ..."). In this sentence, the speaker asserted that he could not remember the desired term when talking about the special culture of the "harvest ceremony" in Sumbawa. The speaker used describing characteristics of an object strategy to provide the description of the term he wanted to tell. Unfortunately, the listener still couldn't understand it. This supports the opinion of Tarone (1983), who said that the circumlocution strategy is used by students to describe the characteristics or elements of objects or actions rather than using the structure of the appropriate target language. Meanwhile, Bialystok (1983) called this strategy a description. The descriptions relate to general physical properties, special features, and interaction/functional characteristics that indicate information that has been entered into the description. In

this case, a speaker described the features of an object rather than use the suitable form to convince the meaning of the message of the other person.

The literal translation strategy is part of the transfer between languages. This strategy can be done by translating idiomatic expressions from the original language word for word into the target language. This is illustrated in the words of M1 ("... You know in Kuta beach there are many villas, souvenirs/ em.../ craft, restaurant ..."). This sentence shows that he uses transfers between languages at the lexical level or the literal translation of Indonesian into English. He translated the Indonesian sentence structure "Kuta beach," which should have been pronounced "Kuta Beach." In addition, the speaker also does not use the correct English plural in words "villa," "souvenir," "handicraft," and "restaurant," which should get the suffix - s as a marker for plural objects. Literal translation implies that the use of literal translation will prevent it between the languages of the speakers of the target language. This strategy supports Tarone's (1983) that stated students ask for the correct term or structure for every capable colleague. This was also stated by Faerch and Kasper (1983) as a cooperative strategy involving joint problem-solving efforts by students and interlocutors.

Within the requesting assistance strategy, the speaker seeks help from the listener or other sources to overcome difficulties in expressing messages both directly and indirectly. This strategy emerged when Rn had difficulty using the word "National Examination" in English, so she asked her friend As for help; ("What in English is the national exam?"). As helps her by saying, "National Test." This assistance may not be in accordance with the English diction, but can the interlocutor understand the message. This finding is undeniably related to the lack of grammar of target learners, apparently supporting Mardiana's findings in Hasanuddin (2001), who claimed that grammatical problems consist of the use of being, use of tenses, and word order. The speakers translate native words for words without disturbing the syntax of the target language. This is in line with Tarone (1983) and Syafei (1994), who stated that students used word-for-word translation from the first language into the target language.

This language-isolation strategy arises when the speaker adjusts the target language's plural items (English) such as ' to inter-language plural (Bahasa Indonesia), where students as speakers transfer English inflective bound morphemes that usually occur in free morpheme margins to indicate plural English words. An example of this strategy is Nd's statement, namely ("There are many villas, gilis, like Gili Trawangan, Gili Meno, and Gili Air. There are many villas, hotels, and relax ..."). Nd over pronounces the plural of Sasak word into English noun by adding "-s" for example the words, "gili" and "berugak" into "gilis" and "berugaks." It happens because she cannot find the English word for "gili" and "berugak." In addition, the speaker pronounces the two words in the form of plural English structures because they are part of the sequence of English sentences. Even though the two words are pronounced as an English plural structure, the interlocutor still understands what the speaker is saying and only nods and smiles without correcting the expression expressed by the speaker.

The language-isolation strategy shows that the speaker uses a foreign strategy to deal with the lexical deficiencies of the target language. Speakers sometimes pronounce their own language as if the target language or alienates if they have difficulty obtaining the target language items in turns speaking. This finding also supports the findings of Mei and Nathalang (2010), who involved students of English learners from China. They commented that the language-isolation strategy was used to apply the target language of English to first language terms (Chinese).

The speaker used a paraphrasing strategy to clarify a term by providing explanations and examples. The strategy shows the speakers' difficulty in explaining the talk. This strategy was found in the sentence delivered by Wd, namely ("Sade is a small village ... Why I call it small because there are not many people, houses, but many tourists ..."). In this sentence, the speaker paraphrases "small village" when described the village of Sade in terms of the less population and the housing. Therefore the other person may understand his description. Paraphrasing strategy is used because the speaker was confused about the context, so he used paraphrasing while thinking of the next term to facilitate the understanding of

the listener. This strategy is in accordance with Faerch and Kasper's (1983) statement, which states that by using a paraphrase strategy, the speaker solves the problem by constructing a well-formed utterance.

Self-correction strategies are usually carried out in turns. Students as speakers make self-corrections during oral communication by revising their unrelated utterances. This is shown in If's sentence ("... I want to ask about the good attitude there ... I mean the good culture, Can you tell me about it?"). In the first sentence, If used, the word "attitude." Then he realized that the word is not suitable for the context as they talk about culture. Therefore, he revised his expression by using the right word, "culture." On this occasion, the speaker corrects his own words after realizing that the wrong word might burden the listener to respond for misunderstanding. Therefore, he uses words that correctly refer to contexts. Through self-correction strategy, the speaker corrected the idea before the listener misunderstood, asked for clarification. This supports Dornyei's (2002) statement that self-correction is used to improve the correction between the speaker and the interlocutor and to continue the conversation going well so that the speaker and listener work together to achieve the goal of the conversation.

The strategy of examining the interlocutor's understanding refers to the questions of the speaker to the interlocutor to find out if the interlocutor knew the conversation spoken by the speaker. This strategy is used on phrases ("Do you know ...? You know ...? Do you understand ...?"). This strategy aims to help check the understanding and attention of the pair (listener) in taking turns speaking. This is shown by the As sentence ("Do you know Pink beach?"). By using this phrase, the speaker wants to know whether the listener understands the topics of conversation what he has said, as well as direct the listener's attention about a certain place, in this case, Pink Beach. The strategy of examining the interlocutor's communication strategy supported Andi-Pallawa, (2013) which stated that the checking strategy of the interlocutor's understanding could be seen in the turn of speech. This strategy also relates to the speaker's question to find out whether the listener understands the speaker by directing the other person's understanding.

In the language repetition strategy, the speakers sometimes repeat as they didn't know the target language. The speaker can remove long pauses that were filled in, symbols used / em ... / and long pauses that were not filled in, symbols used / ... /. This strategy is shown by the sentence from As, which is ("You can go there ... em ... you can go there ... it is far but very good ..."). This expression showed that the speaker repeats the sentence ("You can go there"). During the repetition, the speaker uses an unallocated short pause signal ("...") before continuing the sentence. This strategy indicated the speaker's own lack of communication material, yet she tried to continue the communication. In the language repetition strategy, the students repeated some utterances as they got difficulty in the target language most of the time. This is supported by Hasanuddin (2001), who stated that the speaker in a conversation could repeat two phrases so that his speech sounds longer and smoother. By doing this repetition communication strategy, the speaker's speech will sound more smoothly in communicating its message to the listener.

The implication of Students' Intercultural Communication toward their Speaking Ability

The implications of student intercultural communication on speaking ability can be categorized into several points, namely (a) learning with the concept of imitation and repetition; (b) the emergence of integrated motivation; (c) the need for learning designs related to different cultural settings; and (d) the emergence of an appreciation of differences in different cultures.

The success of intercultural communication in speaking activities with Native English Speakers (NES) who have different cultures can encourage learning based on the concepts of imitation and repetition. Both of these concepts are very likely to appear in speaking activities. Generally, in dialogue, students can learn several aspects of language by imitating (the process of imitation) what is done by the interlocutor, in this case, NES as English speakers such as vocabulary, pronunciation, and so on. After being able to imitate well and believe what was imitated is a correct utterance that is proven by the absence of rejection from the interlocutor, then the student will then repeat (the process of repetition). This

process continues to be done so that what is imitated and repeated eventually becomes a mastery of language. Someone learns language because it imitates a model. Then the model is often repeated. This is consistent with what was stated by Bandura in Monks et al. (2002), namely that language improvement is also visible from social learning theory.

Intercultural communication can lead to integrated motivation (integrative motivation) which encourages students to further develop speaking skills in direct communication with native speakers. This integrative motivation shapes the learner's positive perception. In addition, the success of intercultural communication can be a reason for lecturers in the design of speaking material related to different cultural backgrounds so that later students can understand that in communication must understand the sociolinguistics discourse in which the language is used. In speaking activities, Foreigners can provide integrative motivation to build a positive impression of English learners. This is consistent with what Gardner stated in Kholid (2017) that integrative motivation has a great influence on language acquisition. The higher the level of one's integrative motivation is, the better the mastery of foreign languages.

The influence of culture as an important part in designing learning material has long been the concern of experts. Likewise, lecturers who apply for culture help students change their learning experiences to increase cultural awareness. After being able to communicate with foreigners, students will be able to appreciate each other's different speech acts of each culture, including accent and so on. Awareness of cultural diversity is called multicultural life. But of course, it is not enough to end there. The most productive model of the combination of language learning and culture can be done by initiating contacts, anticipating cultural misunderstandings, and using diplomacy in discussions. This was stated by Savignon and Sysoyev (2002), who stated that second language learning could be initiated by including elements of the target language culture.

IMPLICATIONS AND CONCLUSION

Intercultural communication is important and needed to be taught in lectures. The students stated some benefits of intercultural communication knowledge in speaking activities. The students used ten types of verbal communication strategies during their communication with foreigners. The students also emphasized several implications of intercultural communication among students on their speaking abilities.

Regarding the result, further research might be done with more participants so the conclusion could be more generalized. As the research used a qualitative approach, thus the next research by using a quantitative approach will give more valuable insight into the topic. Another recommendation for the next research may be the research along with higher or lower-level students, even with non-students participants. Since the research only described types of verbal communication strategies, therefore it opens an opportunity for a similar study that focuses on non-verbal communication strategies.

REFERENCES

- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, (56)1, 57-64. doi: 10.1093/elt/56.1.57
- Anchimbe, E. A. (2013). The native-speaker fever in English language teaching (ELT): Pitting pedagogical competence against historical origin. *Linguistik Online*, 26(1). doi: 10.13092/lo.26.618
- Andi-Pallawa, B. C. (2013). Conversation strategies used by students of the English Department of Tadulako University. *Jurnal Pendidikan Humaniora*, (1)2. 159-168. Retrieved from <http://journal.um.ac.id/index.php/jph/article/view/4049/772>
- Baker, W. (2015). Research into Practice: Cultural and intercultural awareness. *Language Teaching*. (48)1. 130-141.
- Bennet, J. M., etal. (2003). Developing intercultural competence in the language classroom. In Lange, D. L., & Paige, M. (Eds.). *Culture as the core: Perspectives on culture in second language learning* (pp.187-213). Greenwich: Information Age Publishing.

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Pearson Education Limited.
- Bialystok, E. (1983.) Some factors in the selection and implementation of communication strategies. In Faerch, C. & Kasper, G. (Eds.), *Strategies in Interlanguage Communication*. (pp. 100-118). New York: Longman Inc.
- Brown, H.D. (2000). *Principles of language learning and teaching*. San Fransisco: Longman.
- Burn, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: Macquarie University Press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, U.K.: Multilingual Matters.
- Canale, M. & Swain, M.A. (1983). Theoretical framework for communicative competence. In Palmer, A. Groot, P. & Trostler, G. (eds). *The Construct validation of test of communicative competence*.(pp. 31-36). Clevedon: Multilingual Matters Ltd.
- Corbett, J. (2003). An intercultural approach to second language education. In Corbett, J. (Ed.). *An intercultural approach to English language teaching*. (pp. 1-30). Clevedon: Multilingual Matters Ltd.
- Davies, P. & Pearse, E. (2000). *Success in English teaching*. Oxford: Oxford University Press.
- Derakhsan, A., etal. (2016). Developing EFL learner's speaking ability, accuracy, and fluency. *English Language and Literature Studies*; (6) 2. 177-186. doi: 10.5539/ells.v6n2p177
- Devito, J.A. (2011). *Komunikasi antar manusia*. Tangerang: Kharisma Publishing Group.
- Dornyei, Z. (2002). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Faerch, C. & Kasper, G. (1983). On identifying communication strategies in interlanguage production. In Faerch, C. & Kasper, G. (Eds.), *Strategies in interlanguage communication*. (pp.210-238). New York: Longman Inc.
- Greene, J. O., & Burleson, B. R. (Eds.). (2003). *Handbook of communication and social interaction skills*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Gobel, K., & Helmke, A. (2010). Intercultural learning in English as foreign language instruction: The importance of teachers'

- intercultural experience and the usefulness of precise instructional directives. *Teaching and Teacher Education*, 26(8), 1571-1582. doi:10.1016/j.tate.2010.05.008
- Hadley, A.O. (1993). *Teaching language in context*. Boston: Heinle & Heinle Publishers.
- Hasan Busri, et.al. (2016). Pemanfaatan cross cultural understanding (pemahaman lintas budaya) dalam bahan ajar Nusus Adabiyah (analisis teks sastra). *Jurnal Penelitian Pendidikan*. (33)1. 35-58. doi: 10.15294/jpp.v33i1.7663
- Hasanuddin. (2001). *Strategies in interlanguage communication used by Indonesian speakers of English*. Unpublished Dissertation. Malang: Postgraduate Program Malang State University.
- Hernandez, H. (2001). *Multicultural education: A teacher's guide to linking context, process, and content*. California: Pearson.
- Holliday, A. (2005). *The struggle to teach English as an international language*. Oxford: Oxford University Press.
- Hua, Zhu. (2014). *Exploring intercultural communication: Language in action*. New York: Routledge
- Izquierdo, B. (1993). Speak up. *English Teaching Forum*, 31(3). 47-48.
- John O. Greene & Brant R. Burlson (eds). (2003). *Handbook of communication and social interaction skills*. Laurence Erlbaum Associates: New Jersey.
- Kholid, I. (2017). Motivasi dalam pembelajaran bahasa asing. *English Education*. (10)1, 61-71. doi: 10.24042/ee-jtbi.v10i1.875
- Kim, Y.Y. (2001). *Becoming intercultural: An integrative communication theory and cross-cultural adaptation*. USA: Sage Publication.
- Lan-Mei Leong & Seyedeh Masomeh Ahmadi. (2017). An analysis of factors influencing learners'English speaking skill. *IJERE*: (2)1. 34-41. doi: 10.18869/acadpub.ijree.2.1.34
- Liu, Xu. (2010). Arousing the college students' motivation in speaking English through role play. *International Education Studies*. (3)1. 136-144. doi: 10.5539/ies.v3n1p136
- Liliweri, A. (2001). *Gatra-gatra komunikasi antarbudaya*. Yogyakarta: Pustaka Pelajar.
- Mei, A. and Nathalang, S.S. (2010). Use of communication strategies by chinese efl learners. *Chinese Journal of Applied Linguistics*. (33)3, 110-125.

- Monks, F.J dkk. (2002). *Psikologi perkembangan: Pengantar dalam berbagai bagiannya*. Yogyakarta: Gajah Mada University Press.
- Murcia, M.C. (2001.) *Teaching English as a second or foreign language*. United States: Heinle and Heinle Thomson.
- Novinger, T. (2001). *Intercultural communication: A practical guide*. Austin: University of Texas Press.
- Nunan, D. (1995). *Language teaching methodology: A textbook for teachers*. New York: Phoenix Ltd.
- Pate, U. & Mallam, I.S., (2019). *The meaning and theories of intercultural communication*. Retrieved from [https://www.researchgate.net/publication/309155695- The -Meaning-and-Theories-of-Inter-cultural Communication](https://www.researchgate.net/publication/309155695-The-Meaning-and-Theories-of-Inter-cultural-Communication).
- Richards, J.C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.
- Samovar, L.A., et.al. (2010). *Communication between cultures*. Boston: Wadsworth Cengage Learning.
- Savignon, S.J. (1983). *Communicative competence: Theory and classroom practice*. California: Addison-Wesley Publishing.
- Savignon, S., & Sysoyev, P. (2002). Sociocultural strategies for a dialogue of cultures. *The Modern Language Journal*, 86. 508-524. doi: 10.1111/1540-4781.00158
- Scarino, A., & Liddicoat, A. J. (2009). *Teaching and learning languages: A guide*. Victoria: Curriculum Corporation.
- Shumin, K. (2002). Factors to consider: developing adult EFL students' speaking abilities in Jack C. Richards and Willy A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp.204-211). Cambridge: Cambridge University Press.
- Syafei, M.A. (1994). A Study in the Use of Communication Strategies at the English Department of the University of Muria Kudus. *Thesis*. Malang: Post Graduate Program of Malang State University.
- Syarifudin. (2019). Compensatory communication strategies employed by EFL students in taking turns talking of a speaking class. *Asian EFL Journal*, (23)6, 109-131. Retrieved from <https://www.elejournals.com/asian-efl-journal/volume-23-issue-6-2/>

- Tarone, E. (1983). Some thoughts on the notion of communication strategy. in Faerch, C. & Kasper, G. (Eds.) *Strategies in interlanguage communication*. (pp. 61-74). New York: Longman Inc.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Varela, L. R., et al. (2008). *New insights into the teaching of spoken language: A typology for the classification and development of oral tasks*. Retrieved from: <http://spertus.es/Publication/Luisa/NEW%20INSIGHTS>.
- Young, T. J., & Sachdev, I. (2011). Intercultural communicative competence: Exploring English language teachers' beliefs and practices. *Language Awareness*, 20(2), 81-98. doi:10.1080/09658416.2010.540328
- Yuen, Y. M. C., & Grossman, D. L. (2009). The intercultural sensitivity of student teachers in three cities. *Compare: A Journal of Comparative and International Education*, 39(3), 349-365. doi:10.1080/03057920802281571