

**A STUDY OF COMMUNICATION STRATEGIES USED BY
THE FOURTH-SEMESTER STUDENTS OF ENGLISH
DEPARTMENT IN DISCUSSION AND DEBATE
CLASS AT MUHAMMADIYAH UNIVERSITY
OF PURWOREJO IN ACADEMIC YEAR
OF 2012/2013**

A THESIS

**Submitted to the English Department of the Teacher Training and
Educational Science Faculty of Muhammadiyah University of
Purworejo in the Partial Fulfillment of the Requirement for
Sarjana Pendidikan Degree**



**By
Nian Sekar Jatiningrum
NIM. 092120050**

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOREJO
2013**

APPROVAL SHEET

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Approved by:

The Dean Faculty of Teacher Training
and Educational Sciences



[Signature]
Des. H. Hartono, M.M.

NIP. 19540105 198103 1002

The Consultant

[Signature]
Sudar, M.Pd.

NIDN. 0612047102

RATIFICATION SHEET

A STUDY OF COMMUNICATION STRATEGIES USED BY THE FOURTH-SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN DISCUSSION AND DEBATE CLASS AT MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN ACADEMIC YEAR OF 2012/2013

A THESIS

Submitted to the English Department of the Teacher Training and Educational Sciences Faculty of Muhammadiyah University of Purworejo in the Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree

Accepted by the Board of Examiners of Teacher Training and Educational Sciences Faculty of Muhammadiyah University of Purworejo and declared to have fulfilled the requirement to acquire *Sarjana Pendidikan* Degree in English Department.

The Board of Examiners

Signature

1. The First examiner : Semi Sukarni, M. Pd.
2. The Second examiner : Juita Triana, M. Pd.
3. The Third examiner : Sudar, M. Pd.



The Dean Faculty of Teacher Training
and Educational Sciences



[Signature]
Drs. H. Hartono, M.M.
NIP. 19400651981031002

The Head of English Department



[Signature]
Semi Sukarni, M.Pd.
NIDN. 0624057001

CLARIFICATION LETTER

Hereby I who sign in the following,

name : Nian Sekar Jatiningrum

NIM : 092120050,

state thruthfully that the thesis entitled “A Study of Communication Strategies Used by the Fourth-Semester Students of English Department in Discussion and Debate Class at Muhammadiyah University of Purworejo in Academic Year of 2012/2013“ is originally my own work. It neither is a plagiarism, nor made by others. The things related to other people works have been written in quatitions and included within bibliography.

Purworejo, 29th August 2013

A handwritten signature in black ink, appearing to read 'Nian Sekar Jatiningrum', with a horizontal line underneath.

Nian Sekar Jatiningrum

MOTTO

☺ God never changes people's fates, only if they try to change themselves.

(Q.S. Ar-Ra'du: 11)

☺ Two little mice fell in a bucket of cream. The first mouse quickly gave up and drowned. The second mouse, wouldn't quit. He struggled so hard that eventually he churned that cream into butter and crawled out. Gentlemen, as of this moment, I am that second mouse.

(Frank W. Abagnale)

☺ If she had wings, she would fly away. And another day, God will give her some.

(James Blunt)

☺ Shine in a new chance, act in a difference!

(The Researcher)

DEDICATION

I dedicate this thesis to:

1. ALLAH SWT, who always gives Hand in every step I take.
2. My Mom. Thank you so much for giving me chance to step my feet on this world.
Every single moment we got is a happiness to remember.
3. My beloved Grandma, who guided me to be a woman. I'm so grateful having you who prayed and dedicated your life for me only. I do now!!!
4. My family, Bude Nur, Pakde Didit, Pakde Karno, and Bude Yayuk. They are my parents who support, facilitate, and guide me always. Thank you.
5. My best partner ever, Akhmad Supriyadi. I'm so grateful that you give me the encouragement.
6. My classmates, the B Class. You make my day, pals!
7. All my friends in ESA and UKM ESC, who spread unpredictable idea always!
8. All the English Department students of Muhammadiyah University of Purworejo.
You're great as you make it yourself! Take your step forward and don't be doubt to advance.
9. MYSELF. You did great. Thanks for doing your best for this round, and let's prepare to face the next! 😊

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This thesis has been accomplished with the assistances of the following people. The writer takes great pleasure in expressing her sincere gratitude to all of them.

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5. All of her friends in the English Department of Muhammadiyah University of Purworejo.

To all of you, May Allah S.W.T gives the happiness in this world and hereafter, and may His blessing shines all walks of their lives.

Purworejo, 29th August 2013

A handwritten signature in black ink, appearing to be 'Nur Hafidha', written in a cursive style.

The writer

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ABSTRACT

Jatiningrum, Nian Sekar. 2012. A Study of Communication Strategies Used by the Fourth-Semester Students of English Department in Discussion and Debate Class at Muhammadiyah University of Purworejo in Academic Year of 2012/2013. A thesis English Department Faculty of Teacher Training and Educational Sciences of Muhammadiyah University of Purworejo.

Consultant: Sudar, M. Pd.

Communication strategies become beneficial in overcoming the communication gaps. This research focuses on the study of communication strategies used by the fourth-semester students of English Department in Discussion and Debate Class at Muhammadiyah University of Purworejo in academic year of 2012/2013 which aims to investigate the types of communication strategies and to find the most dominant type of communication strategies used.

Qualitative method is used to conduct this research. The subject of this research is the fourth-semester students of English Department at Muhammadiyah University of Purworejo. The data was collected by recording students' speech which is analyzed to describe and to explain in detail phenomenon of communication strategies used in the real situation.

The result of this study showed that students performed the various types of communication strategies. This research conducts the typology of communication strategies proposed by Faucette (2001). There are eleven types of communication strategies performed by students: approximation (9.01%), circumlocution (3.60%), borrowing (11.71%), foreignizing (1.80%), word coinage (16.22%), topic avoidance (5.41%), message replacement (6.31%), abandonment (10.81%), appealing for assistance (8.11%), non-verbal (5.41%), and time-stalling devices (21.62%). The researcher found that time-stalling devices became the most dominant strategy used. The researcher expects that the other researchers will be interested in conducting researches about communication strategies because it is so close to the learners' interlanguage in acquiring L2. It is also possible to other researchers to conduct the same research in the different sources of data.

Keywords: communication strategies, Discussion and Debate Class

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CHAPTER I

INTRODUCTION

Language aids people to effectively send and receive message through a communication. The main goal of learning a foreign language is to be able to communicate. However, no people can perfectly perform their language even the native speakers cannot. Foreign learners may find gaps when they use the target language in a communication. As a result, communication strategies turn as the attempts to overcome the gaps in communication.

A. Background of the Study

Ramelan (1992: 8) proposes that language can express man's ideas and wishes to other people such as when he needs help so that close operation among members of group can be carried out. Language plays important role for humans as a means to cooperate with others. It can be hardly imagined that humans deliver nothing about what they want because they fail to use language. It causes them live all alone by themselves without anyone accompanying them. Therefore, language facilities people to interact with their social group. However, there are various languages used by people according to their social group.

Holmes (2000: 73) states that over half the world population is bilingual, and many people are multilingual. There are number of languages because they need them for different purposes in their everyday interaction. It

proves that each variety of language appears to serve the particular context of communication as a useful language. Indonesians master at least national language that is *Bahasa Indonesia* and their regional language. Well-educated people usually master foreign languages, such as English, Japanese, French, etc. This shows that Indonesians apply their multilanguage.

However, multilanguage becomes such barrier for people in conveying their messages. Therefore, English emerges as the useful language to help people conveying their messages to others across nations who have different language. It becomes the means of communication among people in the world, which is called as international language. Considering the function of English as the international language, Indonesia becomes country who concerns to learn English. English becomes foreign language mostly learnt by Indonesians in school. Indonesian government arranges the study of English through education institutions which are accessed in both formal and informal institutions. Applying English in formal institutions as a subject makes Indonesians have to get and to learn English in purpose to prepare facing the global competition era. Learning and communicating in English encourages Indonesians to conduct relationship with other countries without being afraid to reach the desire in conveying the messages.

Learning and using foreign language are probably difficult for Indonesian. The differences of both native language (L1) and foreign language (L2) – which is defined by Ellis (1997: 3) as any language that is learned subsequent to the mother tongue. It refers to third-language learner, fourth-

language learner, or foreign-language learners – cause the barriers appear. The inadequate knowledge of the target language influences second-language (L2) learners understand their interlocutor messages and produce any correct forms in their target language. Second-language (L2) learners may often experience a problem in saying what they want because they lose the word or even do not know it before.

Bialystok (1990) in Ya-Ni (2007: 43) points that “the familiar ease and fluency with which we sail from one idea to the next in our first language are constantly shattered by some gaps in our knowledge of a second language”. The gaps may be in the form of a word, a structure, a phrase, a tense marker or an idiom. Thus, L2 learners try another way to overcome the gaps in order to make their interlocutor understand. Dörnyei (1995: 58) finds the example that L2 learner uses approximation word “ship” for saying “sail boat” when she cannot meet the word “sail boat” in her knowledge of target language.

The need to keep the communication continuously running makes Indonesians as foreign-language (L2) learners, then, use the other ways to overcome the problem of the communication by using the knowledge they have acquired. The way as L2 learners used in paraphrasing her “lost word” appears as a strategy. This strategy is needed as a trick to overcome the communication problem because of the lack of the knowledge. The communication problem as the example above obviously occurs in L2 learners’ interlanguage communication. Thus, learners often use this attempt to reach same meaning between speaker and their interlocutor.

Dörnyei and Scott (1997: 202) point that every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication is called as communication strategies. Furthermore, communication strategies are simply defined as language devices used to handle communication problem. Thus, the L2 learner applies communication strategy in her attempt to paraphrase her “lost word“. Communication strategies occur in learner’s communication as the phenomenon in using the restricted language in such a way to transcend her language limitation. Therefore, the typology of communication strategies were proposed by Faucette (2001) regarding on the type of the learners’ attempt in determining their intended meaning.

The researcher studied the communication strategies used by foreign-language (L2) learners in Discussion and Debate Class taken by the fourth-semester students of English Department at Muhammadiyah University of Purworejo in academic year of 2012/2013. Students are intentionally forced to speak spontaneously with the knowledge of the target language they have acquired to convey their meaning in Discussion and Debate Class. They are not allowed to fully read any note that they have made before.

The possibility in facing any problem on the communication appears as the nature of their proficiency in using their target language. Thus, students can show their interlanguage of their second language acquisition. Having problem on L2 learners’ communication may drive them to use the

communication strategies as the ways to determine the intended meaning which is inadequate in L2 learners' knowledge.

Performing discussion and debate in a class, in the other hands, leads them being able to fluently perform their English in a communication. Students of English Department must have capability to speak in English for becoming teacher to be. Their way in performing English becomes one of the sources and the examples for the students how to speak in English well. Furthermore, speaking in English well is very important for students of English Department, not only for the daily communication but also for explaining the materials that must be understood by the students when they truly become teachers. Thus, the English Department students need to have strategies to break down the communication problem that may they face to product any fluency and easy-understood meaning, especially as a knowledge to prepare them to be a teacher.

Researcher conducted this study to find out that communication strategies occur in the students' speech in Discussion and Debate Class. The Faucette's (2011) typology of communication strategies can be conscious options to overcome communication barriers of L2 learners. Knowing the students' conscious strategies in overcoming the problem of communication because of the lack of target-language knowledge develops L2 learners' ability to make their interlocutors understand the messages they convey. Communication strategies, then, help teaching and learning processes in

classroom as the ways to facilitate the interaction and communication among teachers and students and among students.

B. Statements of the Problems

Based on the study, the researcher focuses her attention on the following problems:

1. What are the types of communication strategies used by the fourth-semester students of English Department in Discussion and Debate Class?
2. What is the most dominant type of communication strategy used by the fourth-semester students of English Department in Discussion and Debate Class?

C. Objectives of the Study

The objectives of the study are as the following:

1. To classify the types of communication strategies used by the fourth-semester students of English Department in Discussion and Debate Class.
3. To know the most dominant type of communication strategy used by the fourth-semester students of English Department in Discussion and Debate Class.

D. Significance of the Study

This study investigates the facts of communication strategies used by the fourth-semester students of English Department in Discussion and Debate Class which is expected to make contributions for those:

1. Teachers

By knowing communication strategies used by the students, teacher can lead the students to apply communication strategies as a way to solve communication problem, know the students' proficiency in performing the target language, and use communication strategies in order to convey meaning in a communication with their students.

2. Students

Students perform communication strategies as a way to solve their inadequate knowledge of target language in conveying message in a communication, to know the development of their interlanguage in learning the target language, and to get fluency and easy-understood speech when they speak in front of the class as a real teacher.

E. Limitation of the Study

The researcher focused her study on the communication strategies used by the fourth-semester students of English Department at Muhammadiyah University of Purworejo in academic year of 2012/2013 when they delivered their speech in Discussion and Debate Class. The researcher investigated the types of communication strategies and found out

the most dominant type of communication strategies used by the fourth-semester students of English Department

F. Definition of the Key Terms

In understanding this thesis, the researcher and the readers should have the same interpretation to avoid misinterpretation on the topic discussed.

1. Study

A detailed consideration or investigation of a subject (Hornby, 1995: 1187).

2. Communication strategies

Every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication. (Dörnyei and Scott, 1997: 202)

3. Student

A person who is studying at a university or college (Hornby, 1995: 1187).

4. Discussion and Debate Class

A class which the students are taught together to discuss a certain topic and to learn how to deliver a formal argument of discussion of a question with two or more opposing speakers.

G. Organization of the Thesis

This thesis is divided into five chapters:

Chapter I is Introduction. This chapter consists of background of the study, statements of the problem, objectives of the study, significance of the study, limitation of the study, definition of the key terms, and organization of the thesis.

Chapter II is Review of Related Literature. In the second chapter, review of related literature is presented.

Chapter III is Research Methodology. This chapter consists of type of the research, object of the study, source of the data, instrument of the research, technique of collecting data, technique of data analysis, unit of analysis, and time and place of the research.

Chapter IV is Research Finding and Discussion. This chapter shows the research finding and discusses the findings of the types of communication strategies and the most dominant type of communication strategies used by the fourth-semester students of English Department in Discussion and Debate Class.

Chapter V is Conclusion and Suggestion. This last chapter contains some conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of literature related to the study. The aim is to give supporting guidance to the researcher in accomplishing her research. This chapter elaborates Previous Study, Second Language Acquisition, Communication Strategies and Discussion and Debate.

A. Previous Study

Communication strategies have been investigated by several researchers. Effendi (2009) conducted a research entitled “English Communication Strategies Used by English Club Participants at PT Semen Padang”. He observed types of communication strategies and the causes of errors in oral communication among participants and motivator. The record of the conversation was analyzed to know the type of communication strategies used and the errors. The type of communication strategies was related to the theory of Schedmit (1983) and Brown (1980). The causes of errors were analyzed using Sarosdy’s theory (2001). There were 8 types of communication strategies used by the participants in this research: avoidance, appeal to authority, personality style, language switch, repetition, paraphrase, self correcting, and asking confirmation. The errors appeared were because of language transfer, and over generalization. Effendi in this research concluded that communication strategies had given benefit to help the participants

overcoming their communication problem that is because of the lack of vocabulary and grammatical errors.

Daqaruni and Yaqubi (2011) investigated a research towards the role of communication strategies in a research entitled “New Approach to Communication Strategies: The Case of Iranian EFL Teachers”. This study focused on the CSs used in teachers’ talk which had two research questions: what types of communication strategies occur in Iranian non-native English teachers’ talk within Iranian EFL contexts and which type of communication strategy is most frequently used by Iranian non-native English teachers within Iranian EFL contexts. The first research question examined how they dealt with linguistic gaps in their interlanguage repertoire by investigating general patterns of their talk in the classroom context. Regarding the second research question, the overall frequencies of CS types revealed that approximation (72%) was significantly the most frequent type of communication strategies. The second most frequent CS is avoidance (10.6%). The third CS type, in terms of frequency, is circumlocution (6.4%). The other five CS types, appeal for assistance, miming, code switching, word coinage and literal translation which has occurred with the lowest frequency respectively.

Asmah (2009) also found the the most dominant type of communication strategies in her research “Communication Strategies Used By The 2009 1st Year Students English Department at The North Sumatra University: A Case Study”. This research was conducted according to Tarone’s (1977) theory of communication strategies. The types of strategies

analyzed in this research were paraphrase theory (approximation, word coinage, and circumlocution), falling back theory (translation from L1, language switch, appeal for instance, and Mime) and avoidance theory. The descriptive qualitative method was used to analyze the data for getting result that the most dominant strategy used was approximation (32,77%). The other type of communication strategies were language switch (22,22%), translation from L1 (20,00%), word coinage (8,33%), circumlocution (6,11%), appeal for instance (5,55%) and Mime (2,77%).

Huang (2010) in her research “Exploring Factors Affecting the Use of Oral Communication Strategies” investigated the factors influencing the oral communication strategies of Technological University students in Taiwan. Ninety-eight sophomore students of Lunghwa University of Science and Technology participated in it. The study found that students most often employed message reduction and alternation strategies and least often employed message abandonment strategies. Students’ self-perceived oral proficiency, the frequency of speaking English and motivation in speaking English were significantly correlated with the use of oral communication strategies. However, gender and English proficiency did not have any effect on the use of oral communication strategies. Thus, the inquiry highlights the importance of functional practice and intrinsic motivation in the development of communication strategies and oral competence.

The previous studies above have shown the investigation of communication strategies to overcome the communication barriers in various

points of view. There are similarities found in those previous studies to this study. All the previous studies above have same objective with this research that is to investigate the type of communication strategies used. The second objective of the research of this study is also same with Asmah's study (2009) and Daqaruni and Yaqubi's study (2011) which is to find the most dominant strategies used. Moreover, the subject in this research is similar to that in Asmah (2009) and Huang (2010). They are L2 learners who are students of university.

However, the differences are also seen in several points. First, the second objective of the study in Effendi (2009) which is investigation of the causes of error in communication and in Huang (2010) which is about the factors affecting the choice of communication strategies are different from that of this research which is to find the most dominant communication strategy used. Second, the point of subject of the research in Effendi (2009) and Daqaruni and Yaqubi (2011) are different from that in this study. The subject of this study is L2 learners. Meanwhile, the subject of the research in Effendi (2009) is L2 learners and the motivator, and subject of the research in Daqaruni and Yaqubi (2011) is non-native teachers. In addition, there are different theory of CSs conducted. Effendi (2009) classified the use of CSs according to Shedmid (1983) and Brown (1980). Daqaruni and Yaqubi (2011) and Asmah (2009) used typology of CSs proposed by Tarone (1978). Meanwhile, Huang (2010) used the combination of typology of CSs proposed by the previous researches of communication strategies.

B. Second Language Acquisition (SLA)

Second Language Acquisition is “the study of the way in which people learn a language other than their mother tongue, inside or outside of a classroom” (Ellis, 1997: 3). It shows that people’s second language acquisition may take place in both a naturalistic and an instructional setting. People learn language in naturalistic setting when social situation occurs as its circumstance. An instructional setting occurs when learners get guidance from reference or classroom interaction in learning language. However, Ellis (1994: 15) points out that it may not necessarily differ how learners acquire their second language according to the setting because the scope of SLA includes both formal and informal setting.

Second Language Acquisition (SLA) identifies the process of how learners acquire their second language (L2). The development of acquiring second language leads to the question how L2 learners pick up the knowledge of the target language. The study of SLA in finding out how learners acquire their second language (L2) which does not meet by asking the successful learners how they did. SLA finds out what learners actually do when they try to learn an L2 because they must not be aware of the actual learning process they are engaged in. Thus, the way to know the process of learners acquire their L2 in the study of SLA is by collecting sample of learners’ language and analyzing it.

Ellis (1994: 15) also states that the goal of SLA is the description and the explanation of the learner’s linguistic or communicative competence. The

aspect of learner language is described as its change over time. The explanation of why learners acquire a second language in the way they do is necessary to identify as a factor that accounts for. Therefore, SLA is multifaceted phenomenon that has come to mean different things to different people. The various differences among learners in learning an L2 are seen that a learner may be to better at it than the others. Ellis (1997: 4) notes the goal of SLA in explaining the process of L2 acquisition is by identifying the external and internal factor that cause the differences among learners. The former is the social condition in where learning takes place. The condition is regarding on the influence of input (sample of language to which a learner is exposed), the opportunity that learners have to hear and to speak, and the attitude that they develop toward it. Meanwhile, the internal factors relate to (1) cognitive mechanism how learners are enable to take information about L2 from the input, (2) world general knowledge which helps learners to understand L2 input, (3) communication strategies which are decided to make effective use of learners' L2 knowledge, (4) whether learners are equipped with knowledge of how language in general works to help them in learning an L2, and (5) the explanation of learners vary in the rate of learning an L2 and how successful they ultimately are.

The term which has close relation with communication strategies in SLA is interlanguage. Ellis (1997: 31) defines interlanguage as “the system that has been developed by a learner of L2 who has not become fully proficient yet, but is approximating the target language”. Ellis (1994: 351) claims that

“strategies of L2 communication (CSs) are identified as one of the principal cognitive processes responsible for L2 acquisition in the term of learner’s interlanguage”. Thus, SLA is the study that covers the use of communication strategies.

Furthermore, the relation between SLA and communication strategies is proposed by Tarone (1980) in Wei (2011: 44) that any kinds of communicative strategies can contribute to successful SLA. Communication strategies are to successfully achieve communicative goals and they are particularly important for language learners with restricted language knowledge to effectively communicate in the target language. There is also a close connection between CSs and Second Language Acquisition according to Freeman (1991) in Binhayeerong (2009: 10) who points out that communication strategies is helpful for L2 acquisition because they enable learners to keep the conversation going and thereby provide more opportunities for input in the target language.

C. Communication Strategies

1. Concept of Communication Strategies (CSs)

Dörnyei and Scott (1997: 202) investigate that the term of communication strategy means every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication is called as communication strategies. Faucette (2001: 1) states the definition of communication strategies as the

ways in which individual speaker manages to compensate for communication gaps between what she wishes to communicate and her immediately available linguistic resources. Ellis (1994: 396) defines communication strategies as the strategies used by learners to overcome the inadequacies of their interlanguage resources. Cohen (1996: 4) states that communication strategies focus on approaches to convey meaningful information that is new to the recipient. In addition, Bialystok (1990) in Ya-Ni (2007: 44) shows four definitions relating to communication strategies:

- a. A systematic technique employed by a speaker to express his meaning when faced with some difficulty (Corder, 1977).
- b. A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980).
- c. Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983a).
- d. Techniques of coping with difficulties in communicating in an imperfectly known second language. (Stren, 1983.)

Thus, communication strategy is simply defined as language device to overcome communication problems. Although the learner produces interlanguage forms which are syntactically correct, she still may not produce forms which communicate her intended meaning. Thus, all above

the definition reveals the same idea that communication strategies are to solve the communication problem by applying some techniques.

Bialystok (1990) in Binhayeerong (2009: 8) coins although the aforementioned definitions of communication strategies are different in detail, the definitions converge on three similar features, namely problematicity, consciousness, and intentionality. Problematicity is the idea that strategies are used only when a speaker perceives that there is a problem which may interrupt communication. Consciousness is one characteristic identified in definitions of communication strategies. Speakers are aware when they employ communication strategies in their communication process. They select various communication strategies to interpret and to convey a meaningful and comprehensive message. Intentionality is the last criterion in defining communication strategies. It refers to the learner's control over a repertoire of strategies so that particular ones may be selected from the range of options and deliberately applied to achieve certain effects.

By knowing the definition of communication strategies, we get point that the function of communication strategies is to be primarily to negotiate an agreement on meaning between two interlocutors. Moreover, communication strategies are used as the attempts to solve the communication problem which occurs because of the lack of L2 knowledge. Dörnyei and Scott (1997: 186) agree that the main purpose of CS use is to manage communication problems.

Communication problem becomes a reason how L2 learners apply their communication strategies. According to the study of Ya-ni (2007: 43), she outlines several problems when students communicate in English. There are (1) no intention of communicating in English, (2) the difference of the native language and the target language which may cause difficulties in various stages of interlanguage, and (3) no idea about how to cope themselves when they are comforted with some words they do not know. In addition, Kormos (2006: 137) distinguishes the main problem sources in L2 communication: (1) L2 resource deficits, (2) processing time pressure, (3) perceive deficiencies in one's own language output, and (4) perceive deficiencies in the interlocutor's performance. Communication strategies become so helpful to overcome these problems.

Canale (1980) in Hie (2008: 20) points to two main reasons why learners try to master verbal and non-verbal communication strategies: (1) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more areas of communicative competence and (2) to enhance the effectiveness of communication. Communication strategies are, then, used primarily to deal with lexical problems (Ellis, 1997: 5), such as when a learner does not know the word for "art gallery", he refers to it as "a picture place". Furthermore, communication strategies can also be used to get around a grammatical problem. They are used as attempts to bridge the gap between the linguistic knowledge of the second-language learner and the

linguistic knowledge of the target language interlocutor in a real communication situation.

The work of communication strategies points to a phenomenon which has been shown to occur in interactions of interlanguage speakers with others. This phenomenon consists of the fact that second language learners are able to use their restricted language in such a way as to transcend its limitation. Thus, communication strategies appear as description of the learners' pattern of the use of what they know as they try to communicate with speakers of the target language.

It is clear from the understanding of communication strategies that there are a lot of barriers that may be faced by L2 learners regarding on the communication situation. Mastering strategic skills for communicating in a target language entails the ability to transmit information to the hearer and to give correct information. It also includes the mastery of communication strategies which is used to deal with problems that may arise in the transmission of the information.

According to Stern (1992) in Binhayeerong (2009: 10), L2 learners can better improve their communicative skills if they are able to use a wide variety of communication strategies appropriately. In addition, Faucette (2001: 6) believed that communication strategies would serve as an excellent means for less proficient learners to maintain the conversation, L2 resulting in the opportunity to receive more language input and improve their language ability. Thus, communication strategies

serve an excellent means for less proficient learners to have the tools to maintain the conversation which provides the opportunity to receive more L2 knowledge and language ability improvement.

2. Typology of Communication Strategies

Knowledge of CSs provides greater opportunities to continue a conversation and to avoid falling into silence. These strategies provide variety of ways and linguistic devices to be used in solving communication problems and to negotiate meaning. CSs have been documented and classified into number of typologies which offer learners the optional strategies to apply while interacting in a communication.

In this research, Faucette's (2001) typology of communication strategies is used as the most recent typology proposed. In the previous study, Faucette's (2001) describes the role of communication strategies from pedagogical point of view which appeared in English language teaching materials. Thus, it means that Faucette's typology consists of communication strategies which are common to use in classroom context. Faucette's (2001) typology of communication strategies is outlined and illustrated in Table 1.

Table 1
Typology of Communication Strategies by Faucette (2001: 14)

No.	Communication Strategies	Description
1.	<p>Achievement</p> <p>a. Conceptual</p> <p>(1) Approximation/ Generalization</p> <p>(2) Circumlocution/ Paraphrase</p> <p>b. Code</p> <p>(1) Borrowing</p> <p>(2) Foreignizing</p> <p>(3) Word coinage</p>	<p>Using an alternative expression which may not express exactly what you mean, e.g. “bird” for “owl”.</p> <p>Describing or explaining the meaning of the target expression through description of its characteristics such as shape, colour, function, etc, e.g. “A type of thin noodle often eaten in the summer in Japan” for “<i>somen</i>”.</p> <p>Codeswitching to the L1, e.g. “balon” for “balloon”.</p> <p>Trying out an L1 word but adjusting it slightly phonologically or morphologically, e.g. “arbeit” for the Japanese word “arubeito” meaning part time job.</p> <p>Creating an L2 word thinking it might work, e.g. “fish zoo” for “aquarium”.</p>
2.	<p>Reduction (avoidance)</p> <p>a. Topic avoidance</p> <p>b. Message replacement</p> <p>c. Abandonment</p>	<p>Remaining silent about some part of the message, e.g. Learner is unsure how to say “mushroom” in English, so she goes on to the other topic.</p> <p>Changing a part of the message, e.g. “I went to the uh--- when I was shopping.....”</p> <p>Not finishing a message or giving up, e.g. “never mind. I don’t know how to explain this in English”.</p>

3.	<p>Interactive</p> <p>a. Appeal for assistance</p> <p>b. Non-verbals</p>	<p>Asking others for help, e.g. “Pardon?”, “How do you say <i>jinja</i> in English?”.</p> <p>Using mime, gesture, and sound imitation, e.g. saying “rub” by demonstrating with hand.</p>
4.	Time-stalling devices	Hesitation devices used to fill pauses in order to gain time to think, keep the floor, or warn the interlocutor that you are not a native speaker, e.g. “Umm, give me a minute to think about that”.

Faucette (2011: 16-20) lists her classifications into eleven communication strategies: approximation/generalization, circumlocution/paraphrase, borrowing, foreignizing, word coinage, topic avoidance, avoidance, message replacement, abandonment, appeal for assistance, non-verbals, and time stalling devices. There is further explanation about these strategies.

a. Achievement

(1) Conceptual

(a) Approximation/Generalization

Faucette (2001: 36) defines this strategy as using an alternative expression which may not express exactly what you mean, e.g. “bird” for “owl”. Dörnyei and Scott (1997: 188) also propose that approximation strategy is using a single alternative lexical item, such as a related term, which shares semantic feature with the target word or structure.

(b) Circumlocution/Paraphrase

It appears when speaker describes or explains the meaning of the target expression through description of its characteristics such as shape, colour, function, etc, e.g. “a type of thin noodle often eaten in the summer in Japan” for “*somen*” (Faucette, 2001: 36). Dörnyei and Scott (1997: 188) add the example of this strategy as saying “It becomes water” instead of “melt”.

(2) Code

(a) Borrowing

Faucette (2001: 36) states that this strategy is used by codeswitching to the L1, e.g. “balon” for “balloon”. Furthermore, this strategy is simply defined as switching to a language other than L2 (Doqaruni and Yaqubi, 2011: 150). It seems that the learner cannot find the appropriate word for her intended meaning in the L2 and finally resorted to switch the language other than her L2.

(b) Foreignizing

Dörnyei and Scott (1997: 189) define that foreignizing is using an L1/L3 word by adjusting it to L2 phonology and/or morphology, for example “reparate” (adjusting the German word “reparieren”) for “repair”.

(c) Word Coinage

According to Dörnyei and Scott (1997: 189), word coinage is creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word. Faucette (2001: 36) simply defines word coinage as creating an L2 word thinking it might work, for example “fish zoo” for “aquarium”.

b. Reduction (Avoidance)

Learners sometimes make a deliberate decision not to speak because they expect communication problems to arise. Avoidance is a common strategy for second language speakers which causes them to remain silent simply because some aspect of vocabulary or grammar is not known (Doqaruni and Yaqubi, 2011: 147).

(1) Topic Avoidance

Topic avoidance appears when specific topics are avoided by learners due to their. In other words, learners manage to prevent the occurrence of topics that are certain to present difficulties which make learners may simply give up and go on to another ability (Doqaruni and Yaqubi, 2011: 147). It occurs when the learner simply does not talk about concepts for which the vocabulary is not known. Thus, learner remains salient about some part of message (Faucette, 2011: 36), for example if a learners is unsure how to say “mushroom” in English, he goes on to the other topic.

(2) Message Replacement

The strategy which is used by learner by changing a part of the message is called as message replacement. Dörnyei and Scott (1997: 188) coin this strategy as substituting the original message with a new one because of not feeling capable of executing it. The example is when a learner says “I went to the uh--- when I was shopping” (Faucette 2001: 36).

(3) Abandonment

Learner is sometimes unable to continue her sentence because she cannot find the appropriate word to be the intended meaning. As the result, she does not finish her message or gives up to continue what she desires to say (Faucette 2001: 36), for example when learner says “Never mind. I don’t know how to explain this in English.”

c. Interactive

(1) Appeal for assistance

This type of strategy occurs when the L2 speaker seeks direct or indirect help from one's interlocutor in resolving problems (Doqaruni and Yaqubi, 2011: 148). It occurs when the learner asks for the correct term – asks the experimenter, any native speaker, or even refers to any dictionary, for example, when L2 learner says

“Pardon?”, “How do you say *jinja* in English?”. (Faucette, 2001: 37).

(2) Non-verbals

Non-verbals strategy is performing mime, gesture, and sound imitation, for example convey the desired meaning of “rub” by demonstrating with hand (Faucette, 2001: 37). Doqaruni and Yaqubi (2011: 148) explain that CSs also includes all non-verbal accompaniments to communication, particularly those that serve in the place of a missing target language word. That is possible to act out an interaction in order to communicate; in fact, this is one of the most basic ploys used when one is aware of one’s lack of crucial L1 vocabulary.

d. Time-Stalling Devices

Time-stalling devices are hesitation devices used to fill pauses in order to gain time to think, keep the floor, or warn the interlocutor that you are not a native speaker, e.g. “Umm, give me a minute to think about that”. Dörney and Scott (1997: 178) argue that time-stalling devices is the use of lexicalized pause-fillers or hesitation gambits that helps speakers gain time to think and keep the communication channel open.

These strategies above were also categorized by Faucette (2001: 38) whether become recommendation strategies to teach. Approximation/generalization, circumlocution/paraphrasing, word coinage, and appeal for assistance are recommended strategies because they can bridge the communication gaps. Foreignizing and time-stalling devices become probably recommended because they make communication is still far from the intended meaning in the target language. Meanwhile, not recommended strategies to teach are topic avoidance, message replacement, message abandonment, non-verbals, and borrowing where the gap is perceived as unbridgeable.

D. Discussion and Debate

This research was conducted in classroom conversation which is in Discussion and Debate Class where the students can spontaneously deliver their speech and maximally used their L2 knowledge. There are the detail explanation about discussion and debate.

1. Discussion

a. Concept of Discussion

Hornby (1995: 331) defines that discussion is “the process of discussing”. Furthermore, Hornby (1995: 331) explains that discuss is “to talk or write about something”. It is concluded that discussion is an activity which people talk or write about a certain topic. In this

research, discussion is conducted in a formal situation where students talk about a topic.

There are different kinds of discussion. Kurfiss (1998: 67) proposed kinds of discussion in the purpose of teaching and learning as:

1) Quiz show

Students answer information questions posed by the teacher. Such discussions reinforce dualism and received knowledge.

2) Rambling bull sessions

These are opinion-sharing conversations, where students share their own views without necessarily engaging with the views of others.

3) Bull sessions

If the discussion takes a controversial turn, the discussion can become an argument in which each person takes a position and defends it. There is no true exchange or thoughtful evaluation of ideas taking place.

4) True discussions

They are the ideal type of classroom discussion, which have different types:

a) Informational discussions is where the teacher encourages students to speak, defers controversy, and lets students know their ideas will not be evaluated.

- b) Problematical discussions is a problem-posing query which the participants consider the information and/or values needed to address the issue intelligently.
- c) Dialectical discussions is where the request is made for participants to state opponents' views accurately and sympathetically. This encourages students to synthesize diverse opinions into a new formulation of the issue or to agree to disagree but with a better understanding of the nature of their differences.
- d) Reflexive discussions is which participants discuss their own discussion in order to learn from the process

Furthermore Kurfiss (1998: 67) states that teacher should be aware of the mechanism of conducting discussion because she should guide students by the judicious use of appropriate questions and responses. Effective responses include praise and building on responses, directing comments and questions to other students, and remaining silent. Asking for opinions without evaluation enables students to become comfortable with talking, a request for elaboration of a comment steps up the challenge

b. Panel Discussion

Discussion conducted in Discussion and Debate Class in this research is panel discussion which is defined by Lovering (2001) defined as “a formal, moderated discussion between selected speakers on a specific topic, in front of an audience”. A successful panel discussion follows a set order of specific events. Keeping to this order and adhering to time limits will make a panel discussion organized and professional. Distributing the agenda ahead of time to panel members and audience participants will assist the moderator in keeping all participants focused.

Lovering (2001) in <http://smallbusiness.chron.com/format-agenda-panel-discussion-36744.html> also explained the way to conduct panel discussion as:

1) Opening

The moderator introduces the topic in a focused and concise way, designed to grab the audience's attention. The moderator can use an anecdote or example from current media to hone in on the main points of the coming discussion. The intent is to provide an engaging opening for all members of the discussion, including the panel members, who will benefit from knowing where the moderator intends to lead the discussion.

2) Introduction of Panel Members

The agenda should include a panel member introduction following the moderator's opening. When the moderator introduces the panelists at the beginning of the discussion, she can do so by giving a quick bio of each panelist, targeting the panelists' qualifications for the discussion, or she can ask the panelists to introduce themselves if the setting is less formal. She should let the panelists know they'll be introducing themselves if that's the case.

3) Question for Panelists

The moderator can move the agenda along to posing questions to specific panelists, or to the group as a whole. Ideally, the moderator should have communicated with the panel members in the days leading up to the discussion and provided sample questions, so the panel members can prepare. The moderator should be prepared to keep to time constraints and have a prepared list of segue phrases to move the discussion along if it strays off track.

4) Panelist Closing Remarks

After the panel has participated in a discussion focused on the questions, each panelist should be given the opportunity to provide closing remarks. This gives the panelists the opportunity to highlight what they see to be the key elements of the discussion and their perspective on them. In order to keep the discussion moving, the moderator should introduce the closing remarks

section by alerting panelists to their time constraints, for example two minutes each.

5) Question-and-Answer Section

A panel discussion should include audience interactivity in the form of a question-and-answer section. Set up microphone stands in the aisles so audience members can pose questions to the panelists after the discussion. The moderator should take control of this activity by reminding all audience members they are limited to one question each and should refrain from making expository remarks that are too lengthy.

6) Thank the Panelists

The final item on the panel discussion agenda is thanking the panelists individually. The moderator should acknowledge all members of the panel and express gratitude for their participation, and reinforce the productivity of the discussion. The moderator may wish to thank any sponsors of the event, such as the owners of the facility where the discussion takes place, before saying goodnight to the audience.

Panel discussion as the most common kinds of discussion held in school should be taken into account. The mechanism of conducting the discussion must be followed in order to get successful and professional discussion

2. Debate

a. Concept of Debate

According to Hornby (1995: 299) debate is defined as “a formal argument or discussion of a question, e.g. at a public meeting or in Parliament or Congress, with two or more opposing speakers, and often ending in a vote. From the definition above, it means that there are three main elements of a debate. They are issue (motion), two opposite teams (affirmative team and opposition team), and arguments. According to Leo in Azma (2008), there are some objectives to achieve through debate:

- 1) Encourage students to practice their ability in speaking.
- 2) Give students ample opportunities to speak English in their leisure time. Increase students' motivation to speak.
- 3) Make students realize that learning English is interesting.
- 4) Practice speaking English without concerning matter of grammar.
- 5) Let students realize that they can learn English from their own friends.

b. Mechanism of Debate

Many kinds of English debate are performed in a competition. There are the famous types of debate competition used in Indonesia which are known as British Parliamentary Debate System, Australian Parliamentary Debate System and Asian Parliamentary Debate System.

However, British Parliamentary Debate System becomes one of the most familiar debate system officially used in university competition level. There are certain characteristics of British Parliamentary Debate System according to *Panduan National University English Debating Championship (NUEDC) Kementerian Direktorat Jenderal Pendidikan Tinggi 2013* (Dikti, 2012: 15):

1) The format of the debate

The debate will consist of four teams of two persons (persons will be known as "members"), a chairperson (known as the "Speaker of the House" "Mister/Madame Speaker" and an adjudicator or panel of adjudicators. Teams will consist of the following members who deliver substantive speeches in seven minutes duration in the following order: Prime Minister, Opposition Leader, Deputy Prime Minister, Deputy Opposition Leader, Member for the Government, Member for the Opposition, Government Whip, and Opposition Whip.

2) Preparation

The preparation will be arranged as:

- a) The debate should commence 15 minutes after the motion is announced.
- b) Teams should arrive at their debate within five minutes of the scheduled starting time for that debate.

c) Members are permitted to use printed or written material during preparation and during the debate. Printed material includes books, journals, newspapers and other similar materials. The use of electronic equipment is prohibited during preparation and in the debate.

3) Points of Information

Points of Information is questions directed to the member speaking. It may be asked between first minute mark and the six-minute mark of the members' speeches (speeches are of seven minutes duration). To ask a Point of Information, a member should stand, place one hand on his or her head and extend the other towards the member speaking. The member may announce that they would like to ask a "Point of Information" or use other words to this effect. The member who is speaking may accept or decline to answer the Point of Information. Points of Information should not exceed 15 seconds in length. Points of Order and Points of Personal Privilege are not permitted.

4) Adjudication

At the conclusion of the debate, the adjudicators should confer and rank of the teams, from first placed to last place. There will be verbal adjudication of the debate in the end of the debate. Teams should be ranked from first place to last place. First placed teams should be awarded three points, second placed teams should be

awarded two points, third placed teams should be awarded one point and fourth placed teams should be awarded zero point.

e. Assessment

The assessment of a debate will be:

a) Matter

Elements of matter' should assist an adjudicator to assess the persuasiveness and credibility of the matter presented. Matter is represented by the content of the arguments.

b) Manner

Manner is the presentation of the speech. It is the style and structure a member uses to further his or her case and persuade the audience. The elements of manner include eye contact, voice modulation, hand gestures, language, the use of notes.

c) Method

Method is about how members follow the rules of the debate system. Method is assessed by look at the way the speakers do their job as an individual speaker and as a people who give contribution to the team.

f. Grade Marks Meaning

The grade marks is divided into team grade marks (Table 2) and individual grade marks (Table 3).

Table 2
Team Grade Marks and Meaning

Grade	Marks	Meaning
A	180-200	Excellent to flawless. The standard you would expect to see from a team at the Semi Final / Grand Final level of the tournament. The team has much strength and few, if any, weaknesses.
B	160-179	Above average to very good. The standard you would expect to see from a team at the finals level or in contention to make to the finals. The team has clear strengths and some minor weaknesses.
C	140-159	Average. The team has strengths and weaknesses in roughly equal proportions.
D	120-139	Poor to below average. The team has clear problems and some minor strength.
E	100-119	Very poor. The team has fundamental weaknesses and few, if any, strengths.

Table 3
Individual Grade Marks and Meaning

Grade	Marks	Meaning
A	90-100	Excellent to flawless. The standard of speech you would expect to see from a speaker at the Semi Final / Grand Final level of the tournament. This speaker has much strength and few, if any, weaknesses.
B	80-89	Above average to very good. The standard you would expect to see from a speaker at the finals level or in contention to make to the finals. This speaker has clear strengths and some minor weaknesses.
C	70-79	Average. The speaker has strengths and weaknesses and roughly equal proportions.
D	60-69	Poor to below average. The team has clear problems and some minor strength.
E	50-59	Very poor. This speaker has fundamental weaknesses and few, if any, strengths.

Nowadays, debate competition becomes a common competition held for various levels of education in Indonesia. Not only university students who have chance to follow a debate competition, but junior and senior high school students begin having opportunity to show their capability in English speaking and in delivering their knowledge. People are interested in English debate because English is no longer becoming language used and studied in school, but performs its function as language that facilitates them to communicate their ideas about issue and phenomenon happening in the world today.

The English speaking skill becomes badly important as the communication function in a debate. Students are forced to speak in completing their speech time without fully reading any notes. The spontaneous speech given by the members of the English debate makes debate can show the interlanguage of L2 learners in using their target language.

CHAPTER III

RESEARCH METHODOLOGY

The researcher described how the data was collected and analyzed. This chapter discusses the methodology of the study containing: Type of the Research, Object of the Study, Source of the Data, Instrument of the research, Technique of Collecting Data, Technique of Data Analysis, Unit of Analysis, and Time and Place of the Research.

A. Type of the Research

This research is a qualitative research because the researcher made the description toward the finding of the collected data. This research was conducted by observing the real situation that occurred in a class to get natural result as students performed their speech in Discussion and Debate Class. Sugiyono (2010: 13) stated that qualitative method is descriptive, in natural setting, and concerns in process. Furthermore, Hancock (1998: 2) states that qualitative research describes social phenomena as they occur naturally. The researcher aims to identify and to describe the type of communication strategies and the most dominant strategy used by the students.

B. Object of the Study

The object of the study in this research is taken from the utterances in Discussion and Debate Class. The object of the study is the communication strategies used by the students in Discussion and Debate Class.

C. Source of the Data

According to Arikunto (2010: 172), data are the result of observation consisting of thing that researcher analyzes and the information or material which is used in this research taken from the data source. The data of this research are dialogues containing communication strategies uttered by students in Discussion and Debate Class. The source of the data in this research is transcript of the students' speech taken by recording in Discussion and Debate Class.

D. Instrument of the Research

According to Sugiyono (2010: 305), the instrument in qualitative research is the researcher herself. The researcher is the planner, the data collector, the data analyzer, and the data reporter of the research. In this research, the researcher is the instrument.

E. Technique of Collecting Data

Sugiyono (2010: 308-309) points that researcher will not get data that is fulfill the standard of set in data based on the way of collecting data without

knowing the technique of collecting data. Thus, the collecting of data is done through several ways which are observation, interview, questioner, documentation, and triangulation.

Documentation was used by the researcher as the technique of collecting data. According to Sugiyono (2009: 329), document is the note of event in the past which can be written language, picture, or monumental work from a person. The researcher used written document in doing the research. The document is the transcript taken by recording the speech delivered by the students.

In collecting the data, there are several steps carried by the researcher. They are as follows:

1. The researcher asked permission from the head of English Department and the lecturer of Debate and Discussion Class to get the data;
2. The researcher negotiated with the classes of fourth-semester students of English Department.
3. The researcher collected the data by recording the speech delivered by a class of fourth-semester students of English Department to get the natural data.
4. The researcher made the transcript of their speeches.

F. Technique of Data Analysis

After collecting the data, the researcher took procedures of data collection. The steps of data analysis are described as follows:

1. Categorizing

After getting the transcript of utterance from the record, the researcher categorized the type of communication strategies used by the students.

2. Classifying

Then, the researcher put the selected utterance containing communication strategies and classified the type.

3. Analyzing

Analyzing was started by getting know the frequency of the use of communication strategies by finding the percentage of each type.

4. Discussing

The results of the analyzing were used to support the interpretation of the data. The researcher discussed the analyzed result by explaining and elaborating why the findings could be so to answer the research questions.

5. Reporting

In the last step, the researcher reported the finding and discussions of the findings. Moreover, some points of conclusion and suggestion were added by the researcher.

G. Unit of Analysis

The unit analysis of this research is the utterances employed by the fourth-semester students in Discussion and Debate Class at Muhammadiyah University of Purworejo. The researcher only focused in analyzing the communication strategies used by the students.

H. Time and Place of the Research

The research was done on April 2nd, 2013 and took place in Muhammdiyah University of Purworejo

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of two sections: research finding and discussion. Here, the researcher did the observation of classroom activity among the fourth-semester students of English Department in Discussion and Debate Class at Muhammadiyah University of Purworejo in order to get the real data.

A. Research Finding

After finishing the observation, the researcher presented the finding of the types of communication strategies and the most dominant communication strategy used by the fourth-semester students of English Department in Discussion and Debate Class.

1. Types of Communication Strategies

The result of the data analysis reveals that there are 11 types of communication strategies appearing in the speech and conversation delivered by the fourth-semester students of English Department in Discussion and Debate Class. The distribution of the use of communication strategies is shown on the table below.

P36												0
P37												0
Total	10	4	13	2	18	6	7	12	9	6	24	111
Percentage (%)	9.01	3.60	11.71	1.80	16.22	5.41	6.31	10.81	8.11	5.41	21.62	100

Note: AP=Approximation; CR=Circumlocution; BR=Borrowing; FR=Foreignizing; WC=Word Coinage; TA=Topic Avoidance; MR=Message Replacement; AB=Abandonment; AA=Appealing for Assistance; NV=Non-Verbals; TSD=Time-Stalling Devices

There were 37 participants in this research which belonged to the fourth-semester students of English Department who joined Discussion and Debate Class. All the participants delivered their speech and conversation in the class which caused them performing communication strategies to overcome their communication problems. There are 111 communication strategies distributed by the participants which could be classified into 11 types of communication strategies.

Communication strategies found in this research are approximation (9.01%), circumlocution (3.60%), borrowing (11.71%), foreignizing (1.80%), word coinage (16.22%), topic avoidance (5.41%), message replacement (6.31%), abandonment (10.81%), appealing for assistance (8.11%), non-verbal (5.41%), and time-stalling devices (21.62%).

2. The Most Dominant Type of Communication Strategies Used

In this research, the researcher also found the frequency of using communication strategies among students in Discussion and Debate Class.

The following table is the result of the types and the frequency of the use of communication strategies.

Table 5
Frequency the Use of CSs

Type of the strategies	Frequency	Percentage (%)	Rank
Approximation/generalization	10	9.01	5
Circumlocution/paraphrase	4	3.60	10
Borrowing	13	11.71	3
Foreignizing	2	1.80	11
Word Coinage	18	16.22	2
Topic Avoidance	6	5.41	8
Message Replacement	7	6.31	7
Abandonment	12	10.81	4
Appealing for Assistance	9	8.11	6
Non-Verbal	6	5.40	9
Time-Stalling Devices	24	21.62	1
Total	111	100	

Table 5 shows the frequency and the rank of the use of communication strategies by the students in Discussion and Debate Class. The rank of the communication strategies is taken based on the frequency of the appearance. There is the rank of the use of the types of communication strategies:

1. Time-stalling devices (21.62%)
2. Word coinage (16.22%)
3. Borrowing (11.71%)
4. Abandonment (10.81%)
5. Approximation/generalization (9.01%)
6. Appealing for assistance (8.11%)
7. Message replacement (6.31%)

8. Topic avoidance (5.41%)
9. Non verbal (5.40%)
10. Circumlocution/paraphrase (3.60%)
11. Foreignizing (1.80%)

According to the finding of the rank of communication strategies used, the researcher found that time-stalling devices become the most dominant strategy by getting 21.62% used by the fourth-semester students.

B. Discussion

This research aims to analyze the type of communication strategies and the most dominant strategy used by students in Discussion and Debate Class. the analysis of data findings are explained on this following discussion.

1. Type of Communication Strategies

Different types of communication strategies are identified in the data findings. The types of communication strategies used in this research are according to Faucette (2001). The researcher discusses the data finding of the type of communication strategies by giving explanation why the strategies belong to the types.

a. Achievement

(1) Conceptual

(a) Approximation/Generalization

Faucette (2001:36) defines this strategy as using an alternative expression which may not express exactly what you mean, e.g. “bird” for “owl”.

Extract 1 (page 98)

*P8 : I think all of you have your own opinion and i think that's a great opinion but you are not really confidence with your, aaa, your **answer**. so next time you should be confidence with your **answer**, and you should speak loudly if your voice want to listen by everyone. That's my... (nodding)*

The extract above shows that he learner uses the alternative expression “answer”. The word becomes alternative word because it is not appropriate in conveying the desired meaning of “speech”. Thus, this strategy belongs to approximation strategies.

Extract 2 (page 102)

*P15 : Glass house effect like aa the building using glass and it can **deflect** ultraviolet come to the opojenenge? (asking friend).*

Teacher : Atmosphere.

P15 : Yeah, atmosphere. It make hole.

Extract 3 (page 97)

*P15 : It can **deflect** aa.. ultraviolet come back to the atmosphere. Atmosphere. You know? It can be... uhmm... make aa.. lubang of the atmosphere. you know that?*

Extract 4 (page 102)

*P15 : Eh, glass house. It can **deflect**.*

Teacher : Reflect?

P15 : It can reflect the ultraviolet.

Extract 2-4 show the use of approximation because the learner uses word “deflect” to represent word “reflect” as the alternative word to convey the meaning in the utterance.

Extract 5 (page 98)

*P16 : How **glass effect** works? What is the....*

Teacher : Glass house effect?

P16 : Glasses house? Yeah, what is efek rumah kaca.

Approximation strategy is shown in the extract above because the learner uses word “glass effect” in order to convey her meaning of “glass house effect”. The substitute word “glass effect” can refer to the correct concept but at an inappropriate level to represent “glass house effect”.

Extract 6 (page 105)

P11 : I **use** bicycle to campus.

Extract 7 (page 105)

P27: Like when we come to campus, we, we **use** motorcycle alone.

Approximation is found the extract 6 and 7 because the learner uses word “use” that is not appropriate in the utterance. The suitable word that is used is “ride”. However, the word “use” above is required enough semantic future in common.

Extract 8 (page 106)

P29 : Metan is potentially.... it more dangerous than the CO... Carbondioxide. When it **increases** to the atmosphere.

Approximation strategy is found the extract above because the learner uses word “increases” that is not appropriate in the utterance. The suitable word that is used is “rises”.

Extract 9 (page 107)

P33 : If the fresh water.... we can.... we can **distilling** the water....opo sih? (asking friend)

Teacher : Refine

*P33 : Refining? Yeah, **distilling** the water to get pure water.*

Approximation strategy is found the the extract above because the learner uses word “distil” that is not appropriate in the utterance. The suitable word that is used is “refine” which has been shown by the teacher.

Extract 10 (page 108)

*P26 : In Indonesia, delman, bicycle, scooter, pedicap, jalan kaki apa? (asking friend). **Pedestrian.***

Teacher : On foot?

P26 : Yeah, on foot.

Approximation strategy is found the extract above because the learner uses word “pedestrian” that is not appropriate in the utterance. The suitable word that is used is “on foot” which has been shown by the teacher.

(b) Circumlocution/Paraphrase

Circumlocution appears when speaker describes or explains the meaning of the target expression through description of its characteristics such as shape, colour, and function.

Extract 1 (page 103)

*P18 : Besides, the land will be infertile. It could be because of the burn. And it could be, may be, difficult to **plant new plant there.***

The learner uses circumlocution strategy because she describes the characteristic of the word “reforest” as “to plant new plant there” instead of using the appropriate target language.

Extract 2 (page 104)

*P9 : By celestial, what is it, asteroid may be... (asking friend)... he'e kn? **Celestial asteroid, from the piece that down earth.** It come to earth because the ozon come... tipis apa? (asking a friend).*

The learner uses circumlocution strategy because she describes the characteristics of the subject as “celestial asteroid, from the piece that down earth” instead of using the appropriate target language, “meteor”.

Extract 3 (page 104)

*P8 : Chose electronic tools which have energy saving. Two do reboisation. Three stop **cutting tree***

without responsible, four do recycle, reduce the amount of plastic trash.

The learner uses circumlocution strategy because she describes the characteristics of the subject as “cutting tree without responsible” instead of using the appropriate target language, “illegal logging”.

(2) Code

(a) Borrowing

Borrowing strategy is simply defined as switching to a language other than L2 (Doqaruni and Yaqubi, 2011: 150).

Extract 1 (page 98)

*P1 : Ok, thank you for Ms. P2. Next, **Mbak** P3.*

This extract shows borrowing/language switch strategy because the learner switches her language into her L1 by performing word “*mbak*” which has meaning of “Ms” in her L2.

Extract 2 (page 102)

*P6 : Then, ehm, Indonesia you know, ehm, is the **produsen** of fuel oil. So the price of the fuel oil should be cheaper, yah..., may be..., they did.*

Extract 3 (page 105)

P23 : *I want to ask how to reduce the use of plastic if the **produsen** stil produce plastic even in big amount*

The extract 2 and 3 show borrowing/language switch strategy because the learner switches her language into her L1 by performing word “*produsen*” which has meaning of “producer” in her L2.

Extract 4 (page 99)

P1 :*Ok thank you for your attention and **wassalamu’alaikum warohmatullahi wabarokatuh.***

This extract shows the use of borrowing strategy because the learner switched her language into other language (Arabic) by performing word “*assalmualaikum warohmatullahi wabarokatuh*” for closing her speech.

Extract 5 (page 99)

P8 : *Ok. P10. It’s your turn*

P10 : **Bentar.** *We are reject your opinion, because we are the positive team*

This extract shows borrowing strategy because the learner switches her language into her L1 by performing word

“*bentar*” which has meaning of “wait a minute” in her L2 when the moderator gave her time to deliver the speech.

Extract 6 (page 97)

*P12 : We are from affirmative side. And we don't agree with your opinion. National examination can make the students feel, aa... what is it? May be **depresi**, yes underpresurre.*

.....

This extract shows borrowing strategy because the learner switches her language into her L1 by performing word “*depresi*”. She cannot find the appropriate word for her intended meaning “depressed”.

Extract 7 (page 97)

*P12 : as we know that national examination is counting from school examination and practice examination and also **raport** mark.*

This extract shows borrowing strategy because the learner switches her language into her L1 by performing word “*raport*”. She cannot find the appropriate word for her intended meaning “report”

Extract 8 (page 100)

P16 : P3, please you.... how glass effect works? What is the....

Teacher : Glass house effect?

*P16 : Glasses house? Yeah, what is **efek rumah kaca**.*

This extract shows borrowing strategy because the learner switches her language into her L1 by performing word “*efek rumah kaca*”. She cannot find the appropriate word for her intended meaning “glass house effect”

Extract 9 (page 102)

*P15 : It can deflect aa.. ultraviolet come back to the atmosphere. Atmosphere. You know? It can be... uhmm... make aa.. **lubang** of the atmosphere. You know that?*

The learner uses borrowing strategy because she switches her language into L1 by performing word “*lubang*”. She cannot find the appropriate word for her intended meaning “hole”

Page 10 (page 106)

*P24 : For the solution of government to reduce, aaa.... to apply go green. May be government should be adding public transportation such us busway, **KRL**.*

The learner uses language switch strategy because she switches her language into L1 by performing word “*KRL*” which means *Kereta Rel Listrik* or “electronic train”.

Extract 11 (page 106)

*P28 : Why and how **methane** can cause global warming?*

Teacher : Methane?

P28 : Yeah, methane

This extract shows the use of borrowing strategy because the learner switched her language into her L1 by performing word “*metana*”. She could not find the appropriate word for her intended meaning “methane”. Thus, the teacher shows the appropriate word as “methane”

Extract 12 page (107)

P30 : The changing of whether that is so extreme can cause the disease.

P31 : What?

*P30 : **Perubahan cuaca.***

This extract shows the use of language switch strategy because the learner switches her language into her L1 by performing

word “*perubahan cuaca*”. She could not perform the appropriate word for “climate change”.

Extract 13 page (108)

*P26 : In Indonesia, **delman**, bicycle, scooter, pedicap, jalan kaki apa? (asking friend). Pedestrian.*

Teacher : On foot?

P26 : Yeah, on foot.

This extract shows the use of borrowing because the learner switches her language into her L1 by performing word “*delman*”.

(b) Foreignizing

Dörnyei and Scott (1997: 189) define that foreignizing is using an L1/L3 word by adjusting it to L2 phonology and/or morphology.

Extract 1 (page 104)

*P8 : Chose electronic tools which have energy saving. Two do **reboization**. Three stop cutting tree without responsible, four do recycle, reduce the amount of plastic trash.*

Extract 2 (page 107)

P34 : *There is some solutions of the global warming.
And the one is like one man one tree like go green.
And then **reboization**, save energy, renewable
energy resources such as solar and*

The learner produces “reboization” which is the result of adjusting phonologically her L1 word “reboisasi” (reforestation) to be “reboization” which is close to her L2 phonology. This strategy used in extract 2 and 3 belongs to foreignizing.

(c) Word Coinage

Faucette (2001: 36) simply defines word coinage as creating an L2 word thinking it might work.

Extract 1 (page 98)

P2 : *And the second, point of the cost of daily needs are automatically will increase if the subsidy for **fuel oil** in Indonesia removed.*

Extract 2 (page 98)

P3 : *I’m from the positive team. Ehm, we have opinion of the subsidy of **fuel oil**. So the point is reducing the subsidy of **fuel oil** is beneficial for industry system because it can economize **fuel oil**. So, it*

*means that when **fuel oil** is reduced, it will also reduced the wasteful nature.*

Extract 3 (page 98)

*P4 : We are the negative team. And we are disagree if subsidy of **fuel oil** in Indonesia is removed. Ehm, we dont agree about P3's opinion, hm, that subsidy fuel, removing subsidy of **fuel oil** in Indonesia is beneficial for Indonesia..... It will be more clear that the subsidy of **fuel oil** In indonesia is removed, foe example in Irian Jaya.*

Extract 4 (page 98)

*P5 : Ok. Hello. I will, hm, tell about my opinion that Indonesian of the....., Indonesian subsidy of the **fuel oil** by the government that the government is expected to allocated the subsidy on the **fuel oil** to the infrastructure development.*

Extract 5 (page 99)

*P6 : Ehm, my opinion. The other country like Malaysia ya. Malaysia, ehm, have planned the use of **fuel oil** that can, ya, may be, it should be, you can learn to the same. That may be, ehm, we can reduce the use of **fuel oil** in Indonesia. Then, ehm, Indonesia you know, ehm, is the produsen of **fuel oil**. So the price*

*of the **fuel oil** should be cheaper, yah..., may be..., they did.*

Extract 1-5 show the use of word coinage strategy because the learner makes up a new word “fossil oil” in order to communicate her desired concept as “fossil fuel”.

Extract 6 (page 105)

*P8 : Five, don't too much using motor vehicle, six for the long time program change the motor vehicle that using **gas oil** into electrical fuel.*

This extract shows the use of word coinage strategy because the learner makes up a new word “gas oil” in order to communicate her desired concept as “gasoline”.

Extract 7 (page 104)

*P9 : Thin. Become thinner and it would surely come to the earth. Different from the **old date** that when the ozone still light, thick, that it would make asteroid hard to come here.*

This extract shows the use of word coinage strategy because the learner makes up a new word “old date” in order to communicate her desired concept as “the past”.

Extract 8 (page 105)

P27 : *Like when we come to campus, we, we use motorcycle alone. Just think when you use **mass transportation**, you can.... mengurangi apa? (asking friend). Decrease the consume of gasoline. Like that.*

Extract 9 (page 104)

P34 : *And then reboization, save energy, renewable energy resources such as solar and wind. Reducing vehicle, more efficient **mass transportation**.*

Extract 8 and 9 show the use of word coinage strategy because the learner makes up a new word “mass transportation” in order to communicate her desired concept as “mass transit or public transportation”.

b. Reduction (Avoidance)

Avoidance causes learners to remain silent simply because some aspect of vocabulary or grammar is not known (Doqaruni and Yaqubi, 2011: 147).

(1) Topic Avoidance

Topic avoidance appears when specific topics are avoided by learners due to their ability.

Extract 1 (page 98)

P5 : *Ok. Hello. I will, hm, tell about my opinion that Indonesian is the.....Indonesian subsidy of the fuel oil by the government that the government is expected to allocated the subsidy on the fuel oil to the infrastructure development.*

This extract shows that the learner is not able to continue her sentence “*Indonesian is the.....*” Then, she starts another sentence which is about another topic, the subsidy of fossil fuel by the government.

Extract 2 (page 99)

P18 : *..... So the possibility to make earth more dangerous is possible. It is because the ozone is damaged so you..... what is it? Ozone is like a filter so if it is damaged we no longer have a filter. So that will be bad for us. Right or not?*

This extract shows that the learner is not able to continue her sentence “It is because the ozone is damaged so you...”. She finally stops her sentence which is about what the interlocutor should do if

ozone is damaged. Then, she starts another sentence which is about another topic, the existence of ozone as a filter.

Extract 3 (page 103)

P19 : Because forest fire is.... aaa.... We will lose the amount of trees, if it happens so it can cause to the lack of forest and can cause global warming.

This extract shows that learner is not able to continue her sentence about description of forest fire. Then, she starts talking another topic which is about the effect of forest fire.

Extract 4 (page 105)

P4 : Green-life style is... aaa... I have planted tree in my house, mango tree for example. And for example when you....., when I go shopping I do not use plastic to bring my goods or things that I buy but I bring my bag to apa ya? (asking friend) to pack my....

This extract shows that learner is not able to continue her sentence about description of green-life style. Then, she starts talking another topic which is about her story in planting a tree.

Extract 5 (page 103)

P15 : In my opinion, I think if aaa to be possible concern, because as we know when we are going to.... The public transportation is still use gasoline, it will be similar.

This extract shows that the learner finds gap causing her unable to continue her sentence. She is not able to perform “use public transportation”, and it makes her stop her sentence. She, then, begins a new sentence which is about another topic, the description of public transportation.

Extract 6 (page 107)

P33 : If the fresh water.... we can.... we can distilling the water....opo sih? (asking friend)

Teacher : Refine

P33 : Refining? Yeah, distilling the water to get pure water.

This extract shows that the learner finds gap causing her unable to continue her sentence and it makes her stop her sentence. She, then, begins a new sentence which is about another topic, distilling water.

(2) Message Replacement

Dörnyei and Scott (1997: 188) coin this strategy as substituting the original message with a new one because of not feeling capable of executing it.

Extract 1 (page 98)

P2 : Thank you for your opinion. We are negative team and we reject, if hm, subsidy remove because we believe that poverty rate in Indonesia is still high, ehm, as we know that Indonesia, ehm, poverty in Indonesia is high as we know.

The learner is unable to execute her sentences when she says "as we know that Indonesai". Thus, she substitutes the original message with a new sentence. This strategy belongs to message replacement strategy.

Extract 2 (page 99)

P6 : Ehm, my opinion. The other country like Malaysia ya. Malaysia, ehm, have planned the use of fuel oil that can, ya, may be, it should be, you can learn to the same. That may be, ehm, we can reduce the use of fuel oil in Indonesia. Then, ehm, Indonesia you know, ehm, is the produsen of fuel oil. So the price of the fuel oil should be cheaper, yah..., may be..., they did.

The learner is unable to execute her sentences when she says “*Malaysia, ehm, have planned the use of fuel oil that can, ya, may be.....*”. She desires to convey that the plant of Malaysia in using fossil fuel should be imitated by Indonesia. Thus, she substitutes the original message with a new sentence. This strategy belongs to message replacement strategy.

Extract 3 (page 97)

*P12 : As we know that national examination, aa, must be held because **it makes student can study seriously and it make, aaa not only for national examination but also for school examination and practice examination, aaa, as we know that national examination is counting from school examination and practice examination and also raport mark.***

The learner is unable to execute her sentences when she desires to say the effect of national examination. Then, she substitutes the message with beginning a new sentence. This strategy belongs to message replacement strategy.

Extract 4 (page 98)

*P3 : I'd like to deliver the causes of global warming, according to our team, **the causes of global warming***

are..... there are so many factors there are the deforestation or illegal logging. People start to build the skyscraper.

The learner is unable to execute her sentence when she desires to say the effect of national examination. Then, she substitutes the message with beginning a new sentence. This strategy belongs to message replacement strategy.

Extract 5 (page 99)

P15 : It can reflect the ultra violate. From the glass come back to the atmosphere. It can make hole on the atmosphere. And it can.... hm... the ultra violate direct to the earth and nothing.... aaa the earth particularly, protected from ultraviolet. You know I mean?

The learner is unable to execute her sentence when she desires to say what glass house effect can do. Then, she substitutes the message with beginning a new sentence. This strategy belongs to message replacement strategy.

Extract 6 (page 103)

P29 : Methane is potentially.... it more dangerous than the CO... carbon dioxide. When it increase to the atmosphere.

The learner is unable to execute her sentence when she desires to say that methane is dangerous. Then, she substitutes the message with beginning a new sentence to delivering her intended meaning. This strategy belongs to message replacement strategy.

Extract 7 (page 107)

*P32 : We are from group three. If the fresh water more reduces, in your opinion, **what is alternative energy. What is the..... what is we can drink in the future.***

The learner is unable to execute her sentence when she desires to say what can people drink in the future. Then, she substitutes the message with beginning a new sentence related to her desire meaning. This strategy belongs to message replacement strategy.

(3) Abandonment

Abandonment is a strategy that learner does not finish her message or gives up to continue what she desires to say (Faucette 2001: 36).

Extract 1 (page 98)

*P1 : Ok, for the negative team. **It's time to you to.....***

By seeing this extract researcher finds that the learner is unable to perform “deliver your opinion” to continue her sentence. It means that abandonment strategy is used. She finally leaves the message, and another interlocutor takes her part to continue the discourse.

Extract 2 (page 99)

*P9 : Because we can see from the last national examination. It such a wreaked up mess. **It such.... you know what? Its not.** It's such wreak up mess event. So I don't think that government have the ability to held that event. Thank you.*

By seeing this extract researcher finds that the learner is unable to complete her sentence about how national examination looks like to continue her sentence. It means that abandonment strategy is used. She finally leaves the message.

Extract 3 (page 98)

*P16 : How glass effect works? **What is the....***

Teacher : Glass house effect?

P16 : Glasses house? Yeah, what is efek rumah kaca.

By seeing this extract researcher finds that the learner is unable to continue her sentence. It means that abandonment strategy is used. She finally leaves the message, and another interlocutor takes her part to continue the discourse.

Extract 4 (page 102)

P15 : It is because basically gals cannot absorb the ultraviolet. It must, eh it makes the line. I mean that glasses can't absorb....

Teacher : Ok, glass cannot absorb the light.

By seeing this extract researcher finds that the learner is unable to finish her sentence. It means that abandonment strategy is used. She finally leaves the message, and another interlocutor takes her part to continue the discourse by giving her the suitable word.

Extract 5 (page 102)

*P16 : You said that glass house can reflect the light (demonstrate it by hands). **I think it is impossible because glass house effect only aaa....***

Teacher : Yeach, it is also related to group two that it is because the increase of the number of skyscrapers.

By seeing this extract researcher finds that the learner is unable to finish her sentence. It means that abandonment strategy is used. She finally leaves the message, and another interlocutor takes her part to continue the discourse.

Extract 6 (page 102)

*P15 : It is because basically glass cannot absorb the ultraviolet. It must, eh it makes the line. I mean that ...aaa.... **glasses can't absorb.... then,.....***

Teacher : Ok, glass cannot absorb the light.

The researcher finds the use of abandonment strategy in the extract above. Learner is not able to continue her sentence. Fortunately, the teacher knows it and helps her to find the word “*glass cannot absorb the light*” to make the learner’s message complete.

Extract 7 (page 102)

*P16 : So if there are many glasses in the earth **that means make global warming become.....***

P17 : Sorry, our earth suppose to reflect the ultraviolet itself. I mean because it don't absorb the ultraviolet?

This extract shows that the learner leaving the message because she finds communication breakdown in her speech. She is unable to continue what global warming becomes regarding on the numbers of glasses in earth.

Extract 8 (page 104)

P7 : Our group will present the solution. The first turn off the electricity when it was not used, the second reforestation, and the third choose alternative

transportation as bus, train, and bike or walk if you want to go to near place.

Teacher : Walk? Walk means without transportation?

P7 : (silent)

Teacher : Ok. Next.

The extract shows that the learner prefers to be silent when the teacher asks her toward her explanation. She firstly begins with a completed-message sentence, but abandonment strategy occurs when she, then, is unable to continue the discourse by answering the teacher's question.

Extract 9 (page 105)

*P4 : Green-life style... aaa... I have planted tree in my house, mango tree for example. And for example when you....., when I go shopping I do not use plastic to bring my goods or things that I buy but **I bring my bag to apa ya? (asking friend) to pack my....***

Teacher : Thing. Ok P11, do you agree?

Abandonment strategy is found in the extract above because the learner cannot perform the message "thing" to complete her sentence. The teacher, then, helps her by giving her the word which learners cannot perform.

Extract 10 (page 105)

Teacher : Thing. Ok P11, do you agree?

P11 : *(silent)*

The extract shows that the learner prefers to be silent when the teacher asks her. Abandonment strategy occurs when she is unable to continue the discourse.

Extract 11 (page 105)

Teacher : *Really? I don't believe (laughing). You use motorbike to campus?*

P11 : *(silent)*

Teacher : *Ok, next.*

The extract shows that the learner prefers to be silent when the teacher asks her. Abandonment strategy occurs when she is unable to continue the discourse. Then, the other interlocutor takes apart to continue the discourse.

Extract 12 (page 107)

P31 : *What about skin?*

P30 : *(silent)*

The extract shows that the learner prefers to be silent when the teacher asks her. Abandonment strategy occurs when she is unable

to continue the discourse. Then, the other interlocutor takes apart to continue the discourse.

c. Interactive

(1) Appeal for assistance

This type of strategy occurs when the L2 speaker seeks direct or indirect help from one's interlocutor in resolving problems (Doqaruni and Yaqubi, 2011: 148)

Extract 1 (page 98)

*P15 : Glass house effect like aa the building using glass and it can deflect ultraviolet come to the **opo jenenge?** (asking friend)*

Teacher : Atmosphere.

P15 : Yeah, atmosphere. It make hole.

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*opo jenenge?*”. Then, the teacher shows him the suitable word, that is “atmosphere”.

Extract 2 (page 104)

*P9 : I even once in **opo?**.... (asking friend).... read in newspaper there I read that some species, fish species*

in china getting... apa tadi?... (asking friend)... gen change.

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*opo*”.

Extract 3 (page 104)

*P9 : I even once in opo?... (asking friend)... read in newspaper there I read that some species, fish species in china getting... **apa tadi?**... (asking friend)... gen change.*

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*apa tadi*”.

Extract 4 (page 101)

*P9 : And then from affected by celestial... **apa? Sing kaya ngene? (asking a friend)** celestial.... By celestial, what is it, asteroid may be... (asking friend)... he'e kn? Celestial asteroid, from the piece that down earth. It come to earth because the ozone come... tipis apa? (asking a friend)*

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*Celestial apa? Sing kaya ngene?*”.

Extract 5 (page 104)

P9 : *And then from affected by celestial... apa? Sing kaya ngene? (asking a friend) celestial.... By celestial, what is it, asteroid may be... (asking friend)... he'e kn? Celestial asteroid, from the piece that down earth. It come to earth because the ozone come... tipis apa? (asking a friend)*

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*he'e kn?*”

Extract 6 (page 101)

P9 : *And then from affected by celestial... apa? Sg kya ngene? (asking a friend) celestial.... By celestial, what is it, asteroid may be... (asking friend)... he'e kn? Celestial asteroid, from the piece that down earth. It come to earth because the ozone come... tipis apa? (asking a friend)*

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*tipis apa?*”

Extract 7 (page 105)

*P4 : Green-life style... aaa... I have planted tree in my house, mango tree for example. And for example when you....., when I go shopping I do not use plastic to bring my goods or things that I buy but I bring my bag to
apa ya? (asking friend) to pack my....*

Teacher : Thing. Ok P11, do you agree?

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*apa ya?*”

Extract 8 (page 106)

*P27 : Like when we come to campus, we, we use motorcycle alone. Just think when you use mass transportation, you can....
mengurangi, apa? (asking friend). Decrease the consume of gasoline. Like that.*

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*mengurangi, apa?*”

Extract 9 (page 107)

P26 : In Indonesia, delman, bicycle, scooter, pedicap, jalan kaki apa? (asking friend). Pedestrian.

Teacher : On foot?

P26 : Yeah, on foot.

This extract shows the use of appealing-for-assistance strategy because the learner directly seeks help from another interlocutor in finding her intended meaning by asking “*jalan kaki, apa?*”

(2) Non-verbals

Non-verbals strategy is performing mime, gesture, and sound imitation, for example convey the desired meaning of “rub” by demonstrating with hand (Faucette, 2001: 37).

Extract 1 (page 97)

P8 : you should speak loudly if your voice want to listen by everyone. That's my... (nodding)

This extract shows the use of mime strategy because the learner uses nonverbal communication strategy “nodding” in order to convey her meaning of “opinion”.

Extract 2 (page 102)

P16 : You said that glass house can reflect the light (demonstrate it by hands). I think it is impossible because glass house affect only aaa....

This extract shows the use of mime strategy because the learner use nonverbal communication strategy by “demonstrating with hands” to show the work of glass house when it reflects the light.

Extract 3 (page 103)

Teacher : The lack of forest can cause global warming?

P19 : (nodding)

This extract shows the use of mime strategy because the learner uses nonverbal communication strategy “nodding” in order to convey her meaning that she agrees with the teacher’s opinion..

Extract 4 (page 103)

P20 : (pointing the other group) I’m.....

This extract shows the use of mime strategy because the learner use nonverbal communication strategies “pointing the other group” in order to convey her meaning that she does not belong to the pointed group.

Extract 5 (page 104)

P8 : *Five don't too much using motor vehicle, six for the long time program change the motor vehicle that using gas oil into electric fuel. (nodding).*

This extract shows the use of mime strategy because the learner use nonverbal communication strategy “nodding” in order to convey say that she ends his speech.

Extract 6 (page 105)

P24 : *By bicycle maybe... or (demonstrating by finger means as walking)*

This extract shows the use of mime strategy because the learner use nonverbal communication strategy “demonstrating by fingers” which means “walking”.

d. Time-stalling devices

Time-stalling devices is hesitation devices used to fill pauses in order to gain time to think, keep the floor, or warn the interlocutor that you are not a native speaker (Faucette, 2011: 37).

Extract 1 (page 98)

P1 : **Ok**, for the negative team. *It's time to you to....*

Extract 2 (page 98)

P1 : **Ok**, thank you for Ms. P2. Next, Mbak P3.

Extract 3 (page 98)

*P1 : **Ok.** For the negative team.*

Extract 4 (page 98)

*P1 : **Ok.** The last speaker from the positive group.*

Extract 5 (page 98)

*P5 : **Ok.** Hello. I will, hm, tell about my opinion that Indonesian of the.....,*

Extract 6 (page 99)

*P1 : **Ok.** Next for the negative team. The last speaker. Mr. Erwin*

Extract 7 (page 97)

*P8 :**Ok,** ehm..., Im appreciate the both, the two groups that agree or disagree with national examination. Ehhh.... **Ok,** give applause for both of them.*

Extract 8 (page 98)

*P14 : **Ok** thanks for the time given to me. **Ok,** for the second debate I want to give addition for about national examination.....*

Extract 9 (page 99)

*P1 : **Ok.** That's all. From the debate about the subsidy of fuel in Indonesia..... **Ok** that's all from the groups positive and negative. So we give applause for both of*

them. Ok thank you for your attention and wassalamu'alaikum warohmatullahi wabarokatuh.

Extract 10 (page 99)

P8 : **Ok.** Dini it's your turn.

Extract 11 (page 99)

P11 : **Ok.** I'll explain about my, hehe, group opinion. Why my group don't agree with the national examination in Indonesia.

Extract 1-11 shows the use of time stalling devices because the learners performs hesitation device or filler "ok" to fill pauses in order to gain time to think.

Extract 12 (page 102)

P6 : *Ehm, my opinion. The other country like Malaysia ya. Malaysia, ehm, have planned the use of fuel oil that can, ya, may be, it should be, you can learn to the same. So the price of the fuel oil should be cheaper, ya..., may be..., they did.*

The extract above shows the use of time stalling devices because the learners performs hesitation device or filler "ya" to fill pauses in order to gain time to think.

Extact 13 (page 97)

P6 : *Ehm, my opinion. The other country like Malaysia ya. Malaysia, ehm, have planned the use of fuel oil that can, ya, may be, it should be, you can learn to the same. That may be, ehm, we can reduce the use of fuel oil in Indonesia. Then, ehm, Indonesia **you know**, ehm, is the produsen of fuel oil. So the price of the fuel oil should be cheaper, ya..., may be..., they did.*

Extract 14 (page 97)

P12 : *As **we know** that national examination, aa, must be held because it makes student can study seriously and it make, aaa not only for national examination but also for school examination and practice examination, aaa, **as we know** that national examination is counting from school examination and practice examination and also raport mark.*

Extract15 (page 97)

P8 : *Whatever, But **we know that** it about government decisions to use it or not some day, but I think the most important thing to us and to students that should study hard.*

Extract 16 (page 99)

P9 : *Why? Because we can see from the last national examination. It such a wreaked up mess. It*

such.... you know what? Its not. It's such wreak up mess event. So I don't think that government have the ability to held that event. Thank you.

Extract 17 (page 98)

*P15 : Thank you for the time given to me. The problem we talk about global warming. The first cause is the serious damage of our forest. **We know that**, aa, forest can give contribution to, ehm, to pro..., produce, oxygen. **You know?** And the second related to the glass-house effect. And the third, aa, pro.... producing CO2 that uncontrol.*

Extract18 (page 102)

*P15 : It can deflect aa.. ultraviolet come back to the atmosphere. Atmosphere. **You know?** It can be... uhmm... make aa.. lubang of the atmosphere. you know that?*

Extract 19 (page 103)

*P15 : In my opinion, I think if aaa to be possible concern, because **as we know** when we are going to.... The public transportation is still use gasoline, it will be similar.....*

Extract 13-19 shows the use of time stalling devices because the learners performs hesitation device or filler “you know”, “as we know”, “we know that”, “you know what”, “and “you know” to fill pauses in order to gain time to think.

Extract 20 (page 99)

P9 : *Well you say that to be the successful we need to held, eh, national examination. But, **well**, I don't think we need. Why? Because we can see from the last national examination. It such a wreaked up mess.*

Extract 21 (page 104)

P9 : *I even once in opo?... (asking friend)... read in newspaper there I read that some species, fish species in china getting... apa tadi?... (asking friend)... gen change. **Well** it may be someday will affecting us, human, may be have four arms or some like others, become a zombie. (laughing)*

Extract 22 (page 103)

P26 : *I want to ask to group two. **Well**, what is the relationship between egoism and globalization? Eh, global warming. And give the suitable reason. Thank you.*

Extract 20-22 shows the use of time stalling devices because the learners performs hesitation device or filler “well” to fill pauses in order to gain time to think.

Extract 23 (page 97)

*P12 : We are from affirmative side. And we don't agree with your opinion. National examination can make the students feel, aa... **what is it?** May be depresi, yes underpressure.*

Extract 24 (page 102)

*P18 : So the possibility to make earth more dangerous is possible. It is because the ozone is damaged so you... **what is it?** Ozone is like a filter so if it is damaged we no longer have a filter. So that will be bad for us. Right or not?*

Extract 13-19 shows the use of time stalling devices because the learners performs hesitation device or filler “what is it” to fill pauses in order to gain time to think.

From the discussion in classifying the types of communication strategies, the researcher finds that there are 111 communication strategies appearing in Discussion and Debate Class conducted by 37 students as the participants. These strategies are classified into eleven types of communication strategies proposed by Faucette (2001).

The type of communication strategies found in this research are approximation (9.01%), circumlocution (3.60%), borrowing (11.71%), foreignizing (1.80%), word coinage (16.22%), topic avoidance (5.41%),

message replacement (6.31%), abandonment (10.81%), appealing for assistance (8.11%), non-verbal (5.41%), and time-stalling devices (21.62%).

2. The Most Dominant Type of Communication Strategies Used

After getting data from findings, the researcher discusses the second research question about the most dominant strategy used by the fourth-semester students in Discussion and Debate Class. According to the finding of the frequency of the use of communication strategies which is illustrated in Table 5, the researcher shows the number of appearance of the communication strategies distributed by the students. This finding of the frequency of the use of communication strategies becomes the data to know the most dominant strategy used in this research.

The data finding in Table 5 shows that the frequency of the use of communication strategies becomes the data for knowing the rank of the appearance of communication strategies in Discussion and Debate Class. The rank of the communication strategies used is:

1. Time-stalling devices (21.62%)
2. Word coinage (16.22%)
3. Borrowing (11.71%)
4. Abandonment (10.81%)
5. Approximation/generalization (9.01%)
6. Appealing for assistance (8.11%)

7. Message replacement (6.31%)
8. Topic avoidance (5.41%)
9. Non verbal (5.40%)
10. Circumlocution/paraphrase (3.60%)
11. Foreignizing (1.80%)

By having the rank of the communication strategies used by the students, the researcher concludes that the most dominant strategy used by the students in Discussion and Debate Class is time-stalling devices. Time-stalling-device strategy appears for 24 times. It means that this strategy becomes the most dominant strategy used which reaches 21.62%.

After the researcher presents the research finding and conducting the discussion, the researcher points that there are 111 communication strategies appearing in Discussion and Debate Class which can be classified into eleven strategies proposed by Faucette (2001). They are communication strategies found in this research: approximation (9.01%), circumlocution (3.60%), borrowing (11.71%), foreignizing (1.80%), word coinage (16.22%), topic avoidance (5.41%), message replacement (6.31%), abandonment (10.81%), appealing for assistance (8.11%), non-verbal (5.41%), and time-stalling devices (21.62%). In addition, the researcher finds the most dominant type of communication strategies which is time-stalling devices gaining the first rank in the frequency of appearance employed by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the outcomes of the study involving the conclusion and the suggestions. It is useful to present some informations concerning with the study as a lead on to be better comprehension to the conclusion and suggestion.

A. Conclusion

The results of this study provide a phenomenon of communication strategies used by the fourth-students of English Department in Discussion and Debate Class at Muhammadiyah University of Purworejo. This study is concluded as:

1. The types of communication strategies used by English Department students in Discussion and Debate Class are approximation/generalization (9.01%), circumlocution/paraphrase (3.60%), borrowing (11.71%), foreignizing (1.80%), word coinage (16.22%), topic avoidance (5.41%), message replacement (6.31%), abandonment (10.81%), appealing for assistance (8.11%), non-verbal (5.41%), and time-stalling devices (21.62%).
2. The most dominant type of communication strategy used by the fourth-students in Debate and Discussion Class is time-stalling devices

B. Suggestion

In relation to the conclusion above, the researcher puts forward suggestion. The suggestions will be addressed to teacher, the students, and other researchers. The suggestions are as follows:

1. For Teacher

- a. The important of speaking spontaneously in Discussion and Debate Class without fully reading a note should make teacher motivating the students not to fully use any note in delivering their speech.
- b. The motion of the debate and the topic of discussion will be more challenging about the recent issue.
- c. Teacher should give students overview about how to professionally conduct a discussion and debate because students may become a teacher. It is important for them to know the rules of discussion and debate.
- d. The teacher is a great teacher in encouraging the students to speak; however, communication strategies may become one of alternative solutions in helping students' communication in classroom.

2. For students

- a. Students should be more brave and confident in delivering their speech. Don't be shy! You speak to listen.

- b. Discussion and debate is not only about the manner of speaking; thus, they must be able to have acceptable arguments and explanation.
- c. As teacher to be, English speaking is a main competence got by them. By having a lot of practice, students can get fluency in their speaking.
- d. Applying communication strategies is suggested by the researcher in order to overcome the students' communication breakdown.

3. For other researchers

The researcher expects that communication strategies is a research that can be develop into various deep understanding about learners' interlanguage. The researcher wishes that other researchers can have other beneficial researches regarding on the communication strategies.

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APPENDICES

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TRANSCRIPT

DEBATE CLASS A

First Round

Motion: Fossil-Fuel Subsidy Removal

P1: Ok, for the negative team. It's time to you to....

P2: Thank you for your opinion. We are negative team and we reject, if hm, subsidy remove because we believe that poverty rate in Indonesia is still high, ehm, as we know that Indonesia, ehm, poverty in Indonesia is high as we know. In Indonesia there area lot of unemployment and force people from years to years are increase, so we can imagine if subsidy of BBM even removed. And the second, point of the cost of daily needs are automatically will increase if the subsidy for fuel oil in Indonesia removed. With the increasing of cost daily life, people will be more difficult to cover their daily needs.

P1: Ok, thank you for Ms. P2. Next, Mbak P3.

P3: I'm from the positive team. Ehm, we have opinion of the subsidy of fuel oil. So the point is reducing the subsidy of fuel oil is beneficial for industry system because it can economize fuel oil. So, it means that when fuel oil is reduced, it will also reduced the wasteful nature. It also will have better interaction between people and the nature better than before. Thank you.

P1: Ok. For the negative team.

P4: We are the negative team. And we are disagree if subsidy of fuel oil in Indonesia is removed. Ehm, we dont agree about P3's opinion, hm, that subsidy fuel, removing subsidy of fuel oil in Indonesia is beneficial for Indonesia,aa, because we know that Indonesia is the developed country, as we know that the development in some regions in Indonesia, aa, mainly in remote area is still low and different with the other region that can prioritize by the government. It will be more clear that the subsidy of fuel oil In Indonesia is removed, foe example in Irian Jaya. If we compare with the Jakarta that, aa, that show the progress from years to years. Thank you.

P1: Ok. The last speaker from the positive group.

P5: Ok. Hello. I will, hm, tell about my opinion that Indonesian of the....., Indonesian subsidy of the fuel oil by the government that the government is expected to allocated the subsidy on the fuel oil to the infrastructure development. The reduction of the subsidy provide by the state budget subsidy that used the amount of value that can be allocated the interest such as the infrastructure development. The potential of the reduce of fuel subsidy by the

government, ehm, government should start to optimize the use of alternative fuels. This optimization, can be intended the creation of sporting infrastructure and preparation of human resource in the management of the alternative fuel.

P1: Ok. Next for the negative team. The last speaker

P6: Ehm, my opinion. The other country like Malaysia ya. Malaysia, ehm, have planned the use of fuel oil that can, ya, may be, it should be, you can learn to the same. That may be, ehm, we can reduce the use of fuel oil in Indonesia. Then, ehm, Indonesia you know, ehm, is the produsen of fuel oil. So the price of the fuel oil should be cheaper, yah..., may be..., they did.

P1: Ok. That's all. From the debate about the subsidy of fuel in Indonesia. We can see from some sides in the development side, and from the poverty side. May be that's about that from two of the debaters in the side of development and the poverty. Ok that's all from the groups positive and negative. So we give applause for both of them. Ok thank you for your attention and wassalamu'alaikum warohmatullahi wabarokatuh.

Second round

Motion: National Examination in Indonesia

P7: We are from affirmative side. We are agree about the motion that national exam should be held because it's the utensil of the successful education in Indonesia. If the student pass the examination we can say that our education is successful. Thank you.

P8: Ok. For Mr. P8. The time is yours.

P9: Well you say that to be the successful we need to held, ehm, national examination. But, well, I don't think we need. Why? Because we can see from the last national examination. It such a wreaked up mess. It such.... you know what? Its not. It's such wreak up mess event. So I don't think that government have the ability to held that event. Thank you.

P8: Ok. P10. It's your turn.

P10: Bentar. We are reject your opinion, because we are the positive team. We agree with the motion the national exam will be held. It can help the student to remain the reason and they have forgotten. So they should study hard if they want to pass the examination to get good mark. Thank you.

P8: Mr. P11.

P11: Ok. I'll explain about my, hehe, group opinion. Why my group don't agree with the national examination in Indonesia. My group don't agree about national examination because it gives bad effect to student's psychology. National

examination can influence the student's psychology. I can say that because student becomes scared to be honest people. Because if they are not to,aa, cheat they are may be can't pass exam. And I prefer to daily activity like like daily exam and the result, the result or the value of national exam to decide the final exam of education in education school. I think enough.

P8: Your turn.

P12: We are from affirmative side. And we don't agree with your opinion. National examination can make the students feel, aa... what is it? May be depresi, yes underpressure. We should give motivation to the students to calm down and they can, they can face national examination. And you say that the best way is, is from daily activity such as, aa.. daily examination, semester examination, or school examination, like this, aaa...As we know that national examination, aa, must be held because it makes student can study seriously and it make, aaa not only for national examination but also for school examination and practice examination, aaa, as we know that national examination is counting from school examination and practice examination and also raport mark. And so student not feel useless after they study for serious.

P8: And for the last but not least speaker. Please give your opinion, P13.

P13: Ok. I will explain opinion about national examination. National examination gives students or their parents become so strict. Look at the news of TV, uhm, many students or parents make students influence some parts of the mental thing that make students can pass the national examination especially with black magic power. And that's all is on the TV. Aaa.... that there are student and parent is use magic power. That's I think. Thank you.

P8: Thanks. Talk about national examination. We get an opinion from both the group about it with agree and disagree opinion. Whatever, But we know that it about government decisions to use it or not some day, but I think the most important thing to us and to students that should study hard. That's our job to gain the knowledge. Ok, ehm..., I'm appreciate the both, the two groups that agree or disagree with national examination. Ehmm.... Ok, give applause for both of them. Thank you for your attention. wassalamu'alaikum warohmatullahi wabarokatuh.

Teacher: Thank you for the moderator. Next the time for comment ya. What do you think about the first debate? Whether it is good or not. If it is not good, why you think it is not good? Anyone want to give comment for the first debate?

P8: P10 should be loudly. I think all of you have your own opinion and i think that's a great opinion but you are not really confidence with your, aaa, your answer. so next time you should be confidence with your answer, and you should speak loudly if your voice want to listen by everyone. That's my... (nodding)

Teacher: Yeah, the voice ya. Your voice is not loud enough for the debate. Next.

P14: Ok thanks for the time given to me. Ok, for the second debate I want to give addition for about national examination. We know that national examination become main value to decide students graduate. Better if the national examination not become the main value to decide student graduate. The presentation of mark of national examination should be less than mark on school examination. That's enough.

Teacher: So you give the topic from the content ya... so the debaters, do you agree with fitri?

DISCUSSION CLASS A

First Round

Theme: Causes of global warming

P15: Thank you for the time given to me. The problem we talk about global warming. The first cause is the serious damage of our forest. We know that, aa, forest can give contribution to, ehm, to pro..., produce, oxygen. You know? And the second related to the glass-house effect. And the third, aa, pro.... producing CO2 that uncontrol.

Teacher: The second effect is glass house. What is that?

P15: Glass house effect like aa the building using glass and it can deflect ultraviolet come to the opo jenenge? (asking friend)

Teacher: Atmosphere.

P15: Yeah, atmosphere. It make hole.

Teacher: That's good. Next, P3.

P3: I'd like to deliver the causes of global warming, according to our team, the causes of global warming are..... there are so many factors there are the deforestation or illegal logging. People start to build the skyscraper. And reduce the green area, the changing from green area into industrial area. And using fossil fuel. There are so many things consist of Freon that can make CO2. The last the amount of fuel is decreasing but we still do not have knowledge to manage it.

Teacher: Well, participants may offer question or comment related to the causes of global warming. Anyone?

P16: P3, please you.... how glass effect works? What is the....

Teacher: glass house effect?

P16 : Glasses house? Yeah, what is efek rumah kaca.

P15: It can deflect aa.. ultraviolet come back to the atmosphere. Atmosphere. You know? It can be... uhmm... make aa.. lubang of the atmosphere. you know that?

P16: So?

Teacher: You can draw a picture to illustrate it.

P15: (drawing picture)

P15: Yknow that green house....

Teacher: Green house or glass house?

P15: Eh, glass house. It can defeated

Teacher: Reflect?

P15: It can reflect the ultra violate. From the glass come back to the atmosphere. It can make hole on the atmosphere. And it can.... hm... the ultra violate direct to the earth and nothing.... aaa the earth particularly, protected from ultraviolet. You know I mean?

P16: You said that glass house can reflect the light (demonstrate it by hands). I think it is impossible because glass house effect only aaa....

Teacher: Yeach, it is also related to group two that it is because the increase of the number of skyscrapers.

P16: So if there are many glasses in the earth that means make global warming become.....

P17: Sorry, our earth suppose to reflect the ultraviolet itself. I mean because it don't absorb the ultraviolet?

P15: It is because basically glass cannot absorb the ultraviolet. It must, eh it makes the line. I mean that glasses can't absorb....

Teacher: Ok, glass cannot absorb the light.

P18: The layer of the ozone then will be damaged you know? So the possibility to make earth more dangerous is possible. It is because the ozone is damaged so you... what is it? Ozone is like a filter so if it is damaged we no longer have a filter. So that will be bad for us. Right or not?

Teacher: Next form group?

P12: Three

Teacher: Do you will ask to group?

P12: P13's group. Hmm... I disagree about your opinion that you say forest fire become cause of global warming. In my opinion, the forest fire includes on the effect of global warming because when the climate change and the temperature raise so it become hotter and make forest fire. So how come? Please explain to my group that forest fire can be cause of global warming.

P19: I think forest fire give cause because by forest fire we will lose amount of tree. And if it happen so it can cause to the lack of forest so it can cause global warming.

Teacher: Is it clear to you? What's the point? Because forest fire.....

P19: Because forest fire is.... aaa..... We will lose the amount of trees. And if it happen so it can cause to the lack of forest and can cause global warming.

Teacher: The lack of forest can cause global warming?

P19: (nodding)

Teacher: P12, do you agree?

P12: It is the cause?

P18: if we lose a lot of forest, it can cause global warming.

Teacher: Yeach because the forest no longer can absorb the pollution.

P18: Besides, the land will be infertile. It could be because of the burn. And it could be, may be, difficult to plant new plant there.

Teacher: Yeach the forest fire is because of the invention so the result may cause global warming.

P9: Well, it can be the effect of the problem on global warming. And one, the first, the earth is hotter, two genetically-change of species, the effect of global warming become worse, six is disease, and the last, extension for some species.

Teacher: Ok, other groups can participate by asking question or making disagreement.

P20: (raising hand)

Teacher: How can you disagree with your own group?

Faris: (pointing the other group) I'm.....

Teacher: Oh no..... Definitely the other group who can give response. Other groups than three and four.

P21: You said that global warming can causes genetically change. How can?

Teacher: how it happen?

P21: yes

P9: I even once in *opo?*.... (asking friend).... read in newspaper there I read that some species, fish species in china getting... *apa tadi?*... (asking friend).... gen change. Well it may be someday will affecting us, human, may be have four arms or some like others, become a zombie. (laughing)

P21: How come?

P9: How come? Because the change of the climate, with the air or something like. And then from affected by celestial... *apa? Sg kya ngene?* (asking a friend) celestial.... By celestial, what is it, asteroid may be... (asking friend)... *he'e kn?* Celestial asteroid, from the piece that down earth. It come to earth because the ozone come... *tipis apa?* (asking a friend)

P9: Thin. Become thinner and it would surely come to the earth. Different from the old date that when the ozone still light, thick, that it would make asteroid hard to come here.

Teacher: Ok P21?

P21: I'm not sure.

Teacher: Ok, you are not sure with the disputation? We may find the news. The example is good about fish. But it is still rare. Ok the other question? No.... Ok, we are going to the conclusion.

Second Round

Theme: Solution of Global Warming

P22: The first is reduce of the vehicle, the second is the use of electrical energy, the third the use of ingredient containing aerosol, and the four go green.

Teacher: Ok P7 please present.

P7: our group will present the solution. The first turn off the electricity when it was not used, the second reforestation, and the third choose alternative transportation as bus, train, bike or walk if you want to go to near place.

Teacher: Walk? Walk means without transportation?

P7: (silent)

Teacher: Ok. Next.

P8: Chose electronic tools which have energy saving. Two do reboization. Three stop cutting tree without responsible, four do recycle, reduce the amount of plastic trash. Five don't too much using motor vehicle, six for the long time program change the motor vehicle that using gas oil into electric fuel. (nodding).

P11: Have you ever done the green-life style and on what aspect?

P4: Green-life style... aaa... I have planted tree in my house, mango tree for example. And for example when you....., when I go shopping I do not use plastic to bring my goods or things that I buy but I bring my bag to *apa ya?* (asking friend) to pack my....

Teacher : Thing. Ok P11, do you agree?

P11: (silent)

Teacher: How to have act in your life?

P11: I use bicycle to campus.

Teacher: Really? I don't believe (laughing). You use motorbike to campus?

P11: (silent)

Teacher: Ok, next.

P23: I want to ask how to reduce the use of plastic if the produsen still produce plastic even in big amount?

P21: We can start from our selves... may be it's hard for us as the common people to control production of plastic. But from as P4 said, that if she go to the market, she did not use the plastic but she use her own bag. Can be one of solution to reduce the plastic may be just little bit.

P14: I want to ask. You said that one of the solution is go green. So can you explain for me how to apply go green program to the big city like Jakarta, Surabaya, Bandung.

P24: I'd like to answer P14's question may be aaa... our team may be have one people thinks that will do, aaa, to apply go green in Jakarta may be. May be in our opinion we have to reduce use of using of, reduce using of car. May be it's simple things to go green.

Teacher: Reduce the use of car?

P24: By bicycle maybe... or (demonstrating by finger means as walking)

Teacher: Do you think many people use bicycle in Jakarta? Perhaps you can give example that government may do.

P24: For the solution of government to reduce, aaa.... to apply go green. May be government should be adding public transportation such us busway, KRL.

Teacher: Yeah, it may government do. The other example is car-free day.

P15: In my opinion, I think if aaa to be possible concern, because as we know when we are going to.... The public transportation is still use gasoline, it will be similar. It is produce CO₂ like that. I think we have to, we have to improve our innovation like the H₂O energy. We know that H₂O energy, yes I think, can be solution.

DISCUSSION CLASS D

First Round

Theme: Causes of Global Warming

P25: I will explain the cause of global warming. One, the CO₂ emission from fossil fuel burning power plant. Two, Carbon dioxide emission from burning gasoline of transportation. Three methane emission from animals and agriculture. Four deforestation and especially tropical forest wood and palm tree. Five increase the use of chemical fertilizer on plant.

P26: I want to ask to group two. Well, what is the relationship between egoism and globalization? Eh, global warming. And give the suitable reason. Thank you.

P27: The relationship between egoism and global warming is when someone become egoism just think about self comfortable without think about the effect of the environment.

Teacher: Can you give example?

P27: Like when we come to campus, we, we use motorcycle alone. Just think when you use mass transportation, you can.... mengurangi apa? (asking friend). Decrease the consume of gasoline. Like that.

P28: Why and how metana can cause global warming?

Teacher: Methane?

P28: Yeah, methane

P29 : Methane is potentially.... it more dangerous than the CO... carbon dioxide. When it increase to the atmosphere.

P30: I want to present about the effect of global warming. First, different temperature is very extreme, lost of habitat and rope of cereal reef in the sea, and the last world not comfort to life.

P31: I will ask why the cause of global warming may spread to some disease?

P30: The changing of whether that is so extreme can cause the disease.

P31: What?

P30: Perubahan cuaca

P31: Please mention kinds of the disease.

P30: Malaria, fever, and.... influenza.

P31: What about skin?

P30: (silent)

P32: We are from group three. If the fresh water more reduce, in your opinion, what is alternative energy. What is the..... what is we can drink in the future.

P33: If the fresh water.... we can.... we can distilling the water....*opo sih?* (asking friend)

Teacher: Refine

P33: Refining? Yeah, distilling the water to get pure water.

Second Round

Theme: Solutions of Global Warming

P34: There is some solutions of the global warming. And the one is like one man one tree like go green. And then reboization, save energy, renewable energy resources such as solar and wind. Reducing vehicle, more efficient mass transportation.

P35: Ask to group five. How to manage forest and agriculture?

P34: Managing forest and agriculture meaning taken together tropical deforestation and emission from agricultural represent early 30% in the world had trapping emission, we can fight global warming by reducing emission from transportation using green transportation.

P36: You explained about green transportation. Give me example.

P26: In Indonesia, *delman*, bicycle, scooter, pedcap, *jalan kaki apa?* (asking friend). *Pedestrian*.

Teacher: On foot?

P26: Yeah, on foot.

P36: Do you go to campus by bicycle?

P26: Because my house rather far away from this campus, I think I don't mind.

Teacher: Where is your house?

P26: Kutoarjo.

Teacher: How about using bicycle?

P26: Impossible.... Eh, possible but it waste much much time.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan K.H.A. Dahlan No.3 Telepon 0275.321494 Purworejo 54111

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 160/PBI/IX/2013

Yang bertanda tangan dibawah ini, Kepala Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Purworejo. Menerangkan bahwa:

Nama : Nian Sekar Jatiningrum
NIM : 092120050
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Study of Students' Communication Strategies Used by the Fourth-Semester Students of English Departemen in Discussion and Debate Class at Muhammadiyah University of Purworejo in Academic Year of 2012/2013
Tempat : Universitas Muhammadiyah Purworejo

telah melaksanakan penelitian di Universitas Muhammadiyah Purworejo dari tanggal 02 April sampai 05 Agustus 2013

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

The Head of English Department



KARTU BIMBINGAN SKRIPSI

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Pembimbing


Sudar M. Pd.

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