

**COMMUNICATION STRATEGIES OF
NON-NATIVE SPEAKER TO NATIVE-SPEAKER
CONVERSATION IN AN ENGLISH CONVERSATION**

A THESIS

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for the Degree of Sarjana Sastra (S.S.)
In English Language



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Semarang, September 30th, 2013.

Pranes Adi Setyawan

MOTTO

“And I say unto you, ask, and it shall be given you; seek, and ye shall find; knock,
and it shall be opened unto you.

For every one that asketh receiveth,; and he that seeketh findeth; and to him that
knocketh it shall be opened.”

(New Testament, King James Version, Luke 11:9-10)

“Tidak ada jalan yang buntu jika kita terus berjalan ke depan”

‘Keterlambatan adalah bom waktu yang pasti merusak dan menunda tongkat
estafet’

(Pranes Adi Setyawan)

DEDICATION

This thesis is dedicated to:

- ⊕ My everything, Jesus Christ.

- ⊕ My beloved parents, my Dad (Rusdyono) and my Mom (Nur Rahayu Setyaningsih).

- ⊕ My beloved young brothers, Yohanes Anang Setyawan & Theofilus Kharisma Setyawan.

- ⊕ My beloved Son and Wife, Immanuel Pranes Milanello – Nufia Indi Astutik.

- ⊕ R. Ely Ernawati, (si Ranting Rapuh).

- ⊕ Myself.

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Semarang, September, 30th, 2013.

Pranes Adi Setyawan

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ABSTRACT

The thesis is entitled *Communication Strategies Used by Non-Native Speakers to Native Speaker in an English Conversation*. It has one objective. It is aimed at finding out kinds of communication strategies that are used by non-native English speakers.

The data is a casual conversation taken from non-native English speakers. The subject of this study was two people, they are Karina (non-native speaker) and Bryant (native speaker). The qualitative descriptive method is used to analyze the data and its functions to describe the kinds of communication strategies by non-native English speakers.

After analyzing the data, it is found that the non-native speaker almost used all communication strategies in the conversation. Modification devices (Backchannel cues 40.74% or 22 turns, Clarification request 9.26% or 5 turns, Comprehension check 3.70% or 2 turns, Confirmation check 3.70% or 2, Pausing 22.25% or 12 turn, and Self repair 3.70% or 2 turns), Paralinguistic aspect (Gesture 1.85% or 1 turn and Mime 1.85% or 1 turn), L1 – based (Language switching 5.55% or 3 turns and Foreignizing 1.85% or 1 turn), L2 – based (Appeal 1.85% or 1 turn) and Avoidance (Message 1.85% or 1 turn avoidance and Topic avoidance 1.85% or 1 turn). The strategies which not used are: approximation and circumlocution in L-2 based strategy. It is because non-native speaker does not have enough language skill to communicate with foreigner. It means communication strategies can help her to face communication problems.

The reason of using communication strategies are to maintain the utterances run smoothly, so that the interlocutors can understand the meaning of the conversation. The result shows that the most of used communication strategies as “waiting time” to stall time, to think and to recall the next words to convey their meaning in conversation.

Key words: *Language, Communicative competence, Communication strategies.*

CHAPTER I

INTRODUCTION

1.1 Background of The Study

People realize the importance of communicating in life. Moreover, humans as social beings really need communication. Communication is a part of our life and it is very important thing in our life. It cannot be avoided. Communication happens when people exchange thoughts, messages, and information. It can be exchanged by speech, gestures, and by the use of writing. Communication can run well if there is a medium which is called language.

Language is a tool to transfer information from the speaker to the audience / hearer. Language has an important role in someone's life. Language is a means of communication and helps us to communicate and interact one to another. We use language everyday. Without language, one cannot interact and communicate each other intensively. According to Eggins (1994:149) people use language to communicate within their own group and participate in a social culture. They interact with each other and permit them to express their idea opinion and information. Language connects people and they always use it everyday. Communication can happen in one place and one time, and also there must be at least two people, those are the speaker and the hearer.

In Indonesia, people have two kinds of language. They are: mother tongue (local language) and the national language (Indonesian). But in the present era (globalization era) Indonesian people have to learn and even master a foreign

language, such as Mandarin, French, German, Korean, Japanese as well as English.

English has spread worldwide even become an international language. English is an international language that is often used in a variety of fields' subject, for example in the education, Kindergarten, elementary school, middle school and high school. Learning a foreign language has many reasons, for example: would be a great honor when we can communicate with foreigners and can build a good relationship, especially in the economic sector, social, cultural, educational or even a friendship/ it could be due to the factors of education in the country, or just their like foreign languages.

Because English is the international language and is not the daily language of Indonesian, sometimes Indonesians have difficulties to express the Indonesian word or message which they want to deliver and they cannot speak smoothly when they are communicating with foreigner. So it can cause communication breakdown. This happens because people in Indonesia may not have enough vocabularies in the English. So, they are difficult to find the proper words in the Indonesian language or which have the similar meaning in English or even they do not understand the pattern used in English. Therefore the Indonesia people often use some strategies when speaking or communicating with foreigner and continue the conversation as expected, it is called communication strategies.

The data that want to be analyzed in this research is the conversation between Non-Native Speaker with Native Speaker.

All of their utterances will be analyzed by using communication strategies to find out what strategy that acquired to keep their utterances run smoothly during the conversation. The communication strategies is very important to be acquired by the foreign language learner, so that when he/she talk to the native speaker, he/she can express his/her thought, he/she can overcome the difficulties that may appear during conversation and keep their utterances and conversation going well. If the conversation going well, it becomes effective and its can be reached easily.

Based on the background of the study, the researcher is interested in analyzing communication strategies of English conversation between Non-native Speaker with Native Speaker.

1.2 Statement of The Problems

In this research, the researcher wants to find out what kinds of communication strategies used by non-native (Indonesian) to make a sustainable communication with English native speaker in the conversation?

1.3 Scope of The Study

This focuses only on the communications strategies that are used by non-native speaker to native speaker in their conversation.

According to Tarone, (1980); Bailystock (1990); Dornyei (1995) as cited in Wannaruk (2003:5) classify communication strategies as Modification Devices, Paralinguistics aspect, L-1 based, L-2 based and Avoidance.

1.4 Objective of The Study

The objective of the study is:

To know what kinds of communication strategies are used by non-native speaker can make sustainable communication to native speaker.

1.5 Significance of The Study

It is expected that the result of this research can be valuable for the writer, Dian Nuswantoro University, next researcher, and everybody who read this thesis.

In detail, it is expected that the result of this research can be:

1. For the writer, to get more knowledge about communicative competence, especially communication strategies.
2. A contribution to Dian Nuswantoro University, particularly for English Department students. It is expected that the result of this research can be used as a references for institution to increase the student's ability in communicative competence, and for the students, so that they will aware of strategic competence when they communicate with the other.
3. A contribution to the next researcher who are interested in this subject and have a strong commitment to do further researcher.

1.6 Thesis Organization

This thesis is organized into five chapters:

The first chapter is Introduction. It describes background of the study, statement of the problems, scope of the study, objectives of the study, and significances of the study and thesis organization.

The second chapter explains review of related literature. This chapter reveals about some theories used as the theoretical basis in carrying out this study. They are language, communication, communicative competence, strategic competence, and communication strategies.

The third chapter is research method. It contains research design, unit of analysis, source of data, techniques of data collection, and techniques of data analysis.

The fourth chapter is data analysis. It presents the research finding and the discussion of the data analyzed.

Chapter five consists of conclusion and suggestion of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Analyzing this study, the researcher needs to discuss about some theories. These are about language, communication, communicative competence, strategic competence, and communication strategies.

2.1 Language

Language is one of medium that be used people to interact to the other. As a human being, people must be interact one to other in their environment. Without language we can not reach what people is purpose. They need medium to interact. Language is a medium to transfer information from the speaker to the audience / hearer. Language has an important role in someone's life. Language is a means of communication and helps us to communicate and interact one to another. We use language everyday. Without language, one cannot interact and communicate each other intensively. Language is also people unifier.

As a medium of communication language has two types, there are written and spoken languages. Written language can be realized in text, short message, news and short story. Meanwhile, spoken language can be realized in dialogue, conversation, and live show. It is means that spoken language is language that expressed in speaking.

There are some Linguists that have different opinion about Language. One of them is Halliday (1985 : 4) who describes that language is understood in its relationship to community or social structure as stated below:

“For other linguists, perhaps, the direction might be a psychoanalytic one, or an aesthetic one, or any one of a number of possible perspective primarily adopted—not to exclusion of the others, but because this is where we look first to seek explanations for linguistic phenomena – is the social one. We attempt to relate language primarily to one particular aspect of human experience, namely that of social structure”.

Language is the development of the basic form of communication between human beings, and in a society. We cannot communicate in any real sense without language, other than through gesture, we do communicate through some non-verbal forms like the visual arts-painting and sculpture-and through dance, but the culmination of true, articulate, communication is through language.

According to Brown (2000: 5) language is : (1) language is systematic, (2) language is a set of arbitrary symbols, (3) those symbols are primarily vocal, but may also be visual, (4) the symbols have conventionalized meanings to which they refer, (5) language is used for communication, (6) language operates in a speech community or culture, (7) language is essentially human, although possibly not limited to humans, and (8) language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Of the various terms that have been put forward by linguists, some conclusions can be drawn relating to the understanding of the language, namely that the basic characteristics of the language are (1) systematic, which implies that there is a system in a particular language that serves as the basis for its rule, (2) arbitrary, namely that there is an unwritten rule that states that the language can

not be asked why something was called as it was while the other is expressed as, (3) symbol, language is a symbol of something that humans delivered both orally and in writing , (4) communication, which means that the language used to convey the hearts and minds as a form of human interaction.

Furthermore, Ramelan (1991 : 8) says that “Each member within the society needs a tool of communication which called language.

In fact, language is necessary in people life to express their feeling and ideas, to communicate each other.

2.2 Communication

People realize the importance of communicating in life. Moreover, humans as social beings really need communication. Communication is a part of our life and it is very important thing in our life. It cannot be avoided. Communication is a process whereby a person or persons, groups and community organizations to create and use information in order to connect with the environment and other people " .

Communication happens when people exchange thoughts, messages, and information. It can be exchanged by speech, gestures, and by the use of writing. Furthermore, communication is defined as the transmission of meaning through sound, signal, gesture, or symbol. Carey in Fiske (1990:9-10) says that:

“A ritual view of communication is directed not toward the extension of messages in space but toward the maintenance of society in time; not the act of imparting information but the representation of the shared beliefs. It is a symbolic process whereby reality is produced, maintained, repaired, and transformed”.

There are many communications in life, but ordinarily in a life people use Verbal Communication and Non-verbal Communication.

Verbal communication is the act of speaking by using words. Verbal communication usually is known as dialogue. A dialogue is a reciprocal conversation between two or more participants. Verbal communication is a form of communication to convey ideas, feelings, thought and owned one to others verbally, for example, talking on the phone, presentations, meetings and so on, or a communication directly heard by the ear.

Non-verbal communication is the act of communicating without using words. It can be communicated through facial expression such as smiling, frowning and eye contact, body language such as arms crossed, giving someone the “finger” legs shaking resembling nervousness, and the impression that give to others with apparent such as dress or body image. Also, the tone of voice can be expressed non-verbal. Non-verbal communication plays a key role in human life in making communication.

2.3 Communicative Competence

Communicative competence is a linguistic term which refers to learner's L-2 ability. It does not only refer to a learner's ability to apply and use grammatical rules, but also to form correct utterances and know how to use those utterances appropriately.

In making communication, communicative competence is very important. Hartman and Stork (1973:43) says that “Communicative function is the use of

language for the purpose of conveying information between a speaker or writer and listener or reader”. Hartmann and Stork (1973:44) also says that “Competence is the ability all native speakers have of being able to understand and produce sentences which they have never heard before; it refers in this sense to the code which underlies all utterances in a given language”. Communicative competence is a linguistic term which refers to a learner’s L2 ability. It not only refers to a learner’s ability to apply and use grammatical rules, but also to form correct utterance, and know how to use these utterances appropriately. Bachmann (1990) divides communicative competence into the broad headings of “Organization Competence”, which includes both grammatical and discourse (or textual) competence, and “Pragmatic Competence” which includes both sociolinguistic and “Illocutionary” competence. Canale and Swain quoted by Rod Ellis (1986:182) identify “strategic competence”, as the way with to cope an authentic communicative situation and the way to keep the communicative channel open; as an integral part of language user’s overly communicative competence.

Savignton states in David S. Taylor (1995:163) that:

“Communicative competence is a dynamic rather than static concept. It depends on the negotiation of meanings between two or more person who share to some degree the same symbolic system. In this sense, then, communicative competence can be said an intrapersonal trait. Communication is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then to speak degrees of communicative competence.”

The model of communicative competence is formed in a pyramid. It is enclosing a circle and surrounded by another circle. The circle within the pyramid is discourse competence, and the three points of the triangle are sociocultural

competence, linguistic competence, and actional competence. This latter competence, an addition to the Canale and Swain model, is conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets. Thus our construct places the discourse component in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the sociocultural context come together and shape the discourse, which in turn, also shape each of the other three components. The circle surrounding the pyramid represents strategic competence, potentially usable inventory of skills that allows a strategically competent speaker to negotiate the message and resolve the problems or to compensate for deficiencies in any of the other underlying competencies. The figure 4.2 below describes the model of communicative competence that formed in pyramid:

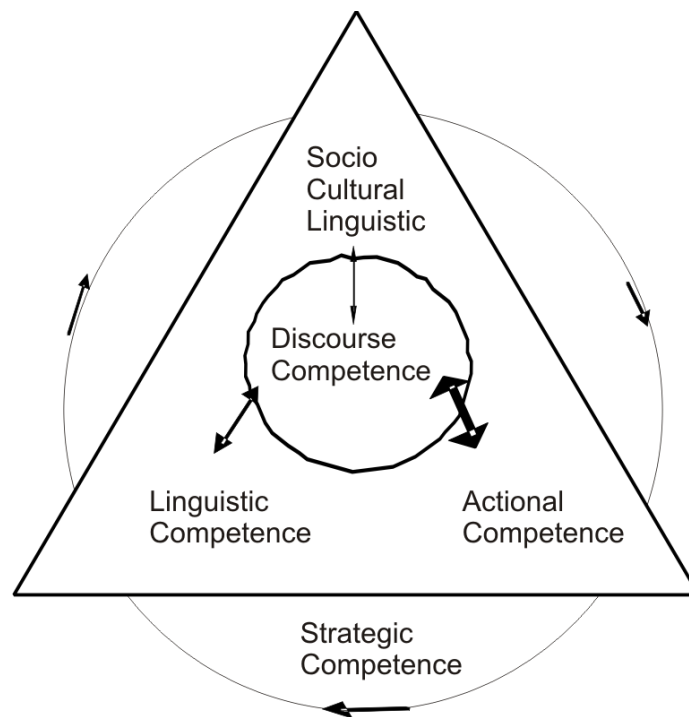


Figure 2.1 Schematic Representation of Communicative Competence

Source: Murcia, Dornyei, and Tarone (1995:10).

1. Discourse Competence

Discourse Competence concerns the selection, sequencing, and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text. This is the bottom-up lexico-grammatical micro level intersects with the top-down signals of the micro level of communicative intent and sociocultural context to express attitudes and messages, and to create texts.

Sub-areas that contribute to discourse competence are: Cohesion, Deixis, Coherence, Generic Structure, and the conversational structure inherent to the turn-taking system in conversation.

2. Linguistic Competence

Linguistic competence comprises the basic elements of communication: the sentence pattern and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic system needed to realize communication as speech or writing.

Pawley in Murcia (1995:17) says that however, he wishes to emphasize the importance of lexico-grammatical building blocks, that is, “lexicalized sentence stems” or “formulaic constructions”. Still, in Murcia (1995:17), Nattinger and De Carrico’s discussion of formulaic speech offers a potentially very useful approach to dealing the complexity of conventionalized forms. Thus, they consider lexical phrases to be separate from idioms and other types of collocations that are purely lexical and thus belong to linguistic competence.

The components of linguistic competence are Syntax, Morphology, Lexicon, (receptive and productive), Phonology, and Orthography.

3. Actional Competence

Actional competence is defined as competence in conveying and understanding communicative intent that is, matching. Actional intent with linguistic form based on the knowledge of an inventory of verbal Schemata that carry illocutionary force.

Actional competence is closely related to “interlanguage pragmatics”. Kasper and Blum-Kulka in Murcia (1995:17) described “interlanguage pragmatics as the study of non-native speakers use and acquisition of linguistic action pattern

in second language”. It must be noted that the conceptualization of actional competence is mainly restricted to oral communication. A close parallel to actional competence in written communication would be “rhetorical competence” which includes analysis of the “moves” and “lexical routines” typical of any given written genre.

Actional competence involves knowledge language functions like interpersonal exchange, information opinions, feelings, suasion, problems, and futures scenario.

4. Sociocultural Competence

Sociocultural competence refers to the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication. In accordance with the pragmatic factors related to variation in language use. As Nunan in Murcia (1995:23) states that: “Only by studying language in its social and cultural context, will we come to appreciate the apparent paradox of language acquisition: That is at once a deeply personal and yet highly social process.”

Language learners face this complexity as soon as they first try to apply the L2 knowledge they have learned to real-life communication, and these first attempts can be disastrous: the “culture-free”, “out-of context”, and very often even “meaning-free” L2 instruction. L2 learners should be made aware of the fact that making a social or cultural blender is likely to bad to far more serious communication breakdown than a linguistic error or the lack of particular word.

Raising sociocultural awareness, however, is not an easy task because sociocultural rules and normative patterns of expected or acceptable behaviour have not yet been adequately analysed or described (Savignon in Murcia, 1995:23). Even when good descriptions are available, sociocultural rules and norms are so ingrained in our own identity that it is difficult to change behaviour based on a new set of assumptions.

The sociocultural variable is divided into four main categories, they are:

1. Social Contextual Factors

This concerns to the participants in the interaction and the communicative situation.

2. Stylistic Appropriateness Factors

This includes variables that lend themselves to explicit interaction.

3. Cultural Factors This involves three main components: sociocultural background knowledge of the target language community, awareness of major dialect or regional differences, and cross-cultural awareness.

4. Non-Verbal Communicative Factors

As Pennycook in Murcia (1995:25) reiterates that:

Actions speak louder than words, with non-verbal communication carrying a significant proportion of social meaning. Because non verbal actions operate largely on an unconscious level, L2 speakers may not even realize that some miscommunication can be fostered in appropriate non-verbal signals.

The aspects of sociocultural competence that will be particularly problematic for learners are the function of the differences between the communicative styles of the L1 and L2 communities.

5. Strategic Competence

The concept of strategic competence is knowledge of communication strategies and how to use them. It is said in Murcia that in the research of Canale and Swain in the 1980s has identified several other types of strategies relevant to language learning, language processing, and language production.

2.4 Strategic Competence

It is the ability to solve in communication which arise because of partial lack of any the other competences. All people in society have to apply strategic competence when they make conversation, especially in other society. Each society has it own culture. Therefore, to communicate with intercultural societies, people have to make use of strategic competence so that they can communicate each other. The strategic competence is needed because people have no competencies to use grammatical, discourse, sociolinguistic and sociocultural competence. According to Hymes (1972 : 35) strategic competence is the ability to solve in communication which arise because of partial lack of any the other competences, especially communicative competence. Another writer, Luciano Mariani strategic competence as the ability to cope with unexpected problems when no ready-made solution are available (1994 : 1). It is the ability to solve communication problems despite in adequate command of the linguistic and socio cultural code-an contribute to development of an overall communicative competence.

(www.learningpaths.org/papers/papercommunication.htm).

There are some elements of strategic competence quoted in Mega (2008 : 20-28) :

1. Avoidance or Reduction Strategies

This involves tailoring one's message to one's resources by either replacing messages, avoiding topics or as an extreme case, abandoning one's message all together. Here, the learners are avoiding topics for which L2 items or structures are not known and also abandoning talking about something. Reduction strategies can affect the content of our communicative goal: we are familiar with the essential strategy of avoiding a topic we do not feel confident to talk about. The reason why a non-native speaker can sometimes sound vague is possibly the fact that he or she is replacing the original meaning, the original goal, with a simpler message.

Reduction strategy can also affect modality or whole speech acts, for instances: if someone can not use pre-topics in opening a telephone conversation, I may do without such starters as "*are you busy?*" or "*am I ringing at a bad time?*" which are sometimes useful and necessary.

Reduction or Avoidance strategies are difficult to spot and are an obvious and essential part of a learner's instinctive repertoire. The learners are wished to widen their resources, to take risks, to actively expand their competence, so, they shall probably be more interested in achievement or expansion strategies.

In order to avoid producing non-fluent or incorrect utterances by using insufficiently automatized or hypothetical rules/items, learners may decide to

communicate by means of a "reduced" system, focusing on stable rules and items that have become reasonably automatized.

The learners avoid using rules/items which he has at his disposal, and which in a different communicative situation would be the most appropriate way of reaching his communicative goal (Kleinman in Faerch and Kasper, 1983:40).

Why the learners adopt formal reduction strategies: they want to avoid making errors and they want to increase their fluency. Jordens and Enkvist in Faerch and Kasper (1983:40) states that Error avoidance may to some extent be psychologically determined some language users feeling badly about communicating in foreign language unless they can do so without exhibiting linguistic handicaps. An additional reason may be that the language user assumes that linguistic correctness is a prerequisite for communicative success, an assumption which probably derives more from the foreign language classroom than the real life experience.

By adopting a functional reduction strategies strategy the learner "reduces" his communicative goal in order to avoid a problem. Functional reduction of proposal content comprises strategies such as *topic avoidance*, which refers to the strategy of avoiding formulating goals which include topics that are perceived as problematic from a linguistic problem of view or the speaker not say what he/she originally has in mind., *message abandonment* , where communication on a topics is initiated but then cut short because the learner runs into difficulty with a target language form of rule, the learner steps in mid-sentence with no appeal to authority to help finish the utterances or in the other word, it is a giving up

speaking in mid-stream, *meaning or message replacement*, when the learner confronted by a planning or retrieval problem, operates within the intended prepositional content and preserves the topic but refers to it by means of more general expression.

2. Achievement or Compensatory Strategies

This involves manipulating available language to reach a communicative goal and this may entail compensating for linguistic deficiencies. These strategies have been the traditional concern of communication strategy research.

By using an achievement strategy, the learner attempts to solve problems in communication by communicative resources rather than by reducing his communicative goal. The problems to be solved by means of achievement strategies may occur at linguistic levels, although most studies have concentrated on problems at the lexical item.

However, achievement strategies become much more interesting when they are based on the learners actual interlanguage, that is, when learners try to use their present knowledge and skills and stretch them.

One of the simplest things one can do when faced with a problem in a foreign language is to borrow words from the L1. The learner translates word for word from L1 and uses L1 without bothering to translate. The second area of strategies has to do with generalization and approximation. If learners do not know a word, they can fall back on general words, like thing or stuff, they can use superordinates like flower instead of daffodil, they can use synonyms and antonyms like not deep to mean shallow. Another area of strategies involves the use of

paraphrase. Paraphrase consists of definitions and descriptions, examples and circumlocutions, as example: consider the utterances below when a non-native speaker (NNS) was trying to describe an object to a native speaker.

“Well it~ er uhm...how would you say, its peace of furniture which is just near your bed, er where er a bed lamp is staying on it and where I can put my books, for example: my jewellery and all my things...”

In this strategy, the learners use of a vocabulary items or structures which the know is not correct but which shares semantic features with the desired item.

The learner can describe characteristics or elements of the object or action (Circumlocution, for example: *“she is, uh, smoking something. I do not know what its name. That, uh, Persian, and we use in Turkey a lot).* Beside that, the learners can also invent a word to communicate a concept (Word-Coinage, for example: *air ball for balloon).*

According to Celce-Murcia, Dornyei, and Tarone (1995, 28), The elements of Compensatory strategies:

1. Circumlocution

A use of an L2 phrase to describe the property, function, characteristics, duty, its purpose or an example of it.

For example: *“something you put your food in to make it cold” for “refrigerator”.*

2. Approximation

It is the finding of a word with as close a meaning as possible.

For example: *“animal” for “horse”.*

3. All purpose words

Extending a general, empty lexical item to contexts where specific words are lacking.

For example: *stuff, the overuse of thing, thingy, thingamajig.*

4. Non-Linguistic Means like mime, pointing, gestures, drawing pictures to convey meaning.

For example: *clapping hands to indicates applause.*

5. Restructuring

The learner develops an alternative constituent plan, for example:

“I have two....I have a brother and sister”

“The bus very....there were a lot of people on it.”

6. Word-Coinage

The learner replaces an L2 item with an item made up from L2 forms or it is the making up of a word.

For example: *Gallery into picture place or airball for ballon, vegetarianist.*

7. Literal Translation from L1

The learner translates word for word from the native language or translates an L1/L3 form.

For instance: *Danish “grontsager” (=vegetables) into “green things”.*

8. Foreignizing

The learner uses a non-L2 form but adapts it to make it appear like a L2 form, or in other words pronouncing L1 with L2 pronunciation.

For instance: *Danish “papirkurv” for “papercurue”*

9. Code Switching to L1 or L3.

The learner uses a form in the non-L2 language, for instance:

“I do not have any Geschwester”.

10. Retrieval

This is used when the learner has a problem locating the required item but decides to preserve rather than use a compensatory strategy.

For example: *“bro...bron...bronze”.*

3. Stalling or Time Gaining Strategies

Several authors draw attention to the danger of L2 learners using taught fillers/gambits inappropriately if the presentation has been superficial and not adequately contextualized. This using fillers or hesitation devices to fill pauses and to gain to think. This is words that serve regulate the smooth flow of a conversational talk. Although they do not have meaning in traditional sense of the word, they are very important conversational behaviour.

This strategy includes:

1. Fillers, hesitation devices and gambits

For example: *“well, actually..., where was i...?”*

2. Self-other Repetition

For example: *“I want to go...to go to Bali”.*

4. Self Monitoring Strategies

This involves correcting or changing something in one's own speech (*self-initiated repair*, for example: *I mean...*) as well as *self-rephrasing* (*over-elaboration*) the great use of detail in conveying a message or answering more than required, for instance: *"This is for students...pupils...when you're at school..."*.

5. Interactional Strategies

This highlights the cooperative aspect of strategy use. Appeals for help are similar to achievement strategy in function but by using them the learner exploits his/her interlocutor's knowledge rather than manipulating his/her own language resources. These appeals for assistance can be direct, like *"sorry, what did you say?"* or *"look, I've bought this...oh, how do you call it?"*, or the indirect speech, like *"I can not say that in English"*.

These appeals for assistance are often the first step in a joint effort on both sides to come to a satisfactory agreement on a meaning, and can imply several talking turns.

Next, the meaning negotiation strategy is various types: applying the Varos and Gass' system (1985), Murcia, Dornyei, and Thurrel divided them into ways of indicating a problem, responding to such an indication, and making a comprehension checks. This strategy is divided into:

1. Appeals for help

An appeal for assistance either implicit or explicit.

a. Direct

The learner overtly request assistance.

For example: “*what do you call...?*”

b. Indirect

The learner does not request assistance, but indicates the need for help by means of a pause, eye gaze etc.

For example: “*I don't know the word in English...*” or *puzzled expressions.*

2. Meaning negotiation strategies

a. Indicator on non/miss-understanding

1) Requests

a) Repetition requests

The speaker repeats parts of utterances before getting to the desired items.

For example: “*pardon?*” or “*could you say that again please?*”

b) Clarification requests

An explicit or implicit request to the speaker to explain, or clarify what has been said.

For example: “*What do you mean by...?*”

c) Confirmation requests

A repetition of the partner's statement in order to check understanding. For example: “*Did you say...?*”

2) Expressions of non-understanding

a) Verbal

Example: *“Sorry, I’m not sure I understand...”*

b) Non verbal like *raised eyebrow and blank look*

3) Interpretive summary

Example: *“You mean...?” or “So what you’re saying is...?”*

b. Responses

Repetition, rephrasing, expansion, reduction, confirmation, rejection, repair.

c. Comprehension Checks

A use of expressions such as *“Right”, “Okay”, “Do you understand?”*, to check a partner’s understanding. This includes:

1) Whether the interlocutor can follow you

Example: *“am I making sense?”*

2) Whether what you said was correct or grammatical

Example: *“can I say that?”*

3) Whether the interlocutor is listening

Example: on the phone: *“are you still there?”*

4) Whether the interlocutor can hear you

2.5 Communication Strategies

Communication strategies are strategy to manage communication or a medium to find out a way when faced communication problems. Coder as cited in

Faerch and Kasper (1983 : 2) says that communication strategies are used by a speaker when faced with some difficulty due to his communicative ends outrunning his communicative means. Even so Tarone (1983:64) communication strategies are used to compensate for some lack in the linguistics system, and focus on exploring alternate ways of using what one does know for the transmission of a message, without necessarily considering situational appropriateness. Furthermore, strategies of communication have essentially to do with the relationship between ends and means. In a native speaker it is ideally assumed that these are balanced because he always the linguistics means to express the message he wishes to communicate. But for a learner will sometimes wish to convey message which his linguistic resources do not permit him/her to successfully. When in the course of interaction the learner finds himself faced with this situation, he has only two options. First, he/she can either tailor his/her message to the resources he/she has available, it is mans his/her ends to his/her means. This strategy is called message adjustment strategies or risk avoidance strategies. Second, he/she can attempt to increase his resources by one means or another in order to realize his communicative intentions. This strategy is called resources expansions strategies.

Communicating in foreign language is not as easy as communicating in native language. The learners will face some problems in understanding what the English speaker says or in giving information or response, if they do not have adequate communicative competence of English. The problems they

face are, for instance, they have limited vocabulary items, the formulation and the function of sentence, and poor pronunciation.

Furthermore, Xu (2000:1) calls strategic competence as communication strategies, he also explains that most researchers in this field agree that the main purpose of communication strategies is to manage communication problems and intercultural communication strategies.

In other hand, Tarone, (1980); Bailystock (1990); Dornyei (1995) as cited in Wannaruk (2003:5) classify communication strategies as Modification Devices, Paralinguistics aspect, L-1 based, L-2 based and Avoidance.

2.5.1 Modification devices

One of the communication strategies is modification devices. Tarone, (1980); Bailystock, (1990); Dorynei, (1995) as cited in Wannaruk (2003:5) explain that modification devices employed in order to keep the conversation going smoothly. The modification devices include backchannel cues, clarification request, pausing, self-repair, comprehension check and confirmation check.

1. Backchannel cues

Backchannel cues is a use of short utterances such as “uh-huh, yeah, right” to show participation or understanding.

2. Clarification request

Clarification request is a request made for repetition or explanation, such utterance as “What do you mean?, Again, Please, Pardon?” Examples or clarification request:

I: Are you going to graduate this year?

S: Again please.

3. Pausing

Pausing is a use of pauses or pause-fillers, such as “uh....er...” for taking time to think

I: What do you do when you go home?

S: (5 seconds) help my mother to do working.

I: uh-huh what work?

4. Self-repair

The learner corrects any mistakes he/she makes by himself/herself.

I: do you ever go to see a movie?

S: A little times a few times I go to Korat to seeing a movie.

5. Comprehension check

Comprehension check is a use of expression such as “Right?, Okay? Do you understand?” to check if the partner understand him or her.

I: What language do speak at home?

S: If speak to my friend, I speak Isan language. Okay? But in my family, I use Thai language.

6. Confirmation check

Confirmation check is a repetition of the partner’s statement in order to check understanding.

I: Have you been on the co-op education program?

S: Yes.

I: Where did you go ?

S: To dairy farm in Saraburi?

I: How long were you there for

S: How long? Three months.

The modification devices are employed during the conversation. Besides the modification devices, conversant also makes use of paralinguistics aspect.

2.5.2 Paralinguistic Aspect

The second communication strategy is paralinguistic aspect. Paralinguistic aspect is one of the strategies using gesture, facial expression and verbal output to communicate the meaning even without saying or uttering something (Tarone, (1980); Bailystock, (1990); Dornyei, (1995) as cited in Wannaruk (2003:5)). Clark, Moran, Burrow (2000:263) proposed an outline of paralinguistic communication. One of the paralinguistic communications is gesture (body language). Gesture was used by the Students in relation to the strategic competence.

1. Gesture

Kreidler (1998:36) states that gesture has a standard, shared meaning, and there are of appearance –‘body language’- which possibly create an effect on the observer and therefore on the interpretation of a spoken message. Gesture can be defined as other physical postures and movements – for

instances, gesture with hand or whole body, such as pounding one's lips, etc (Kreidler, 1998:37). Another researcher (Darn, 1995) states the examples of the gestures:

Table 2.1 Aspects of Nonverbal Communication

Form	Main Functions
Nod	Repeating
Shrug (I don't know)	Substituting
Scratch head, quizzical look	Complementing
Tone of voice, pointing	Accenting
Hand raised	Regulating, turn taking
Head shake	Contradicting
Eye movements	Deceiving
Staring/Looking down or away	Dominating/Submitting
Raised fist	Aggression
Hand-shake	Socialising
Touching, kissing	Arousal
Over-adornment	Boasting

Source: <http://iteslj.org/Articles/Darn-Nonverbal/>

2. Mime

The learner uses gestures as well as verbal output to convey meaning (e.g clapping hands to indicate 'applause')

Paralinguistics aspect is applied in the conversation. Besides paralinguistics aspect, one of the communication strategies is L1-Based.

2.5.3 L1-Based

The third communication strategy is L2-Based. Tarone, (1980); Bailystock, (1990); Dornnyei, (1995) as cited in Wannaruk (2003:5) explain that L2-Based is divided into two strategies:

1. Language Switching

Language switching is a use of a word or phrase from the first language.

S: In Chiangmai I see beautiful flower garden.

I: Is this Krisada Krisada..

S: Krisada Resort [laew kor] (ลาน ๕๖๓) Pratart Doisuthep [laew kor]

Nightbazaar

I: uh-huh S

2. Foreignizing

Foreignizing is a use of a word or phrase from L1 with L2 pronunciation. Mariani (1994:1) states that some of our students are very good at “Foreignizing” Italian words, pronouncing a word as if it belonged to English, or even adjusting its form to take account of typical morphological features of English. Furthermore, we could all quote examples of literal translation, when “case popular” become “popular houses” and false friend lead to all sorts of unusual and often funny utterances.

I: What’s your name?

S: WitsarakRungruang. (With English accent)

L1-Based is the strategy included in the conversation. Beside L1-Based, also there is L2-Based as a strategy.

2.5.4 L2-Based

The fourth communication strategy is L2-Based. Tarone, (1980); Bailystock, (1990); Dornnyei, (1995) as cited in Wannaruk (2003:5) explain that L2-Based is divided into three strategies:

1. Appeal

An Appeal for assistance either implicit, e.g. “What do you call this in English?” “it’s ah ah ah...”

S: Mr. Banharn is a policeman. (Laugh)

I: Policeman?

S: I don’t know this word. What is it?

I: Politician

L2-Based is also employed in the communication in order to make the conversation going smoothly. Another communication strategies besides L2-Based is avoidance.

2. Approximation

Approximation is a use of an L2 word which shares the essential feature of the largest word e.g. “old objects” for “antique.”

The strategy of approximation was not found in the group with middle levels of oral proficiency. Low level of oral proficiency might not have not enough language skill to use L2-Based strategies, (Wannaruk, 2003 : 12).

3. Circumlocution

Circumlocution is a use of an L2 phrase to describe the property, function, characteristics, duty, its purpose or an example of it, e.g. “something you put your food in to make it cold” (refrigerator).

2.5.5 Avoidance

The last communication strategy is avoidance. Tarone, (1980); Bailystock, (1990); Dornyei, (1995) as cited in Wannaruk (2003:5) explain that avoidance are sub-categorized into topic avoidance and message avoidance.

1. Message Avoidance

Message avoidance is that learner tries to talk about a particular topic but gives up because it is too difficult. Because they could not continue the topic, they ended up with laughing smiling or pausing.

I: Can you describe the flower festival to me?

S: Again, please

I: Can you describe the flower festival?

S: (0.5 second (smiling)) of flower?

2. Topic Avoidance

Topic avoidance is a refusal to enter or continue a discourse because of a feeling of linguistics inadequacy.

According to Mariani (1994:1), Reduction or avoidance strategies are difficult to spot, and are an obvious and essential part of learner’s instinctive repertoire.

The strategies outlined above are used as basis, in this thesis, to work out how the non-native speaker of English compensates their lack of communicative competence in order to convey the meaning that they have in mind.

Based on the literature review above, it is known that language is an important part of life to communicate each other. Language is needed in communication, but to communicate with other people it is not simple. Sometimes making breakdown or the communication is not run well. So, we need strategies to face it. There are five kinds of communication strategies to apply are: Modification devices, Paralinguistic aspect, L1-based, L2-based, and Avoidance.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher would like to present the research methodology relating to the analysis of communication strategies used by non-native speaker to native speaker in casual conversation.

3.1 Research Design

This research deals with one main problems to find out strategic competence which is built in the conversation. The researcher used descriptive research method, in which the data were described systemically to get an accurate and factual result. Isaac and Michael (1981: 46) state:

The purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually, and accurately. One of the characteristics of descriptive research is used in the literal sense of describing situations or events.

This study used a descriptive qualitative method to study the problem. It is a research method to describe the subject or the object of the research based on the fact or reality. Issac,*et.al.* (1981:46) state “Descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately.” This study is carried out by formulating problem, collecting data, classifying data, and analyzing data.

Qualitative research is a procedure of research which produces descriptive data in the form of written words or oral words about the object that is observed.

In addition Fraenkel and Wallen, (1993: 381) explain that, “qualitative data are collected in the form of words or pictures rather than numbers”. Descriptive qualitative method, as well as library method is employed in this research, because the data and the theories of this research are taken from audio recorded conversation and some books.

Before starting the process of data finding, it is very important to design the research method that will be used as a guideline in conducting the whole study. The researcher used descriptive qualitative method in this research. It is a method to describe systematically the facts and characteristics of given phenomenon or area of interest, factually and accurately. Descriptive research is used in the literal sense of describing situations or events. The purpose of the study is to describe existing phenomena, to identify problems or justify current conditions in this case what communication strategies are used by non-native English speakers in a casual conversation.

3.2 Unit of Analysis

The unit of analysis in research is considered as the research subject (Arikunto, 2002: 21). In this study, the researcher tried to analyze the kind of communication strategies are used by non-native English speakers in a casual conversation. The unit of analysis of this research is turn, i.e. every utterance in a unit of dialogue created by speakers. This can be recognized in a casual conversation created by non-native English speakers.

3.3 Source of Data

Arikunto (1998:144) says that the research data source is the subject from which data can be got. The data source of this research is recorded data. The researcher recorded the data from non-native speakers who had a casual conversation.

The data were taken from Starbucks Coffee, Paragon Mall in Semarang on Saturday, March 2, 2013, at 11.30 p.m. The participants were Bryant, 29 (Native Speaker from Indianapolis, USA) and Karina, 22 (a university student in Semarang), then the conversation of non-native speaker to native speaker was transcribed.

3.4 Technique of Data Collection

The data of this study were obtained by doing the following steps:

1. Making an appointment

The researcher made an appointment with a friend who has friend from Indianapolis, USA. They would make conversation in Starbucks (Paragon Mall, Semarang) and would be recorded by the researcher.

2. The audio recording

The researcher used a Mobile Phone. The researcher asked non-native speaker and native speaker to have a casual conversation and then record it.

3. Transcribing.

To review the data, the recorded data of non-native and native speaker conversation were transcribed to get written data before being analyzed.

3.5 Techniques of Data Analysis

This thesis is about the analysis of the communication strategies, non-native speaker and native speaker in making casual conversation. The data of this thesis are recorded conversation (spoken) and its transcript (written).

The data were analyzed by using these following steps:

1. Segmenting

The data will be transcribed into turns and segmented according of strategy.

2. Identifying

The turns demonstrate certain communication strategies.

3. Classifying

The utterances will be classified into the communication strategies that found in conversation.

4. Interpreting the communication strategies acquired by non-native speaker.

CHAPTER IV

DATA ANALYSIS

After collecting the data for this research, the writer would like to present the data analysis and interpretation in this chapter.

4.1 Communication Strategies used by non-native speaker

Table 4.1 Communication Strategies in used non-native speaker

No.	Strategy	Turn	Percentage (%)
1.	Modification devices		
	a. Backchannel cues	22	40.74%
	b. Clarification request	5	9.26%
	c. Pausing	12	22.25%
	d. Self-repair	2	3.70%
	e. Comprehension check	2	3.70%
	f. Confirmation check	2	3.70%
2.	Paralinguistic aspect		
	a. Gesture	1	1.85%
	b. Mime	1	1.85%
3.	L-1 Based		
	a. Language switching	3	5.55%
	b. Foreignizing	1	1.85%
4.	L-2 Based		
	a. Appeal	1	1.85%
	b. Approximation	-	
	c. Circumlocution	-	
5.	Avoidance		
	a. Message avoidance	1	1.85%
	b. Topic avoidance	1	1.85%
	Total	54	100%

Examining the total turns and the number of communication strategies in the table 4.1 above, it can be seen that, the kind of communication strategies used by non-native speaker. The table shows that the communication strategy which the most turn is Modification devices (Backchannel cues 40.74% or 22 turns,

Clarification request 9.26% or 5 turns, Comprehension check 3.70% or 2 turns, Confirmation check 3.70% or 2, Pausing 22.25% or 12 turn, and Self repair 3.70% or 2 turns), Paralinguistic aspect (Gesture 1.85% or 1 turn and Mime 1.85% or 1 turn), L1 – based (Language switching 5.55% or 3 turns and Foreignizing 1.85% or 1 turn), L2 – based (Appeal 1.85% or 1 turn) and Avoidance (Message 1.85% or 1 turn avoidance and Topic avoidance 1.85% or 1 turn).

From those data, the writer found that there were some strategies used by non-native speaker when she tried to compensate her limited language in their conversation. To compensate for her limited language and practice, people should learn to apply communication strategies to solve communication problems (Wannaruk 2003:1). She made use of those communication strategies because she had to survive and compensate a native speaker.

In this chapter, the writer would like to answer the research question and present the analysis of the conversation. According to Tarone, (1980); Bailystock (1990); Dornyei (1995) as cited in Wannaruk (2003:5) classify communication strategies as Modification Devices, Paralinguistics aspect, L-1 based, L-2 based and Avoidance.

4.2 Modification devices

One of the communication strategies is modification devices. Tarone, (1980); Bailystock, (1990); Dorynei, (1995) as cited in Wannaruk (2003:5) explain that modification devices employed in order to keep the conversation

going smoothly. The modification devices include backchannel cues, clarification request, pausing, self-repair, comprehension check and confirmation check.

4.2.1 Backchannel cues

Backchannel cues is a use of short utterances such as “uh-huh, yeah, right” to show participation or understanding.

Turn	Speaker	Example
43	NS	You didn't know?
44	NNS	No...
63	NS	I understand so, meteor, atmosphere, bumi
64	NNS	Ya
81	NS	If I use blackberry could I use goku?
82	NNS	Yeah....
95	NS	45 thousand.. What about credit?
96	NNS	Yes, they are plus the credit

From the data above, it can be said that non-native speaker used a strategy called backchannel cues in the conversation. In this study, the writer takes some example that indicates if the non-native speaker used this strategy, the utterances such as: “**no**”, “**ya**”, “**yeah**”, “**yes**”. By saying these utterances, non-native speaker tried to emphasize that she understands in communicating with native English speaker and this utterances is a simple answer for learner. This strategy commonly appears in non-native speaker conversation when they face a problem in native speaker's long utterances. The writer was found this strategy is the most dominant by non-native speaker.

4.2.2 Clarification request

Clarification request is another kind of modification devices. It is a request made for repetition or explanation. Clarification request is one of strategies to ask for some explanation and repetition in order to make someone understand (Tarone (1980): Bailystock. (1990): Dornyei (1995) as cited in Wannaruk (2003 : 5)). In the following part of conversation, there is clarification request used by non-native speaker:

Turn	Speaker	Example
9	NS	Tanteku
10	NNS	what..why?
33	NS	jauh far? Jako..
34	NNS	apa...what?
137	NS	ok, ehmm... we can talk about your presentation yesterday
138	NNS	What, my ?

From the data above the writer found strategy “clarification request”. In turn 10 and 34, non-native speaker used the clarification request strategy by asking the expression “*What?*” as a response to statement of native speaker. From her utterance, it could be known that non-native wanted to make sure, so she asked native speaker in order to make her sure that statement.

The writer also finds another example of this strategy. It is shown in the sentence “*ok, ehmm... we can talk about your presentation yesterday*”. The native speaker wants to talk about other topic, Non-native speaker presentation in campus, but she lost her concentration, so she catch not Native Speaker sentence and did not understand the sentence, then Non-native speaker request to the native speaker to make repetition and explanation by saying “**what, my?**”. Therefore,

the native speaker repeated the topic sentence once more. Impossible for non-native if she must answer the question if she is not understand. It is means non-native speaker express clarification request.

4.2.3 Pausing

Pausing is a use of pauses or pause-fillers, such as “uh....er...” for taking time to think (Tarone, (1980): Bailystock, (1990): Dornyei, (1995) as cited in Wannaruk (2003 : 5)). Pausing is one of the strategies to use fillers in few seconds to think about the meaning of sentences after the non-native speaker hears it. Pausing is used by non-native speaker to native speaker in the conversation below:

Turn	Speaker	Example
5	NS	hahaa . . now yes
6	NNS	(3 Seconds) ok, maybe he is confused
27	NS	Yeah. . Did he saving up?
28	NNS	(4seconds) no...I don't know, his...I think his parents a kind of wealthy parent.... I don't know he doesn't has enough money
83	NS	Was it charged extra?
84	NNS	I think... (3Seconds) .maybe one hundred per month to the university group? Yeah? Anything else?
143	NS	ehmm (3 seconds) that's it
144	NNS	well...well.....I thought it'd be fun (2 second) the big
162	NNS	mall

From the data above non-native speaker used the time (few a seconds) to think and to find the next words to say, so that non-native speaker can maintain her utterances.

The writer also finds another example of pausing strategy, in turn 162, non-native used this strategy when she tried to find the words that she wanted to say. She had difficulty to continue her utterances and to express her minds. Non-native used this strategy by lengthening the word “**well...well**”. She did this when she tried to look for the words. In turn 144 also found pausing as a strategy, it can be seen that non-native used pausing strategy when she tried to answer the same question which is given to native speaker. In her effort to found the missing words, she used pausing strategy to stall time to think by muttering “**ehmm...**”.

Besides backchannel cues, in this study the writer found non-native speaker used pausing as a strategy that most dominant.

4.2.4 Self-repair

Other modification device is self repair. Self repair is how the non-native speaker corrects any mistakes (Tarone, (1980): Bailystock, (1990): Dornyei, (1995)) as cited in Wannaruk (2003 : 5). Self repair is one of strategies to correct mistakes because of the feeling of linguistics inadequacy, such as pronunciation, grammar, etc. self repair is a strategy that is used by non-native. She used self repair in the conversation.

Turn	Speaker	Example
56	NNS	a like war? Eh do you? I think like one hundred...no..no one thousand people got injured by the meteor in Russia

To be able to correct the mistake that is made, learner needs to have acquired English to a certain level and learners with limited oral proficiency are

unable to check what they have just said and make a correction (Wannaruk, 2003 : 8). In this data, the learners probably have acquired English to a certain level. It makes them able to check what they just say and make correction. Although the learner can correct the mistake in first example, it is found self repair. She wants to tell to the native about number of got injured in Russia, she said “**I think like one hundred**” and than few second she is corrects it and change into “**no..no one thousand**”. So, she is give correct information. It means she used this strategy to correct any mistake in her utterances.

From this example above, self repair is used by non-native to keep the conversation going on smoothly.

4.2.5 Comprehension check

Comprehension check is a use of expression such as “Right? Okay? Do you understand?” to check if the partner is understands him or her.

According Tarone, Bialystok, and Dornyei proposed by Wannaruk (2004:4), this strategy is the use of expressions such as “*right*”, “*Ok*”, “*do you understand*” in order to check the partner understanding. The expressions used in this strategy seem not to have any influence to the conversation. The purposes of using this strategy are to check the partner’s understanding or attention, to strengthen their previous statement, and to gain the partner’s attention. Sometimes, speakers use the expression of this strategy when they face difficulty in the conversation, for example: they have no idea how to complete their utterances. Then, they use this strategy only as “fillers” or “waiting time “while

they are thinking for the missing words. The example of this strategy can be seen below:

Turn	Speaker	Example
23	NS	What about Zaenal?
24	NNS	You know? Zaenal sold her Blackberry
25	NS	Zaenal sold his Blackberry? Why?
132	NNS	Like, you know? ...like.... for....for Christmas

Non-native speaker used comprehension check as a strategy. She used it to check what the native speaker knows about Zaenal's new news. By saying "**you know?**" She wants to check it and tell to the native speaker. It can be seen in next her utterances "**You know? Zaenal sold her Blackberry**". In other example she also said "**you know**" in her utterances "*Like, you know?...like.... for....for Christmas*", on turn 132. She used the comprehension check strategy only as a "waiting time". She found difficulty to answer Native speaker's question about, place or time maybe. She showed that she felt confuse to complete his answer. It could be seen from his utterance. So, he used the expression "*you know*" while she was thinking about what she wanted to say next.

4.2.6 Confirmation check

Confirmation check is a repetition of the partner's statement in order to check understanding.

The writer found some example of confirmation check that used by non-native as strategy to communicate to the native speaker. The conversation can be seen in the table below:

Turn	Speaker	Example
119	NS	hem. . . . what your favorite movie?
120	NNS	My favorite movie? (4second)The God Must Be Crazy
207	NS	For two people?
208	NNS	Yeah, for two people

Non-native speaker used the confirmation request strategy by repeating the speaker's previous statement, that is: "hem.... What **your favorite movie?**" and "**for two people**" non-native speaker did this in order to check her own understanding whether she had the same meaning with the previous speaker or not. Besides that, she also wanted to make sure whether she heard the same statements or not.

She was used confirmation check in order to check her own understanding and it could make the conversation more natural.

The modification devices are employed during the conversation. Besides the modification devices, conversant also makes use of Paralinguistic aspect.

4.3 Paralinguistic Aspect

The second communication strategy is paralinguistic aspect. Paralinguistic aspect is one of the strategies using gesture, facial expression and verbal output to communicate the meaning even without saying or uttering something (Tarone, (1980); Bailystock, (1990); Dornyei, (1995) as cited in Wannaruk (2003:5)). Clark, Moran, Burrow (2000:263) proposed an outline of paralinguistic communication. One of the paralinguistic is gesture (body language). Gesture was used by the Students in relation to the strategic competence.

4.3.1 Gesture

Use of facial expression or head shaking if the learner does not understand (Wannaruk, 2003:4). According to Kreidler (1998:36) states that gesture has a standard, shared meaning, and there are of appearance –‘body language’- which possibly create an effect on the observer and therefore on the interpretation of a spoken message. Gesture can be defined as other physical postures and movements – for instances, gesture with hand or whole body, such as pounding one’s lips, etc (Kreidler, 1998:37). We can see the example in the table below:

Turn	Speaker	Example
195	NS	Can I have drink? (pointed a cup of ice tea)
196	NNS	Yeah (Noding)

In data above, non-native speaker used gestures by a head in agreement (**nod**). The head is an appearance “body language” that creates an effect on the observer, therefore, on the interpretation of a spoken message. This means that the non-native used the strategy called by gestures. Furthermore, Kreidler (1998 : 6) adds that gesture or body language possibly create an effect on the observer and therefore on the interpretation of a spoken message. It means non-native speaker use gesture or body language.

The phenomenon of gestures represents the strategy called Paralinguistic aspect.

4.3.2 Mime

The learner uses gestures as well as verbal output to convey meaning. (e.g clapping hands to indicate ‘applause’). The example of this strategy can be seen in the table below:

Turn	Speaker	Example
20	NNS	No...no, I talked to fifty.... like....(she imaging something)
21	NS	BB?
22	NNS	I get of BB

From the data above, non-native showed that she was confused to continue her statement then stop her last word “**like....**”, she find difficulty word to share her mind in the utterances. By showing confuse facial expressing (thinking and imaging something) it is indicates if she used mime. , as aids to verbal output, were when the learners were not certain of the words they were using, miming was quite useful to help comprehension, (Wannaruk, 2003:10).

Paralinguistic aspect is applied in the conversation. Besides paralinguistic aspect, one of the communication strategies is L1-Based.

4.4 L1-Based

The third communication strategy is L2-Based. Tarone, (1980); Bailystock, (1990); Dornnyi, (1995) as cited in Wannaruk (2003:5) explain that L2-Based is divided into two strategies:

4.4.1 Language Switching

Language switching is a use of a word or phrase from the first language.

It is refers to the learner's transfer of a native words or expression, untranslated, into the interlanguage utterance. The language switch is relatively easy to identify because it takes the words from speakers' L1 directly. According to Dornyei in Brown (2000:128), this strategy is the using of L1 word with a L1 pronunciation while speaking in L2. in the other words, it can be said that the speaker switches his words from L2 to L1. The purpose of using this strategy is to enable speaker to avoid the communication problem and to keep the utterances run smooth. In a conversation, speakers often feel difficult to remember a word or a term in their L2. This is causes speakers stop their utterances in the middle of conversation while remembering the missing words. To avoid this problem, the speakers take the words directly from their L1 that have the same meaning with the missing words and then they switch from L2 to L1.

The example of this strategy can been in the table below:

Turn	Speaker	Example
111	NS	No, ehmm...blackberry messenger?
112	NNS	He'em

From the data above it is known that in the dialogue above is ambiguous. It can mean 'Yes' in Javanese. It is also possible that the phrase was actually spelt as 'Uh-uh' which is 'Yes' in English. Upon being rechecked from the recording, it turns out that it is the '**He-em**' of Javanese. Indonesia have many cities or regency, every regency have different dialect when they say something, for

example the word “*Iya*” in Bahasa, but in region it can be said “*he’em, ho’o, he’e, etc*”

4.4.2 Foreignizing

Foreignizing is a use of a word or phrase from L1 with L2 pronunciation. Mariani (1994:1) states that some of our students are very good at “Foreignizing” Italian words, pronouncing a word as if it belonged to English, or even adjusting its form to take account of typical morphological features of English. Furthermore, we could all quote examples of literal translation, when “*case popolari*” become “popular houses” and false friend lead to all sorts of unusual and often funny utterances. Based on the Wannaruk’s statement (2003 : 11), Foreignizing, a use of a word or phrase from L1 with L2 pronunciation. Bahasa (Indonesian language) have some vocabularies and have pronunciation similar with accent, so this strategy might be appear during in the conversation. The example of this strategy can be seen in the table below:

Turn	Speaker	Example
40	NNS	Jauh.... Far
41	NS	Jauuuhnyaaa
42	NNS	Bebi , I don’t know

From the data above it is known that foreignizing is appears as a strategy. Non-native said “**Bebi**” it is Indonesian word, it might be name of people in Indonesia. In this study the writer catch the meaning of word “**Bebi**” is not the name of people but it is summon for special person (man/woman). In this case the

word “*Bebi*” has similar sound with English accent “*Beibi (Baby)*”. So foreignizing is happens and used by non-native speaker.

L1-Based is the strategy included in the conversation. Beside L1-Based, there is L2-Based.

4.5 L2-Based

The fourth communication strategy is L2-Based. Tarone, (1980); Bailystock, (1990); Dornnyei, (1995) as cited in Wannaruk (2003:4) explain that L2-Based is divided into three strategies

4.5.1 Appeal

An Appeal for assistance either implicit, e.g. “What do you call this in English?” “it’s ah ah ah...”.

According to Rod Ellis (1985:184-185), this strategy is used when the speakers overtly request for assistance. In a conversation, a speaker often forgets the words that he wants to say and when it happens the speaker usually asks the interlocutors to help him to find the missing words. A speaker often feels difficult to express and to complete utterances that he eventually has in mind. When the speaker faces this problem, he uses the direct appeals for help strategy. This is an effort that is done by a speaker to ask the help from interlocutors to find the missing words or to complete an utterance. It is also possible that the expression of this strategy, like: “*what is it?* or *what we call it?*”, are merely used as a “waiting time” to let a speaker has more opportunity to think the words that he

wants to say rather than considering them as pure direct appeal for help or assistance.

In this study can be seen in the table below that non-native speaker used appeal strategy:

Turn	Speaker	Example
47	NS	Research proposal
48	NNS	What is it?
49	NS	it is to academic, I don't know, I don't want to talk about that

In the dialogue above, the non-native speaker is even did not know about native speaker answer in previous non-native speaker question by saying “**what is it?**” and then the native speaker tries to give clear answer “**It is to academic**” to the non-native, so the native give the clear answer that not make non-native do not catch the meaning. It means she tries to appeal to the Native Speaker.

L2-Based is also employed in the communication in order to make the conversation going smoothly. Another communication strategies besides L2-Based is avoidance.

4.6 Avoidance

The last communication strategy is avoidance. Tarone, (1980); Bailystock, (1990); Dornyei, (1995) as cited in Wannaruk (2003:5) explain that avoidance are sub-categorized into topic avoidance and message avoidance.

4.6.1 Message Avoidance

Message avoidance is that learner tries to talk about a particular topic but gives up because it is too difficult. Because they could not continue the topic, they ended up with laughing smiling or pausing.

The example of message avoidance is in the conversation below:

Turn	Speaker	Example
157	NS	Bandung? Is that as belong Jakarta?
158	NNS	(3 seconds) I don't know, I think so (laugh)

Message avoidance was found in non-native speaker. She is shows to the native speaker that she did not know the native speaker asked, and then she can not continue the topic, by pausing or laughing. She should learn how to tell her conversation partners directly that they could not continue with that topic.

4.6.2 Topic Avoidance

Topic avoidance is a refusal to enter or continue a discourse because of a feeling of linguistics inadequacy. The purpose of this strategy is to avoid a problem in communication. The speakers usually avoids a certain topic because he / she does not know about the topic, he feels disable to talk about topic, or only because he does not want to talk about the topic.

Turn	Speaker	Example
15	NS	Tanteku (4 Second) tidak makan
16	NNS	What....whatever, I don't understand you

In the conversation the writer was found that non-native speaker use topic avoidance as a strategy in the conversation. In this study non-native speaker avoid to the native speaker topic. She could not catch native words. By saying “**I don’t understand you**”. It means she stop the topic and asked talk about another topic.

This is probably because the non-native speaker wanted to keep the conversation going. She tried to communicate as well as she could. Only when she realized that she could not continue did she stop talking about that topic.

The strategies outlined above are used as basis, in this thesis, to work out how the non-native speaker of English compensates their lack of communicative competence in order to convey the meaning that they have in mind.

In conclusion, it is known that language is an important part of life to communicate each other. Language is needed in communication, but to communicate with other people it is not simple. Sometimes making breakdown or the communication is not run well.

In this case the non-native speaker does not use all of strategies in her conversation with native speaker to help her in face problem communication.

The strategy was used by non-native speaker is Modification devices. Those modification devices are Backchannel cues, Clarification request, Pausing, Self-repair, Comprehension check, and Confirmation check.

Other strategy is Paralinguistic aspect. All of this strategy is used in this. Gesture is a use of a facial expression as well as verbal output to convey meaning.

Beside paralinguistic aspect, the communication strategy includes L1-Based strategy. It consists of two, Language switching and Foreignizing. All of these strategies are used by non-native speaker.

Another communication strategy is L2-Based strategy. It concludes appeal, approximation, and circumlocution. The writer only found appeal as a strategies that used non-native speaker to help her when faced problem.

The last strategy is avoidance. Avoidance is consists of two types, Message avoidance and topic avoidance. In this strategy the writer also found message avoidance and topic avoidance is used by non-native speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This chapter summarizes what has been discussed in chapter IV, and proposes some suggestions related to the research. Furthermore, this thesis discusses communication strategies used by non- native English speakers. This research analysis has one objective; to describe communication strategies used by non-native English speakers. From the data that had been analyzed, among all the strategies, there are some which not used by non-native English speaker.

Based on the research, Modification devices (Backchannel cues 40.74% or 22 turns, Clarification request 9.26% or 5 turns, Comprehension check 3.70% or 2 turns, Confirmation check 3.70% or 2, Pausing 22.25% or 12 turn, and Self repair 3.70% or 2 turns), Paralinguistic aspect (Gesture 1.85% or 1 turn and Mime 1.85%% or 1 turn), L1 – based (Language switching 5.55% or 3 turns and Foreignizing 1.85% or 1 turn), L2 – based (Appeal 1.85% or 1 turn) and Avoidance (Message avoidance 1.85% or 1 turn and Topic avoidance 1.85% or 1 turn), backchannel cues and pausing is the dominant used by non-native English speaker. Furthermore, approximation and circumlocution does not used by non-native speaker because it needs language skill to describe particular things.

In this case, the use of communication strategies is important to convey the ideas when face some communication problem and linguistic difficulties.

5.2 Suggestion

It is suggested for the next researcher who focuses in the same research when take the data by tape recorder, or voice record to take some notes to write some gestures because it is not caught by tape recorder or voice record.

Based on the result of the study the researcher also giving other suggestion to be considered to improve the reader's mastery of communication strategies:

1. To the future researcher who wants to conduct the same research, it is suggested to compile more complete material and analysis, since the researcher feels that this thesis is far from perfection.
2. To Faculty of Languages and Letters Dian Nuswantoro University to complete all the references related to this analysis considering the difficulties experienced by the researcher to conduct this work.

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APPENDIX

Turn	Speaker	Utterances	Strategies
1	NS	yeah..ehmm	
2	NNS	to repay	
3	NS	does you know with me? no..but he said yes haha yes	
4	NNS	haha yes	
5	NS	hahaa .. now yes	
6	NNS	(3s) ok, maybe he is confused yes, how do you say my aunt,	Pausing
7	NS	tanteku	
8	NNS	tante	
9	NS	tanteku	
10	NNS	what..why?	clarification request
11	NS	tanteku	
12	NNS	tante	
13	NS	heh?	
14	NNS	tante	
15	NS	tanteku (4s) tidak makan what...whatever, I don't	
16	NNS	understand you so, which a...which 3 people do you talk to most on blackberry?	topic avoidance
17	NS	I talk to widawati	
18	NNS	widawati talked to the most	
19	NS	no...no, I talked to fifty... like...	mime
20	NNS	BB?	
21	NS	I get of BB	
22	NNS	what about zaenal?	
23	NS	you know? Zaenal sold her old blackberry	comprehension check
24	NNS	zaenal sold his blackberry? Why?	
25	NS	he didn't has enough money	
26	NNS	Yeah .. Did he saving up?	
27	NS	(4second) no...I don't know, his...I think his parents a kind of wealthy parent.... I don't know	
28	NNS	he doesn't has enough money	Pausing
29	NS	where does zaenal live? Indraprasta, I think I haven't take you there..you don't know where it is...	
30	NNS	dekat unika?	
31	NS	jauh, far	language switch
32	NNS	jauh far? Jako..	
33	NS		

34	NNS	apa...what?	language switch, clarification request
35	NS	jauhnya...	
36	NNS	uh..what? (laugh) tempatnya jauhnya, nyah? is that means? Is it help you to spell?	clarification request
37	NS	jauh....	
38	NNS	jauhnya	
39	NS	jauh... far	language switch
40	NNS	jauuuuhnya	
41	NS	bebi , I don't know	foreignizing
42	NNS	you didn't know?	
43	NS	no..	backchannel cues
44	NNS	so...if I was to get a phone, a new phone	
45	NS	tell...tell me more about your research proposal for the Australian	
46	NNS	research proposal??	
47	NS	what is it?	appeal
48	NNS	it is to academic, I don't know, I don't want to talk about that but you said that we would talk about academic	
49	NS	too academic, I don't want to talk about academic	
50	NNS	why?	
51	NS	because, I want to think about..more life things..not research.	
52	NNS	politic	
53	NS	politic? it's heavy	
54	NNS	a like war? Eh do you I think like one hundred...no..no one thousand people got injured by the meteor in Russia	self-repair
55	NS	meteor, yes kind a weird..	
56	NNS	you read it?	
57	NS	yah	
58	NNS	you read it where?	
59	NS	well, I saw from newspaper in Bahasa	
60	NNS	you don't understand in Bahasa, what are you understand it?	
61	NS	I understand so, meteor,	
62	NNS		
63	NS		

64	NNS	atmosphere, bumi ya	backchannel cues
65	NS	Masuk	
66	NNS	apa?	clarification request
67	NS	meteor, masuk	
68	NNS	Bumi	
69	NS	atmosphere, bumi ok, like one thousand people got injured	
70	NNS		
71	NS	ya	
72	NNS	because of the meteor yeah..pretty weird..but, I want I want to talk about phone	
73	NS		
74	NNS	phone yes, because I was thinking that I should get a new phone for teaching and learning about bahasa, ok like a smartphone	
75	NS		
76	NNS	you want a blackberry? but, I am not sure about blackberry, because....	
77	NS	I thought you wanna Android. But I think you should got BB because we can BBM	
78	NNS		
79	NS	BBM I want you to get BBM, so I want to text you like...	
80	NNS	if I use blackberry could I use <i>goku</i> ?	
81	NS		
82	NNS	yeah..	backchannel cues
83	NS	was it charged extra? I think... (3S) .maybe one hundred per month	
84	NNS	one hundred per month? One hundred thousand	Pausing
85	NS		
86	NNS	yeah , rupiah	backchannel cues
87	NS	do you paid for <i>goku</i> ?	
88	NNS	one hundred thousand per month yeah I know... how much do you pay??	
89	NS		
90	NNS	I can not use full pulsa, so I paid forty five thousand per month forty five thousands per month, for everything, semua?	
91	NS		
92	NNS	no, for BBM, Facebook, and (3seconds) a ... that's it	pausing

93	NS	but, no other charges??	
94	NNS	No	backchannel cues
95	NS	45 thousand.. What about credit?	
96	NNS	yes , they are plus the credit	backchannel cues
97	NS	How much does the credits?	
98	NNS	It depends So...you want this BB have translation form bahasa to English?	
99	NS	English?	
100	NNS	Yeah...	backchannel cues
101	NS	Does it good? Does it work? I think so. I think you should got blackberry	
102	NNS	blackberry	
103	NS	blackberry? How much?	
104	NNS	two million	
105	NS	two million?	
106	NNS	or eight hundred	
107	NS	Maybe	
108	NNS	Ok	backchannel cues
109	NS	Ok but if you have blackberry, I think will you friend with a lot of people	
110	NNS	no, ehmm...blackberry messenger?	
111	NS	messenger?	
112	NNS	he'em	backchannel cues
113	NS	but, I don't like texting I know you don't like texting but you can text me	
114	NNS	you can text me	
115	NS	yeah it's true.. but if you get blackberry the only friend U must have is me	backchannel cues
116	NNS	yah.. heh (laugh)...we can think about it	
117	NS	about it	
118	NNS	3(seconds) yah, of course hem. . . . what your favorite movie?	pausing
119	NS	movie?	
120	NNS	my favorite movie? (4second) , The God Must Be Crazy	confirmation check, pausing
121	NS	The God Must Be Crazy? Why?	
122	NNS	Funny	
123	NS	what's funny about it?	
124	NNS	one of the kind, like a unique	
125	NS	what is that Mean? very...very...because like (2 seconds)funny	
126	NNS	seconds)funny	Pausing

127	NS	funny, what the funny?	
128	NNS	Funny	
129	NS	like what?	
		do you want, do you want to go	
130	NNS	somewhere....now?	
131	NS	somewhere??	
		like you know ... like....for . . .	
132	NNS	for Christmas	comprehension check
133	NS	Is that Indonesia?	
		it can be Indonesia, anywhere we	
134	NNS	want it	
135	NS	why did you change the topic?	
		I am tired talking about English,	
136	NNS	you less talk about English	
		ok, ehmm... we can talk about	
137	NS	your presentation yesterday	
138	NNS	what, my ?	clarification request
139	NS	your presentation	
140	NNS	looks pretty good, I was tired	
141	NS	what question is that?	
		about the participants, like I think	
		has to limit the participants to the	
142	NNS	university group	
		to the university group? Yeah?	
143	NS	Anything else?	
144	NNS	ehmm (3 seconds) that's it	Pausing
145	NS	that's it?	
		yeah , did you want to go	
146	NNS	somewhere?	backchannel cues
147	NS	next Christmas?	
148	NNS	yeah	backchannel cues
149	NS	next Christmas?	
150	NNS	this Christmas	
151	NS	that's a long timeaway	
152	NNS	it ok	
153	NS		
		it's like a go we can spent some	
154	NNS	money	
155	NS	ok, where do you want to go?	
156	NNS	maybe Bandung	
		Bandung? is that? As belong	
157	NS	Jakarta?	
		(3 seconds) I don't know, I think	Pausing, message
158	NNS	so (laugh)	avoidance
159	NS	what in Bandung?	
160	NNS	the Mall, Paris Van Java	

161	NS	the Mall? You want to go out away to Bandung just to go to the mall?	
162	NNS	well...well.....I thought it'd be fun (2 second) the big mall	pausing
163	NS	well....maybe I'd like to go, but not to the mall	
164	NNS	have you heard.....about <i>kawah putih</i> ? It is good place	
165	NS	<i>kawahputih</i> ?	
166	NNS	<i>Kawah putih</i>	
167	NS	no, what is it?	
168	NNS	<i>Kawah putih</i>	
169	NS	no, what is it?	
170	NNS	I think is...	
171	NS	like a Ciagersi	
172	NNS	no, it's like a swamp, I think it's a swamp.. i don't know...	
173	NS	a swamp? in Bandung?	
174	NNS	yeah , is white and cold	backchannel cues
175	NS	you want to go in Bandung to see that a cold swamp?	
176	NNS	yeah.. I think its's cold. yeah is <i>kawahputih</i>	backchannel cues
177	NS	is there are any ocean?	
178	NNS	no	backchannel cues
179	NS	any, any mountains?	
180	NNS	yes , I think so	backchannelcues
181	NS	volcano?	
182	NNS	not sure	
183	NS	how much to the cost?	
184	NNS	maybe, if we say for example we say five hundred per month, and it will take up ten months so we can.....so you'll have 5 million.	
185	NS	okay..	
186	NNS	I think five million is enough if we take train	
187	NS	ok	
188	NNS	do you want to take train or plane?	
189	NS	train or plane? Train..	
190	NNS	why?	
191	NS	(3s) cheaper	
192	NNS	but is tiring	
193	NS	tiring...yeah, anything else, skip	

194	NNS	down...just stop. now, what do you want to talk about?	
195	NS	about bandung Beb.. can I have a drink? (pointed the cup of ice tea)	
196	NNS	yeaah (Nod)	backchannel cues, gesture
197	NS	now...	
198	NNS	we can ..do you know we can say the cheap motel I think it's called. One hundred per night	
199	NS	cheap motel	
200	NNS	one hundred per night	
201	NS	what's the name of it?	
202	NNS	I good on there a lot of cheap motel	
203	NS	100.000-,	
204	NNS	yeah , rupiah	backchannel cues
205	NS	ok.. get else?	
206	NNS	yeah	backchannel cues
207	NS	for two people? yeah, for two people	backchannel cues, confirmation check
208	NNS		
209	NS	ok...oh...	
210	NNS	we can back....back (3second)	pausing
211	NS	he?	
212	NNS	back packing	
213	NS	back packing?	
214	NNS	you like it?	
215	NS	sure...	
216	NNS	I think... I think like something from next month we can save 5000,-	
217	NS	why? Why do you want to go to Bandung not ..hmm.. ?	
218	NNS	Singapore like with....	
219	NS	yeah, not Singapore ehmm... a yeah... (3second)... I don't know, bi....i like kawah putih, ibue..my mom has been there	pausing, backchannel cues, self-repair
220	NNS		
221	NS	Kawah putih?	
222	NNS	Kawah putih...	
223	NS	o yeah..	
224	NNS	the...white swamp	
225	NS	ok	

226	NNS	it is a... I think I think a swamp	
227	NS	or something I don't know.	
228	NNS	yeah...we can go there	
		ok	backchannel cues
229	NS	let's end this conversation and	
		take a break..	
230	NNS	Ok...sure	backchannel cues