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

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

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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 it 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 turnavoidance 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.*

Tesis ini berjudul Strategi Komunikasi Digunakan oleh pembicara bukan penutur bahasa asli (Bahasa Inggris) ke penutur bahasa asli (Bahasa Inggris) dalam Percakapan Bahasa Inggris. Hal ini bertujuan untuk mengetahui jenis strategi komunikasi yang digunakan oleh bukan penutur bahasa asli (Bahasa Inggris). Data tersebut merupakan percakapan santai yang diambil dari bukan

penutur asli bahasa Inggris. Subyek penelitian ini adalah dua orang, mereka adalah Karina (bukan-penutur asli) dan Bryant (penutur asli). Metode deskriptif kualitatif digunakan untuk menganalisa data dan berfungsi untuk menggambarkan jenis strategi komunikasi oleh bukan penutur asli bahasa Inggris.setelah menganalisa data ditemukan bahwa pembicara bukan penutur asli hampir menggunakan semua strategi komunikasi dalam percakapan. Modification devices (Backchannel cues 40,74 % atau 22 putaran, Clarification request 9,26 % atau 5 putaran, Comprehension check 3,70 % atau 2 putaran , Confirmation check 3,70 % atau 2 putaran, Pausing 22,25 % atau 12 putaran , dan Self-repair 3,70 % atau 2 putaran), Paralinguistic aspect (Gesture 1,85% atau 1 putaran dan Mime 1,85% % atau 1 putaran),L1-Based (Language switching 5,55 % atau 3 putaran dan Foreignizing 1,85% atau 1 putaran) , L2 - based (Appeal 1,85% atau 1 putaran) dan Avoidance (Message avoidance 1,85% atau 1 putaran dan Topic avoidance 1,85% atau 1 putaran). Strategi yang tidak digunakan adalah: Approximation dan Circumlocution dalam L-2 Based. Hal ini karena pembicara bukan penutur bahasa asli (Bahasa Inggris) dalam hal ini dia tidak memiliki keterampilan bahasa yang cukup untuk berkomunikasi dengan orang asing. Ini berarti secara keseluruhan strategi komunikasi dapat membantu dia untuk menghadapi masalah komunikasi. Alasan menggunakan strategi komunikasi untuk menjaga ucapan berjalan lancar, sehingga lawan bicara dapat mengerti maksud dari percakapan. Hasilnya menunjukkan bahwa sebagian besar menggunakan strategi komunikasi sebagai "waktu tunggu", untuk berpikir dan menemukan kata-kata berikutnya untuk menyampaikan makna dalam percakapan .

Kata kunci: Bahasa , kompetensi komunikatif , strategi komunikasi

INTRODUCTION

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. 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.

METHOD

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.

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 additionFraenkel 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.

Data

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.

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.

Data Collection

The data of this study, audio recorded of non-native speaker to native speaker in an English conversation. 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 use a Mobile Phone. The researcher asked non-native speaker and native speaker to have a casual conversation and then record it. To review the data, the recorded data of non-native and native speaker conversation were transcribed to get written data before being analyzed.

Data Processing and Analysis

To represent the recorded conversation in written form, it was then transcribed in a way that is faithful to the spontaneity and informality of the

conversation. For the accuracy of the transcription and to guarantee that the transcription really transcribed what were spoken by the interact ants, it was rechecked many times by another prior to the data analysis.

The transcribed casual conversation was then analyzed by applying communication strategies analyses. The communication strategies in this study refer to the Wannaruk (2003 : 1-18).

FINDING AND DISCUSSION

Table 1.The Number of Communication Strategies is used by 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%

Communication strategies

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

Turn	Speaker	Example
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: "**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 leaner. 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.

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
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.

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.

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. She did this when she tried to look for the words.

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

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.

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. 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.

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
207	NS	Crazy
208	NNS	For two people?

		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.

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)).

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.

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.

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:

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, untranslatted, 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"*

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 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		Jauh…. Far
41		Jauuuhnyaaa
42	NNS	**Bebi**, I don't know
	NS	
	NNS	

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.

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

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.

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.

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.

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.

CONCLUSION

Based on the data analysis on the casual conversation between non-native speaker to native speaker, the following conclusions can be drawn.

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. 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.

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