EFL learners' problems leading to the use of communication strategies in taking turns speaking

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Abstract

The present study explored the learners' problems leading to the use of communication strategies both verbal and nonverbal to surmount communication problems in taking turns speaking. This study was carried out by employing a qualitative approach with an ethonography of communication design in a limited setting of ISCP course. Thirty students taking Intensive Spoken Communication Practice at English Language Education Program, Mataram State Islamic University were selected as the subjects of research by using a purposeful technique. Techniques used to collect data were non-participant observation, video recording, and interview. The research findings showed that in general, the learners' problems are dealing with insufficiency knowledge of TL, particularly lack of mastering on TL vocabulary and structure. Learners as speakers had problems, including unable to set in context of TL words, difficulty in conveying a sequence of message in the appropriate TL expressions, and using the inappropriate words and structures. Meanwhile, the learners as listeners had problems, including of being unable to catch message, lack of TL lexical which did not enable them to comprehend the message from speakers. Their CSs to cope with those problems are approximation, word coinage, circumlocution, language switch, paraphrase, self-correction, comprehension check, and self-repetition, smiling, head nodding, head shaking, hand moving, and drawing something.

Keywords: communication strategy, strategy competence, speaking strategy, taking turns speaking

INTRODUCTION

Most the EFL learners assume that speaking proficiency is very important in learning English. The success of learning English speakingis measured in terms of the ability to use English in spoken communication. Most of EFL learners consider that speaking ability is one of their primary goals of study the language. They assume that it "would derive some personal satisfaction from being able to speak a second language or because they feel it would be useful in pursuing other interests or career goals" (Hadley, 1993). However, to gain speaking proficiency is not easy for the EFL learners because it includes some components of English linguistic system including, phonology, morphology, syntax, and lexical as the grammatical competence, as well as other English competences like discourse and strategic. Since the learners lack of

grammatical and discourse competences, it makes them are unable to communicate properly, so it can cause many problems in spoken communication.

Regarding the learners' problems in speaking English, there is a reason why speaking is considered as a language skill which is difficult to be acquired by most of EFL learners. One of the reasons is that speaking requires the ability to use the appropriate, acceptable and comprehensible spoken language through interaction in many kinds of opportunities. Opportunities are available for the learners who want to communicate in English both inside and outside the classroom activities, but in fact, the learners are sometimes reluctant to participate in real interaction and often inhibited about trying to use spoken language in interaction. It is in line with (Brown, 2007) statement's that "the greatest difficulty that learners encounter in attempts to speak is not the multiplicity of words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication."

In taking turns speaking, the learners have problems leading to use of communication strategies. The learners' problems consist of problem both as speakers in conveying message to the interlocutors and problem as listeners in understanding message from the interlocutors. The learners sometime overcome the problems both as speakers and as listeners during their communication by employing communication strategies either verbal or nonverbal.

Knowing the learners' problems and the empirical evidence is of utmost importance. It has inspired the writer to present the paper of learners' problems leading to use communication strategies in Indonesian context. Although the learners always practice to speaking and communicating in English, they still face many problems in spoken communication both in conveying and receiving messages to and from the interlocutors. Taking account of the problems in communication, it is necessary to form a variety of communication strategies as the essential aspect needed to overcome communication problems in TL.

With reference to the setting of English-speaking courses instruction at English language education program of State Islamic University of Mataram, where this study took place, it is essential to document some of the perceived problems encountered by the learners when they are involved in taking turns speaking. Because of the independency between the background of knowledge and personal competence of English grammatical, discourse, and strategic making the learners faced different problems when engaging in taking turns speaking. Some of the learners' problems are unable to good organizing their output utterances (pronunciation, intonation, and stress); lack of English words making the learners use the redundancy of language to make clearer the meaning of message; the learners cannot actually use English structure and terms in the sequences of properly spoken sentences and discourses; feeling of always afraid of making mistakes in interaction is the hesitation phenomena when the learners talk to the interlocutors. Those problems encountered leading the learners use communication strategies in order their spoken communication is reached.

LITERATUE REVIEW

In reference to the description of the research focus, the research essentially deals with representation of learners' problems and communication strategies employed by the learners to cope with their problems in taking turns speaking. The focus requires the discussion on theoretical bases as the point of departure of the study. The discussion is mainly of theoretical basis of communication strategies both verbal and nonverbal which mainly emphasizes how CSs are reflected to cope with the problems that learners faced in taking turns speaking.

In the context of English as a Foreign Language in Indonesia, speaking has been widely claimed by most Indonesian learners as a difficult skill to learn. It is in line with Shumin's (2002) statement that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Shumin's statement may indicate that learners encounter problems in using the spoken target language if they do not have adequate communicative competence that underlies speaking proficiency.

Ur (1986) stated that there are some problems with speaking activities in which learners 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. In coincides with Ur, Tutyandari (2005) in her investigation commented that the learners keep silent because they lack of self-confidence, lack of prior knowledge about the topics, and poor of teacher-learner relationship. Besides those problems, it may be suspected that another learners' 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 (vocabulary). Although EFL learners face problems in spoken communication, they try to engender the solution to cope with the problems by eliciting speaking tactics or strategies or communication strategies.

The theoretical bases from some concepts which are adopted as the theoretical underpinning in this research are compensatory communication strategies from interactional and psycholinguistic perspectives. Those theoretical bases are mainly based on a model of the popular studies on communication strategies are proposed by Tarone cited in Brown (1994) and Mei and Nathalang (2010). Tarone categorized the existence of communication strategies that happen in learners' speaking or interaction, including approximation-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; word coinage-the learner makes up a new word in order to communicate a desired concept; circumlocution-the learner describes the characteristics or elements of the object or action instead of using the appropriate TL item or structure; literal translation-the learner translates word for word from the native language; language switch-the learner uses the native language term without bothering to translate; appeal for assistance-the learner asks for the correct term or structure to any capable peers; and Mime-the learner uses nonverbal strategies in

place of a lexical item. Mei and Nathalang categorized communication strategies, including language switch, foreignizing/interlingual transfer, intralingual transfer, generalization, paraphrase, word coinage, restructuring, mime: replace a word with nonverbal cues (kinesthetically).

RESEARCH METHOD

The present study employed a qualitative approach with an ethnography of communication design in a limited setting of ISCP course to students of English Language Education Program at State Islamic University of Mataram as the accessible subjects. It aims at fulfilling data of the research focus on EFL learners' problems leading to the use of communication strategies in taking turns speaking both as message senders (speakers) and as message receivers (listeners) in English spoken communication. Thirty students taking Intensive Spoken Communication Practice in one class at the program were taken as the subjects by employing purposeful technique.

The techniques used to collect data consisted of non-participant observation: observing the learners' utterances and acts when communicating in English in taking turns speaking; and video recording: recording the learners' performances in taking turns speaking. To collect the data on learners' problems in communicating in English and CSs that they employed, they were asked to speak in a pair based on given topics at the course meetings.

In analyzing field notes, videos recorded, and interviewdata, the following steps were done:
1. Making two lists of learners' problems as speakers and as listeners, and their utterances/verbal and acts/nonverbal showing the attempts to cope with the problems as the way of using CSs in taking turns speaking.
2. Grouping the speakers' problems and their utterances and acts employed by the speakers as the 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 (compensatory strategies) and the attempts which not made to achieve communication purpose (avoidance strategies).
3. Grouping the listeners' problems and their utterances and acts employed by the listeners. In this case, it might be found the particular attempts to understand the message (compensatory strategies) or the attempts to avoid their communication by employing voidance strategies.
4. Classifying the initial reported verbal and nonverbal strategies into CSs types of speakers.
5. Classifying the initial reported verbal and nonverbal strategies into CSs types of listeners.
6. Quality criteria of the research operationalized by fulfilling credibility. To establish the credibility of the research, the researcher applied the triangulation comprising sources, methodological, and theoretical triangulations. Sources triangulation in this study was conducted by including verbal and nonverbal CSs and the learners' problems leading to the use or choice of the specific strategies among the learners

or different sources of the same information. 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 in this study was theories which were relevant to the research focuses were selected. It was meant to find out the existing theories of CSs which were employed in a real situation. The application of this strategy of theory triangulation was resulted in the forms of discussion of research findings from the point of view of the existing theories.

FINDINGS

Speakers' Problems Leading to the Use of Verbal Strategies

A great deal of the speakers has the similar problems leading to the use of strategies to compensate with problems in taking turns speaking. They employed strategies that they know with their own verbal language to face down problems as such lack of TL vocabulary and grammar, being unable to catch message, and difficulty in eliciting the TL words.

The description gets going to the problems leading to the use of

'approximation strategy' [e.g. S: "So, it means house is very traditional, and what make the place become one of the still/---/ apa sih /./ masih di/---/ apa lestarikan /./ become powering"], in taking turns speaking, the subjects stated that they used this strategy because they were unable to find out a single or a part of the appropriate desired TL words and lack of TL vocabulary item. With regard to the learners' problems leading to the use of *'word coinage' [e.g. S: "I mean that so many officemen to be in corruption"].* It means the speakers admitted that they utilized this strategy because of unknown an appropriate word to communicate a desired message and lack of TL words, Furthermore, the learners admitted that their problems leading to the use of *'circumlocution' [e.g. S: "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."]* when communicating in English due to unknown an appropriate word to convey a desired message and lack of TL vocabulary. They further argued that they used this strategy because of preventing of breaking the utterances when conveying the message to listeners.

The speakers commented that their problems leading to the use of *'literal translation /interlingual transfer' [e.g. S: "It so many tourists there, and do you know in Selebrana beach there many villas, oleh-oleh /em./ handicraft"]*, namely lack of TL words and structures, it is very difficult to find the suitable words in English. So that they utilize of the words that originated from the first language then translating literally into the TL words. They also state that in taking turns speaking, the interlocutors sometimes are unable to catch the message if unless use double languages.

The learners argued that they used '*language switch*' [e.g. S: "*May be UIN Mataram /./ it is very good. There is time in study /ah Saya belajar di UIN Mataram kebetulan /.../.",*], in taking turns speaking activities due to the lack of TL lexical and grammar, having no idea in TL about the topic, and limited TL words related to the topic. The subjects stated that it is very helpful to employ language switch since they often faced difficulties in delivering certain message due to the lacking of English lexical for the talking topic. In connection with employing of '*appeal for assistance*' [e.g. S: "*Oh, I think /./ education in Indonesia, all education from elementary increase more proper until/---/ I don't know in English but in Indonesia SMA. So like UN. What in English ujian nasional, UN?"],* the subjects mentioned some problems leading to the use of this strategy. They employed this strategy mainly because of insufficient of TL words or they were unable to recall them due to the limitation of their knowledge about the topic. Furthermore, the learner who employed '*foreignizing/interlingual transfer*' [e.g. S: "*Senggigi beach is the most famous place. There many villas, gilis, like Gili Trawangan, Gili Meno, and Gili Air."],* argued that he used it because he considered that Indonesian lexical was the TL lexical, so he utilized English plural 's' into Indonesian word.

The learners mentioned that their problems leading to the use of '*paraphrase*' [e.g. S: "*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."],* were they lack of vocabularies, they did not know what should be stated to continue their message, and paraphrasing while thinking next words. Furthermore, the speakers who used '*self-correction*' [e.g S: "*I am new there, I want ask about what is nice place there /./ [I mean a tourism place], and you can show me?"],.* stated that they used this strategy because of using inappropriate TL word and grammar in first time, replacing the confusing utterances, and making the sentence clear.

The speakers admitted that their problems dealing to the use of '*comprehension check*' [e.g. S: "*May be one of beautiful beach is Selebrana beach. Do you know Selebrana beach?"],* were the speakers wanted to know that the listeners have prior knowledge about the topic or they have understood of what the speakers have uttered. The speakers further admitted that they used this strategy because of their limited knowledge about the topic, appealing the listener could give more information about the speaking content. In addition, the speakers who used '*self-repetition*' [e.g. S: "*You can go there, [you can go there] location is far but very good to white sand, beautiful panorama. There are many villas, restaurants, cafes to visit there. If you /eh.../"],* when turn-taking in speaking argued that they used it because of their TL words limitation. They also stated that it was used to get time for thinking of the next message to convey.

Speakers' Problems Leading to the Use of Nonverbal Strategies

Regarding the speakers' problems leading to the use of nonverbal strategies in oral communication, it was found that the speakers admitted that they used CSs because of lack of TL word and grammar, they were unable to elicit TL words and to express their idea in TL language. The strategies that they employed comprise four main

categories: facial expression (smiling), gestures (head nodding, head shaking, hand raising, hand moving, and drawing something). The problems leading to the use of those strategies are depicted in each single strategy as aforementioned of four main categories.

The speakers who used the first facial expression, '*smiling' [e.g. S: "… come to enjoy there /em./ {smiling} in Senggigi beach"]*, argued that they smiled because the speakers could not convey the message properly, guilty feeling of unable to speak fluently, and feeling of anxiousness. They further stated that, it is used to support and emphasize of the special messages or interesting something which have been uttered by the speakers spontaneously.

To respond a question what is your problem leading to the use of '*head nodding strategy' [e.g. S: "I think education in Indonesia /./ cost is very big because [because] /eh.../ as of communication about student and teacher/---/{head nodding} so/--- //.../"],* the speakers admitted that they used it for asking the listener to speak, indicating that speaking should be finished, using of filled pause while thinking the words, supporting the previous message from interlocutors, as well as supporting verbal expression while thinking for the next terms. With regard to'*head shaking' [e.g. S: "May be if I think sorong serah like /em.../ what is in your culture? I forget {head shaking}"]*, as the second type of gesture, the speakers who employed this strategy admitted that there were several problems leading to the use of it when turn-taking in speaking. It exerted because of losing of the next TL words, having no idea on the topic, and lacking of TL words and structures to express the message.

Furthermore, to the third type of gesture, '*hand raising' [e.g. S: "/Eh.../ in Lombok. There are traditional houses in Lombok. The first is...{raising of hand}"]*, the speakers argued that there were some problems leading to the use of this strategy: hoping the listeners to complete message which they have uttered, showing the place for being by passed, showing the degree of number, compensating verbal message, and emphasizing the verbal message. Furthermore, the speakers' problems leading to the use of '*hand moving', [e.g. S: "In Lombok you can see many tourism places, for example you can visit Senggigi beach because there is /eh.../ you can/---/ {moving of both spread hands forwards body}"*] as the fourth type of gesture, they commented that it was used because of using long unfilled pause while thinking the TL words, making sure the listeners about very interesting and famous places, supporting the verbal expression, lacking of TL lexical, and having no more idea about the topic.

In addition, as it is admitted by the speaker, '*drawing something' [e.g. S: "Ya, ujian nasional /.../ may be test in the end of school. …*

not only grade /---/ for paper {drawing something} but also grade behavior of student itself,}"], was the manner in illustrating something without using verbal language. The speaker used this strategy when communicating because of losing the TL words to express message to the listener.

Listeners' Problems Leading to the Use of Verbal Strategies

Taking account of the importance for the researcher to find out the learners' problems leading to the use of nonverbal strategy in spoken communication, it allows the researcher to know what the learners have done as the response of what the speakers have said. For the most part the listeners have the similar problems like the speakers that lead to the use of some verbal strategies to cope with the problems in spoken communication. Most of all the problems appeared in taking turns speaking because of the learners' insufficient in TL words and structures which did not enable them in comprehending message from the speakers.

Responding to a question what is your problem leading to the use of *'language switch' [e.g. L: "Apa tadi? {asking for repetition} &{language switch}"*] when taking turns speaking, the listeners admitted that they used it because of limited TL words and having no idea in TL about the speaking content. They further explained that it was very helpful to switch the language into Indonesian to facilitate in comprehending the message. Furthermore, in relation to *'appeal for assistance' [e.g. L: " Say what? {appeal for assistance}"*], the listeners mentioned some problems leading to the use of this strategy. They employed this strategy mainly because the speakers conveyed incomplete message, whereas the listeners still needed more messages.

The listeners who used *'asking the speaker for clarification [e.g. L: "So, education is important to our lives! {asking for clarification}"]'* stated that they employed this strategy because they needed more specific messages from the speakers, message limitation was delivered by speakers, and unclear message from the speakers. Next, with regard to *'asking the speaker for repetition' [e.g. L: "In my places, /am./ /am.../ question again {asking for repetition}"]'*, the listeners stated that it was utilized by them because of unclear message and limited message from the speakers, the listeners could not get clear message from the speakers, and they needed more messages from the speakers. These facts admitted by the listeners when interviewed them by asking what in your problems leading to the use of *'asking the speaker for repetition?*

The listeners whose problems leading to the use of '*asking the speaker to add message' [e.g. L: "How about beautiful?{asking the speaker to add message}"],* argued that they used this strategy because the speakers delivered limited message to the listeners, they exerted lengthening of syllable and long unfilled pause, they could not convey more messages to the listeners, whereas, the listeners needed more messages from them. They further commented that it was utilized in order to get more messages from the speakers.

The listeners' problems leading to the use of *'guessing the speaker's message' [e.g. L: "{Places to visit?}"]* due to the speakers lost of TL words and missed key or desired words of message, they exerted lengthening of syllable when conveying the message. In addition, with respect to the last verbal strategy, *'specifying the speaker's message' [e.g. L: "Beach! {specifying the speaker's message}"],* it should be used by the listeners because of the speakers could not continue conveying message by using

long unfilled pause. The listeners also commented that the speakers sometimes asked a question in general language that made the listeners could not give an appropriate response.

Listeners' Problems Leading to the Use of Nonverbal Strategies

In the case of the listeners' problems leading to the use of nonverbal strategies, the problems are delineated in each particular strategy such as facial expression (smiling and laughing), eyes contact (gazing towards the speaker), gestures (head nodding, head shaking, hand raising, and hand moving), and posture (backward position and forward position).

The listeners who used '*smiling' [e.g. L: "Yeah, yeah {smiling}"]* when turn-taking in speaking stated that they utilized this strategy because of some problems: the speakers could not continue or convey the message properly, the speakers exerted lengthening of syllable, and the speakers switched their languages into Indonesian. They further argued that they employed this strategy because of supporting the speakers' message and asking the speakers to continue speaking.

In terms of employing gestures, particularly related to '*head nodding'[e.g. L: "Okay! {head nodding}"]*, the listeners commented on using this strategy due to lack of message from the speakers and asking the speakers to continue speaking. They further argued that the use of head nodding indicated that listeners support and agree to the speakers' message or what have been done as the giving of meaning in communication. Furthermore, the listeners who used '*head shaking' [e.g. L: "{head shaking} Can your question repeat again?"]* stated that they employed this strategy because they could not understand of what the speakers have already uttered, they did not understand of the speakers' question, responding of being unable to answer the speaker's question and disagree of the speakers' message.

The listeners who used '*hand raising' and 'hand moving' [e.g. L: "And then! {gazing towards the speaker and moving the right flat hand}"]* argued that raised their hands because of being unable to catch the message from the speakers and unclear message from the speaker, so the listeners asked for clarification. Meanwhile, the listeners moved their hands because the speakers used long filled pause, so the listeners ask them to add their messages. They further asserted that hand moving also was used when taking turns speaking to accompany verbal message and emphasize a specific term.

As a part of posture nonverbal CSs, '*backward position' and 'forward position'* also employed by the listeners in taking turns speaking. They asserted that they carried out '*backward position' [e.g. L: "Auri/---/ {backward position}"]* because the speaker's message was incomplete and the listeners could not understand of what the speakers said. Furthermore, the listeners carried out '*forward position' [e.g. L: "How? {forward position}"]* because of unclear message from the speakers, so the listeners went forward position in order to receive clear and complete message from the speakers.

DISCUSSION

In order to provide a better understanding of the learners' problems leading to the use of CSs, each of learners as the speakers and the listeners discussed separately based on their CSs categories such as verbal and nonverbal which include each independent strategy. Employing of CSs in taking turns speaking is underlain by the problems the learners face when communicating in English. In general, the learners' problems leading to the use of strategies, either verbal or nonverbal in this study are dealing with insufficiency knowledge of TL, particularly lack of mastering on TL vocabulary and grammar. However, of both problems, vocabulary is the one which the learners are most afraid of making mistakes because it as the deliverer meaning in speaking. In the reason of limitation of TL vocabulary, as a result the learners sometimes are quite apprehensive when confronting with communicating in English as they may make mistakes while taking turns speaking. Because of their limited TL words, the learners sometimes are unable to convey and receive message to each other in properly manner, so it causes of appearing problems in taking turns speaking.

Speakers' Problems Leading to the Use of Verbal Strategies

A great deal of the speakers has similar problems leading to the use of some tricks or strategies to compensate with the problems in taking turns speaking. They employed strategies that they know with their own verbal language to cope with the problems, such as problems lack of TL words, using the inappropriate words and structures, the speakers are unable to elicit TL words, and difficulty in conveying a sequence of message in the appropriate TL expressions. Furthermore, the discussion of those problems leading to the use of CSs is included in discussing of each verbal communication strategies (CS).

The problem faced by speakers was unable to find out a single or a part of the appropriate desired TL word in conveying the message. Because of it, they employed '*approximation*' or vocabulary that known due to their intention to deliver the message quickly as long as speakers could understand of being intended meaning, therefore they used the vocabulary they knew incorrect but it has the similar features in general.

With regard to the learners' problems leading to the use of '*word coinage*', the speakers utilized this strategy because of unknown an appropriate word to communicate a desired message and lack of TL word. The speakers made up a new word is better and more useful than using pause in order to maintain the communication transpired in properly way. Similar way of depiction was also presented in describing the learners' problems leading to the use of '*circumlocution*' when communicating in English. They used it because of unknown an appropriate word to convey a desired message and lack of TL vocabulary. Furthermore, they used this strategy because of preventing of breaking the utterances when conveying the message to the listeners.

The speakers whose problems in delivering the message sometimes used literal translation because of their lack of target TL words and it is very difficult to find the

suitable word in English. So that they utilized '*literal translation (interlingual transfer)*' of the words that were originated from the first language then translating literally into the TL words. When the speakers conveying message in taking turns speaking, the interlocutors (listeners) sometimes were unable to catch the message if unless used double languages. By using this strategy, it brought on the subjects could continue their oral communication.

Since no one of subjects did not employ '*language switch*' in taking turns speaking activities in this study, so this strategy was called as a very simple strategy because the subjects only switched their language in order to facilitate their communication. Language switch was brought on lacking of TL lexical as the aforementioned of the learners' problems that they faced when communicating in English. The subjects considered that it was very helpful to employ language switch since they often faced difficulties in delivering certain message due to the lack of English word related to the talking topic. It was done for continuing talking about the topic, and also as a kind of effort to avoid misunderstanding between the speakers and the listeners.

In connection with employing of '*appeal for assistance*', the subjects have some problems leading to the use of this strategy. They employed this strategy mainly because of insufficient of TL vocabularies or they were unable to recall them due to the limitation of their knowledge about the topic. That fact made the subjects seemed afraid of making mistakes, therefore they appealed assistance to the interlocutor would be better than using an inappropriate TL word. Furthermore, in the employing of '*foreignizing (interlingual transfer)*', the subject faced difficulty to differentiate between TL vocabulary items and Indonesia words because of his limited TL knowledge. Foreignizing was employed by a subject who has a problem with English plural. He considered that Indonesian lexical was the TL lexical, so he utilized English plural 's' into Indonesian lexical. The speaker employed the foreignizing because he could not differentiate whether the '*gili*' and '*baruga*' were Indonesian words or English words, so he uttered both of words like English plural because those words were existing in a sequence of an English sentence.

In the employing of '*paraphrase*', the speakers have some problems of why employing this strategy. They employed this strategy mainly because they lack of TL words or they might be thinking on what they should be uttered for the next message to continue their communication. Therefore, it better to paraphrase the language while thinking the other words. Even though the speakers paraphrased their language, they were able to express their message and the listeners could understand of what the speakers uttered.

Taking turns speaking adds extra difficulties for the speakers who lack of TL vocabulary and grammar; nevertheless, they were sometimes able to polish up their language by '*self-correction*'. This strategy employed because of using inappropriate TL expression in first time, so the speakers realized that it should be revised in order to facilitate the listener understood the message. The speakers used self-correction in order

to deliver the right message; therefore, they corrected and clarified to the expressions that they expressed incorrectly to avoid misunderstanding to each other.

In spite of the fact that partly of the speakers is insufficient knowledge of TL words and structures, they could get the better of taking turns speaking. It showed by their acts when conveying the message, they sometimes used '*comprehension check'* to the listener to make sure the listeners have prior knowledge about the topic or they have understood of what the speakers have just uttered. The speakers used this strategy because of their limited knowledge about the topic or appealing the listener could give more information about the topic.

The speakers exerted that using '*self-repetition'* when taking turns speaking because of their target language words and structures limitation. They used repetition when taking turns speaking in order to have time for thinking the next message to convey. Repeating the words or phrases enabled speakers to elicit or at least to comprehend words and structures related to the topic or concept that they should be delivered to interlocutors. Moreover, they also employed this strategy in order that message could be received by the interlocutors (listeners) in the better understanding.

Speakers' Problems Leading to the Use of Nonverbal Strategies

The discussion on the speakers' problems leading to the use of nonverbal CSs is presented in two mains categories: facial expression (smiling), gestures (head nodding, head shaking, hand raising, hand moving, and drawing something). The problems leading to the use of those strategies are depicted in each single strategy as aforementioned of four main categories.

Dealing with facial expression, '*smiling'*, speakers employed this strategy or smiling because they could not convey the message properly, guilty feeling of unable to speak fluently, and feeling anxiousness. Besides that, it was done to support and emphasize of the special messages or something that were interesting and fun that have uttered by the speakers spontaneously.

The speakers' problems leading to the use of '*head nodding'* as the first type of nonverbal CS gesture in oral communication, that they used it for asking the listener to speak, indicating that speaking should be finished, using filled pause while thinking the words, supporting the previous message from interlocutors, and supporting verbal expression while thinking for the next words. With regard to '*head shaking'* as the second type of nonverbal gesture, the speakers utilized this strategy because they faced several problems, such as losing of the next TL words, having no idea about the topic, and lacking of TL words and structures in conveying the message to the listeners.

The third type of gesture is '*hand raising'*; the subjects faced some problems leading to the use of this strategy, such as in hoping the listeners to give or complete message which they have uttered, showing the place for being by passed, showing the degree of number, compensating verbal message, and emphasizing the verbal message.

In addition, the speakers' problems leading to use '*hand moving*' as the fourth type of gesture were because of using long unfilled pause while thinking the words, making sure the listeners about very interesting and famous places, and supporting the verbal expression. Other problems of the speakers were unknown TL words for being used, lack of TL lexical, and no more idea about the topic.

The speaker who '*drew something*' was a manner in illustrating something without using verbal language. The speaker implemented this strategy when communicating because of losing the TL words for being used in delivering message to the listener. Drawing something aimed at item or thing that needed to be depicted as the conveying of meaning in oral communication.

Listeners' Problems Leading to the Use of Verbal Strategies

Almost all of the learners' problems appearing when turn-taking in speaking due to lack of TL lexical which did not enable them to comprehend the message from the speakers.

The listeners' problems leading to the use of '*language switch*' when communicating in English because of both limited TL words and no idea in TL about the speaking content. It was very helpful to switch the language into L1 (Indonesian), otherwise, they were sometimes unable to comprehend message since it was delivered in English all. Furthermore, in relation to '*appeal for assistance*', the listeners have some problems leading to the use of this strategy. They employed this strategy mainly because the speakers conveyed the incomplete message to the listeners. They also used it because they needed more messages from the speakers.

Best part of all subjects as the listeners used '*asking the speaker for clarification*' as a strategy; the listeners employed this strategy because of both needing more specific message from the speakers and limitation of message delivered by speakers, as well as unclear message from the speakers. Next, with regard to '*asking the speaker for repetition*' was considered as the verbal strategy in this study. This strategy was utilized by listeners because of unclear message from the speakers, limited message from the speakers, the listeners could not get clear message from the speakers, and the listeners needed more message from the speakers.

The underlying problems for the listeners who employed '*asking the speaker to add message*' were the speakers delivered the limited message to the listeners, they exerted lengthening of syllable, and they also used unfilled and long unfilled pause that made them could not convey more message to the listeners, whereas, the listeners needed more message from them. In addition, the listeners utilized this strategy because they could not receive clear and complete message from the speakers, whereas, they needed more messages about the speaking contents that were essential regard in oral communication.

In order to overcome some of the limitation in comprehending message from the speakers, the learners employed the strategy of *'guessing the speaker's message'*. It employed because of the speakers lost of TL words, missed for key and desired terms of the message. Their using of lengthening of syllable when conveying the message could prove this case. In addition, with respect to the last verbal strategy employed by the listeners, *'specifying the speaker's message'*, it should be used by the listeners because of the speakers could not continue the message by using long unfiled pause. The listeners also used this strategy because the speakers sometimes asked question in general language to the listeners, therefore, it should be specified in order to facilitate in giving response for it.

The Listeners' Problems Leading to the Use of Nonverbal Strategies

The discussion of listeners' problems leading to use of nonverbal strategies are delineated in each particular strategy, namely facial expression (smiling), gestures (head nodding, head shaking, hand raising, and hand moving), and posture (forward position).

For the most part of the subjects as the listeners used '*smiling strategy'* (smiling)*'* when turn-taking in speaking. They utilized this strategy because of some problems, such as the speakers could not continue conveying the message properly, the speakers used lengthening of syllable, and the speakers switched their language into L1 (Indonesian). They also employed this strategy because of supporting the speakers' message and asking the speakers to continue speaking.

In connection with employing gestures, particularly related to '*head nodding'*; the listeners used this strategy because of limited message from the speakers, so asking them to continue speaking. The listeners also nodded their heads to indicate for supporting and agreeing to speakers' message or what have done was giving meaning when communicating. In the similar way with this; '*head shaking'* was also a strategy employed by the listeners. They utilized it because they could not understand of what the speakers said and they could not understand the speakers' question, so that, it should be asked again for repetition. Besides that, using of head shaking indicated the listeners' responses of being unable to answer the speakers' questions and their disagreement of the speakers' message.

The other gestures that the listeners employed were '*hand raising'* and '*hand moving'*. With respect to the former, the listeners raised their hands because of being unable to catch the message from the speaker and unclear message from the speaker, so the listeners asked for clarification. Meanwhile, in relation to the latter, the listeners utilized it because the speakers used long filled pause, so the listeners asked them to add their message. Moving of hand was also used when taking turns speaking for emphasizing to specific terms and accompany of verbal message.

"*Forward position'* was included as a part of posture nonverbal strategies for listeners in taking turns speaking. The listener carried it out because the speaker's message was incomplete; it brought on the listener could not understand of what the

speaker said. It was employed by the listeners because of unclear message from the speakers. Therefore, the listeners went forward position for receiving the clear message in order to comprehend it. They utilized this strategy because they could not get complete message from the speakers.

Having delineated and discussed the communication strategies employed by the learners as the speakers and the listeners both verbal and nonverbal in the present study, some of those were supported by communication strategies proposed by Tarone and Mei & Nathalang as the theoretical bases of this study. The modification of communication strategies adopted from Tarone and Mei & Nathalang, consisting of three new verbal strategies employed by the speakers (self-correction, comprehension check, and self-repetition) and five new verbal strategies employed by the listeners (asking the speaker for clarification, asking the speaker for repetition, asking the speaker to add language, guessing the speaker's message, and specifying the speaker's message), is revealed in this study.

The eight new categories of verbal communication strategies which are revealed in this study have contributed to the descriptions of how the speakers and listeners performed when taking turns speaking in English spoken communication. These new findings of verbal communication strategies can give contribution to the theory of communication strategies and enrich insight on communication strategies related to teaching speaking.

The finding aforementioned implies that the medium and the low English proficiency learners more frequently employed verbal and nonverbal CSs than the learners whose English proficiency is high. The different frequency use of communication strategies among high, medium, and low English proficiency learners is caused by different their communicative competence as the ability underlying speaking proficiency.

CONCLUSION

A great deal of the learners' problems leading to the use of strategies, either verbal or nonverbal in this study, dealt with insufficient knowledge of TL, especially lack of TL vocabulary and grammar and not knowing about speaking content. But of those problems, vocabulary is the one which the learners are most afraid of making mistakes because it is considered as the deliverer of meaning in speaking. In the state of TL vocabulary limitation, the learners sometimes are quite apprehensive when communicating in English as they may make mistakes while taking turns speaking. Because of their limited TL terms, the learners sometimes are unable to convey and receive the message to each other in a proper way, so the problems emerge of turn-taking in speaking.

There were ten categories of verbal CSs employed by the speakers, including word coinage, circumlocution, literal translation, language switch, appeal for assistance, foreignizing, paraphrasing, self-correction, comprehension check, and self-repetition. Of

ten verbal strategies, language switch is the most frequently employed by the speakers. Meanwhile, seven categories of strategies are related to nonverbal CSs employed by the speakers: smiling, head nodding, head shaking, hand raising, hand moving, and drawing something. Of seven nonverbal strategies, hand moving is the most frequently used by the speakers. In addition to the modification of CSs adopted from Tarone and Mei & Nathalang typologies of CSs, three new verbal strategies (self-correction, comprehension check, and self-repetition) are revealed from this study. These new categories have contributed to the descriptions of how the speakers performed the taking of turn while talking in English.

With regard to CSs employed by listeners, verbal CSs consist of seven categories of strategies: language switch, appeal for assistance, asking the speaker for clarification, asking the speaker for repetition, asking the speaker to add language, guessing the speaker's message, and specifying the speaker's message. Meanwhile, in relation to nonverbal CSs employed by the listeners, six strategies are found: smiling, head nodding, head shaking, hand raising, hand moving, and forward position. Of six verbal and nonverbal strategies, asking the speaker for clarification and smiling are the most frequently employed by the listeners. Furthermore, the modification of CSs adopted from Tarone and Mei & Nathalang typologies of CSs, five new verbal strategies are revealed in this study: asking the speaker for clarification, asking the speaker for repetition, asking the speaker to add language, guessing the speaker's message, and specifying the speaker's message. These new categories have contributed to the descriptions of how the listeners performed taking turns speaking in English.

Communication strategy can benefit the learners in improving their English-speaking skill 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 communication strategies, such as the learners' speaking proficiency development is influenced by their ability to use CSs; and they lead the EFL learners 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.

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