

**ANALYSIS OF STUDENTS' COMMUNICATION
STRATEGIES IN THE ESP CLASS OF MATHEMATIC
STUDY PROGRAM AT UNIVERSITY OF LAMPUNG**

(A SCRIPT)

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ABSTRACT

ANALYSIS OF STUDENTS' COMMUNICATION STRATEGIES IN THE ESP CLASS OF MATHEMATIC STUDY PROGRAM AT UNIVERSITY OF LAMPUNG

RIZKY AYUNINGTYAS

Communication is one of the main goals in learning English, and this skill is very important to be achieved by all of the English learners. A successful communication refers to pass on a comprehensible message to the interlocutor. In communication there are so many problem that the people will face. When the people face some problems in their conversation, communication strategies can help them facing the problem. Through communication strategies, the speakers can deliver their meaning to their interlocutor.

The objectives of this research are to find out what communication strategies that most frequently used during the learning process at ESP class are also to find out the code switching occuring during the presentation and also the meaning of the code switch.

According to the data, there are nine communication strategies used by mathematics education students at the University of Lampung. They are message abandonment, topic avoidance, approximation, use all of purpose words, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy. At the one hand, there are 3 types of code switching; *inter-sentential switching*, *intra-sentential switching* and, *tag switching*. From eighty six utterances that was said by mathematics education students, the most frequent type of code switching used by students in presentation session is Inter-sentential switching (51,16%).

The results show that the types of code switching which the most frequently used is code switching as many as 86 times with percentage 36,28%. On the other hand, based on the result of code switching, it can be conclude that code switching is caused by 4 factors, they are word, pharse, avoid misunderstanding, and easier to communicate.

Based on the result of the data it could be conclude that there are 9 communication strategies that were used by the students, they are; message message abandonment, topic avoidance, approximation, use all of purpose words, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy. The CSs that the most frequently used by the students was code switching. At the one hand, in this research there are 3 types of code switch, they are; inter-sentential switching, intra-sentential-switching, and tag switching. The most frequent used of code switching was inter-sentential switching. On the other hand, in this research the researcher found out that there are 4 factors of code switching, they are; word, phrase, avoidance misunderstanding, and easier communication.

This research had suggestions for the teacher; (1) Students in Indonesia might not aware about CSs. It would be better for lecturers or teachers to introduce and train them since CSs are helpful to improve students' speaking performance. (2) From this study, it is proven that CS could be done even in subject-matter classes where English is the low of communication. Teacher may use presentation session if they want to train nine types of communication strategies that occur during the observation of the study. They may use different models of learning if they want to train other types of CS. This research also had suggestions for further research; (1) This study investigated the use of CSs in ESP class by using presentation session. Future research can try to focus investigating the use of CSs in other activity. Therefore, the results will be different from this research. (2) This study has subjects from the same level of study. It could be a good idea if further research can investigate the difference of CSs use in different level of study but using the same model of learning. (3) This study was mainly focus on the use of code switching by the students. Further research can be use another CSs that can be more focused. For example, topic avoidance. So that, the result of the research will be more varied and more detail. (4) This study divided the level of communication strategies into four level. Further research can be analyzed again about the level of communication strategies in this research and compare it with other research.

Keywords: *Communication Strategies, Code Switching, ESP Class.*

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(A SCRIPT)

by:

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A script

**Submitted in a Partial Fulfillment of
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In

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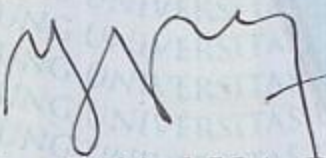
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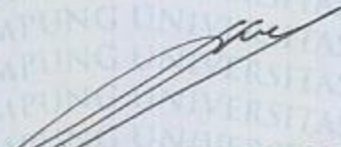
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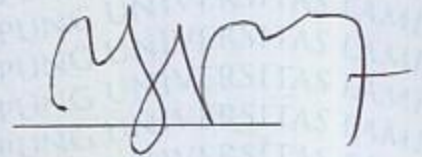
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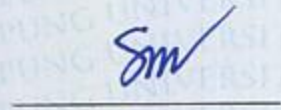
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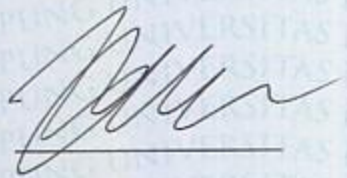
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CURRICULUM VITAE

The researcher was born on August 3rd, 1994 in Metro. She is the first child of two children from the happy couple Iskandar, S.Pd and Dra. Rudi Hartati. The researcher started her education from kindergarten at TK Pembina Metro in 1999. After that, she continued her study at SDN 7 Metro Pusat in 2000. Then, in 2006 she entered SMPN 1 Metro and in 2009 she continued her study at SMAN 1 Metro. After she had succeeded to pass the National Examination in 2012, she was accepted as a college learner at English Study Program of Lampung University. She conducted the Teacher Training Program (PPL) at SMAN 2 Way Tenong, Lampung Barat from July to September.

This Script is dedicated to

*My mother and father
Iskandar, S.Pd
Dra. Rudi Hartati*

*my sister
Rizky Citra Azzahra*

*My special people
Reziyano Akenda, Ibu Susi Hernawati, Ika Meyta Sari,
Devina Nizzu, Devinia Jeniar, Fadhilah Sukma Dewi, Indah
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and my fraternities of English Study Program UNILA.*

MOTTO

In order to succeed, we must first believe that we can.

Nikos Kazantzakis

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Hopefully this paper can give benefits to the readers and those who want to carry out further research.

Bandar Lampung, 02 Juni 2016

Rizky Ayuningtyas

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I. INTRODUCTION

This chapter describes the background of the problem included the reason for conducting the research. This chapter also describes: background of the problems, research questions, objectives of the research, uses of the research, the scope of the research, and definitions of terms.

1.1. Background of Problems

Communication is one of the main goals in learning English, and this skill is very important to be achieved by all of the English learners. Communication is a continuous process of expression, interpretation and negotiation (Savignon, 1983:8). A successful communication refers to passing on a comprehensible message to the listener. Communicating or getting our message across is the concern not only of second language teacher but all of us, in our daily live in whatever language we happen to use (Savignon, 1983:4). Learning how to be better communicators is important to all of us in both our private and public lives.

Communication does not only happen in the L1, but also in L2. Canale (1980) also states that to keep the conversation goes on, the speakers need some strategies for their communication. Canale considers strategic competence to be a component of communicative competence. Communication strategies allow speakers to make up

their lack of English and to make communication more effective. Based on the ideas above, it is clear that communication strategies have important role in the process of communication.

Since no individual's linguistic repertoire is perfect, most people have experienced struggling to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The steps taken by language learners in order to enhance the effectiveness of their communication are known as *communication strategies* (Littlemore, 2003). Communication strategies were inevitable in oral communication for language learners. These strategies keep speakers flexible, and confident, and make their communication more effective.

The research had been conducted by Ikawati (2011) was about communication strategies employed by the students in small group discussion at SMA Negeri 8 Malang. The data was classified by using Dornyei's Taxonomy (1995). The researcher was as the observer and interviewer. She found that the subjects did not employ L2-based strategies for example Circumlocution, Word-Coinage and Foreignizing because they considered those strategies difficult and they were not familiar with. The most frequently employed strategies were the use of fillers/ hesitation devices (23.97%), repetition (15.7%), message abandonment (15%), and code switching (15%). It means that the students often employed communication strategies which not really help them in their communication. They used the communication strategies spontaneously without certain consideration on their English development.

Hantia, et.al (2014) had investigated ELT learners communication strategies in ET media class at University of Lampung. In collecting the data, the researcher used Dornyei's Taxonomy (1995) to collect the data. The result shows that there are seven types of communication strategies produced by students of ELT learning subject matter at University of Lampung: Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non- Linguistic Signals, Code Switching, Appeal for Help, and Time Gaining. The results also show that communication strategies occurred more frequently in the class that used EXCLUSIVE learning. It stimulated 8.83% more of communication strategies than the class taught using Task-Based Learning.

There were differences and similarity between those research. Firstly, the subject of Ikawati's research was the students at SMA Negeri 8 Malang, meanwhile the subject of Hantia's research was ELT learners at University of Lampung. Secondly, Ikawati's research used interview to get the data, on the other hand Hantia's research use classroom discussion which was used EXCLUSIVE learning model and TBL as the learning model of the classroom. Those research above not only have differences, but also those research have similarity. The similarity of those research was the used of Dornyei's Taxonomy in classifying the communication strategies.

Meanwhile, the researcher also personally experienced a situation when she was a fresh college student of ELT at University of Lampung. She had a presentation which was the topic had been selected and also when she became a listener of the presentation. She found some difficulties to deliver the message and the content of

the presentation. Firstly, when the classmates and she wanted to ask some questions but they felt afraid. They did not want to ask the questions themselves, the answer was because they were afraid that their English would look bad so that the other friends and lecturer would judge them. In addition, it was true that people also would judge one's language competence from one's speaking performance first rather than any other language skills. Thus, learning and using oral communication strategies can be beneficial for them in order for them to engage in effective conversations in English and to make them look good “at face value” (McDonough & Shaw, 2003). Secondly, in the communication there were some problems that the researcher and other ELT learners got during the presentation session. When the communication became complicated and detailed, there were so many vocabularies that we had used. The learners also used some communication strategies that would help them to communicate. But when the problems in the communication became complicated, they prefer to change their communication from L2 to L1. According to Dornyei (1995) this such of changing named code switching. The researcher wanted to find out about when and why code switching happened in the communication.

Code switching (CS) is an alternation of words and phrases between two languages or dialects. Code switching is common practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. This strategy could be used to enrich the communication skill. The bilingual society generally practices code switching to conceal their second language deficiency and to express their attitude and feeling toward the interlocutor, these intention could be appeared in the language classroom too. For

the students, code switching between English and Indonesian can be a bridge toward the fluency in English. For the teachers, code switching can be a useful tool in transforming knowledge to the students. It is still debatable whether English should be taught entirely in English or in both languages, i.e. English and the native language (NL) of the students. Some linguists such as John Hubbard (1983) and Jeremy Harmer (1983) ignore the use of NL entirely, while David Atkinson (1987) and John Harbord (1992) encourage it. Herlina (2007) says that propose a coding scheme for the use of native language in the classroom which consists of three main uses: Translation (switching to make input comprehensible); Metalinguistic use (switching from talking in FL to talking in NL about FL); Communicative uses (switching from talking in FL to talking in NL for communicative purpose): Managing the class; Teacher reaction to student request; Teacher expressing state of mind.

Gumperz and Hernandez (1972) claim that those who code-switch make a mess out of the conversation and cannot speak the language properly. Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable. However, there were experts who support the use of code-switching in the language teaching. Sert (2005) suggests that code switching can be used for self expression and is way of modifying language for the sake personal intentions. Sert suggests code switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claimed that this may have a vital and positive effect on foreign language learning.

Retnawati (2015) conducted a research about code switching used in conversations by an American student of the *Darmasiswa* program. The researcher applies mixed techniques to obtain data; recording the conversations in natural setting and interview. Following Hoffman and Poplack, the findings of this study indicate that three types of code switching found in the conversations; inter-sentential code switching, intra-sentential code switching, and tag/emblematic switching. They are used for various functions due to several reasons. The most significant function is to emphasize the message which gets the highest percentage (27.6%) and intention to clarify the speech content to the other interlocutors is the most significant factor causing code switching which gets highest percentage (40.8%). It found that code switching gave impact to the abilities to communicate in English.

Novianti (2014) explores some important issues, namely the occurrences of code switching types, languages used, and the reasons why the respondents switch their language in communicating in Twitter. The study involved the students of English Education Department who had already signed up as Twitter users as the respondents. In this study, the data were the tweets used by the respondents and the responses of the questionnaires. To identify code switching types in the tweets, Poplack's framework (1980) was applied. The results show that there are three types of code switching, seven language combinations and six reasons of the use of code switching in Twitter. In terms of the type, intra-sentential switching tends to be the most frequent type of code switching (56.67%). In relation to language combinations used in the tweets, Indonesian-English is likely to be the most frequent language combination (73.33%). Moreover, in relation to the

reason, real lexical need may be considered as the main reason to switch the language in Twitter (60%).

The differences of those previous research were the subject of the research and the data collecting technique of the research. The subject of Retnawati research was American student of the *Darmasiswa* program, meanwhile the subject of Novianti's research was English Education Department who had already signed up as Twitter users as the respondents. Then the data collecting technique of Retnawati's research use recording the conversations in natural setting and interview, on the other hand Novianti's research the data were the tweets used by the respondents and the responses of the questionnaires. The research above not only had the differences, but also had similarity. Both of the research use Poplack's framework (1984).

For justification, there are two points that distinguishes this research with those previous research. Firstly, this research intended to find out the communication strategies that was used by students of mathematic study program at University of Lampung. Meanwhile, the previous research discussed about the communication strategies that was used by Senior High School students and ELT learners. Secondly, this research tried to find out when code switch occur during the presentation and the meaning of code switching that would do by mathematics student at University of Lampung. Meanwhile, the previous research discussed about code switching used in conversations by an American student of the *Darmasiswa* program and the use of code-switching on twitter by English Department students.

Regarding all of the statement above, the researcher would like to focus her research on communication strategies that was used by fresh college learners of mathematics education study program, especially during the presentation session in ESP Class, in other words the main focus of this research was on the code switching that would use by fresh college students at mathematic education study program. Therefore, this study was entitled “*Analysis of Students’ Communication Strategies in the ESP Class of Mathematic Study Program at University of Lampung*”.

1.2. Research Questions

In reference to the background above, the following problems are:

1. What communication strategies are most frequently used during the teaching learning process at ESP class?
2. When do code switch occur during the presentation session?
3. What do the code switch meaning concern with?

1.3. Objective of the Research

According to research questions above, objectives of the research is as follows:

1. To find out what communication strategies are mostly appear during the learning process at ESP class.
2. To find out the code switch occur during the presentation
3. To find out the meaning of the code switch.

1.4. Uses

It is expected that uses of this research will result the following points:

1. Theoretically

This research would complement previous research and theories about communication strategies. Moreover, this research could be used as a reference for those who will do further research regarding communication strategies.

2. Practically

The results could be used as a logical consideration for the teachers to train more of communication strategies to students as an effort to reduce their hesitation to perform spoken English and to improve their speaking performance.

1.5. Scope

This research conducted at the fresh college learners of mathematic study program at University of Lampung. The class that was chosen as non experimental class was A class. The research was mainly focus on the communication strategies that was used by the learners during the presentation section. The other aspects that the researcher found out were when the code switch happened and the meaning of the code switch that the student used. The researcher used video and recorder to observe the students' communication strategies during the presentation process. Moreover, the researcher also analyzed communication strategies and code switch by using observation sheet.

1.6 Definition of Terms

Some definitions used in this study are needed in order to have the same perception crucial the ideas of the terms.

Communication Strategy

Communication strategy is the way that the speaker done to anticipate the problems when they have a communication. According Dornyei Taxonomy (1995) there are 12 strategies in communication strategies, they are;

1. Message abandonment
2. Topic avoidance
3. Circumlocution
4. Approximation
5. Use of all pupose words
6. Word coinage
7. Non-linguistic signals
8. Literal translation
9. Foreignizing
10. Code switching
11. Appeal for help
12. Time gaining stratgies

Code Switching

Code switching in second or foreign language acquisition is a linguistic behavior for developing bilinguals in bilingual learning or multilingual contexts. Code

switching is a bridge to make better understanding between the communicators.

According Poplack's theory (1984) there are 3 types of code switching, they are;

1. Intra-sentential switching
2. Inter-sentential switching
3. Tag switching

II. LITERATURE REVIEW

This chapter discussed several concepts such as concept of communication, communication strategies, typology of communication strategy, code switching, reviewed of related research, theoretical assumption, and hypothesis.

2.1. Communication

Communication, as Fiske (1990:1) defines, is one of those human activities that everyone recognizes but few can defined satisfactorily. Communication means talking to one another, it is spreading information, it is our half style, and it is literally criticism, the list endless. It means that communication involves at least two interactant: a speaker and a listener. Meanwhile, meaning, information, proposition, thoughts, ideas, beliefs, attitudes, emotions are sources of communication that are derived from the sender and transmitted to the listener. It means that communication is a transfer of message from speaker to hearer. When people communicate to other people, they do not only select what message should be communicate, but also the way of conveying the message.

Communication may be the aspect which cannot be separated from the human activities. According to Luhmann (1995), communication is a process of selection. Communication is tantamount to choose something and ruling out something else. It seems that in communication, there is a process of selecting

idea. The idea which exists in mind may be selected before being sent. Communication is very important since it will bring human to build the social life. The process of communication which includes at least two persons also will help people to express their idea. The communication is actually coming from the thinking process of the idea in the brain. After that, the idea is sent into mouth in order to produce idea in mind.

2.2. Communication Strategies

Communication strategy is due to the fact that people need communication to interact with others. It means that communication strategy is very important for the success of communicating meaning. Moreover, people also need some strategies while they are communicating in order to make their interlocutor understand about what they mean. Therefore, this study has been widely developed by some previous researchers. For example, Bialystok (1990), who comprehensively analyzes communication strategies for second language use; and Dornyei (1995) outlines an explicit classification of communication strategies.

The most common communication strategies adapted from Tarone (1977) can be classified into reduction strategies and achievement strategies. Reduction strategies such as meaning replacement, message abandonment, and topic avoidance are used for the purpose of giving up a fragment of the original communication goal. On the other hand, achievement strategies such as appeal, literal translation, code-switching, restructuring, word coinage, paraphrasing, and nonlinguistic strategies are used to maintain the original goal of the language speaker.

For some researchers, communication strategies can be seen as a kind of 'selfhelp' model within the learner, located within model of speech production (Faerch and Kasper, 1983 in Yufrizal, 2008).

Ellis (1994) states that communication strategies are used primarily to deal with lexical problems, such as when a learner doesn't know the word for 'art gallery', then, he refers it as a 'picture place'. He also adds that communication strategies can also be used to get around a grammatical problem, as when a learner deliberately elects to use 'ask' instead of 'make' because of uncertainty regarding which form of the infinitive to use with 'make'. From this statement, communication strategies are apparently not only about how to deal with meaning. It can be looked from the Ellis' explanation that communication can also deal with lexical problems or even the grammatical problem.

Generally, communication strategies are used to negotiate meaning (Tarone, 1980), to maintain the conversation (Long, 1981) or to handle difficulties or communication breakdown (Faerch & Kasper, 1983). Researchers have studied communication strategies from two major perspectives: the interactional view and the psycholinguistic view. These two major approaches to conceptualizing communication strategies have been acknowledged to be the most influential in the field of communication strategies studies. The interactional view of communication strategies emphasizes the interaction process between language learners and their interlocutors, especially the means by which meaning is negotiated by one or both parties (Nakatani & Goh, 2007). According to Littlemore (2003) the psycholinguistic view, on the other hand, focuses on the

language learners' problem-solving behaviours dealing with lexical and discourse problems.

Another perspective came from Corder (1983). He defines communication strategy as a systematic technique employed by a speaker to express his meaning when he faced some difficulty. Park (2007) states that certain emotions are expressed both linguistically, through what is said in response and paralinguistically, through features such as intonation, high pitch, pause, accent, nonverbal signs and gestures such as facial expression.

All the above definitions reveal the same purpose of communication strategies, namely, to solve a communication problem that has emerged by applying some kinds of techniques. Among these, Corder's (in Kasper: 1983) explanation seems to be more visual and pellucid from the viewpoint of a non-native speaker of English. The definitions from Faerch and Kasper (1983: 189) also provide us with specific and precise descriptions of communication strategies which refer to the employed strategies when speakers have problems in expressing themselves, i.e., a way used to express a meaning in a second or foreign language by a learner who has a limited command of the language.

From the definitions above, it could be said that communication strategy was systematic strategies that is do by the speakers to express their meaning when they face some problems in the communication process.

2.3. Typology of Communication Strategies

There were several successful researchers that found several theories of the typology of communication strategies like Bialystok, Faerch and Kasper, Littlewood, Nijmen Group, Poulisse, and Tarone. There were some similarity and also differences among their taxonomies. However, the most widely used taxonomy as a basis for subsequent study of communication strategies was Tarone's. However, the more developed taxonomy was proposed by Dornyei Taxonomy (1995). It categorizes the communication strategies as avoidance or reduction strategy, compensatory or achievement strategy, and time gaining strategy. The explanation was as follows:

1. Avoidance or Reduction Strategies

1. **Message Abandonment:** the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up. For example: a learner says "he took the wrong way in mm..." (He/she does not continue his/her utterance).
2. **Topic Avoidance:** the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons. For example: a learner avoids saying certain words or sentence because he/she does not know the English terms or forget the English terms.

2. Achievement or Compensatory Strategies

1. **Literal translation:** the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2. For example: *do not enter sign* for *no entry sign*.

2. **Borrowing or code switching;** the learners use an L1 word or phrase with an L1 pronunciation while speaking in L2. For example: if a learner does not know the word *baki*, he/she will say „*baki*’ with L2 pronunciation.
3. **Foreignizing:** the learners utilize an L1 word or phrase by morphologically or phonologically adjusting it to an L2 word. For example: a learner does not know the word *tap*, he/she uses the L1 word, that is *kran* but with L2 pronunciation, so he/she says *kren*.
4. **Approximation or Generalization:** the learners employ an L2 word which is semantically in common with the targeted lexical item. For example: *ship* for *sail boat*; *pipe* for *water pipe*.
5. **Word coinage:** the learners coin a non-existing L2 word by overgeneralization. For example: *vegetarianist* for *vegetarian*. (*vegetarianist* is not stated in the dictionary).
6. **Circumlocution:** the learners describe or exemplify the action or object instead of using the right L2 structure or item. For example: if a learner does not know the word *corkscrew*, he/she replaces it by saying „*the thing that you use to open the bottle*’.
7. **Use of all-purpose words:** the learners use a general word to fill the vocabulary gaps. For example: the overuse of the words *thing*, *stuff*, *make*, *do*, *what-do-you call- it*, *what-is-it*.

8. **Appeals for assistance:** the learners turn to partners for assistance directly (e.g. Do you understand? Can you speak more slowly? What do you call?) and indirectly (e.g. Rising intonation, pause, eye contact, puzzled expression).
9. **Nonlinguistic signals:** mime, gesture, facial expression, and sound imitation. For example: a learner uses his/her hands and acts like flying to refer to *birds*.
10. **Stalling or time-gaining strategies:** the learners employ such hesitation devices as fillers or gambits to gain time to think. For example: *well, as a matter of fact, now let me see, I think, you know, you see, um, mm, ah, sort of, OK, right, really.*

In conclusion, there are 12 communication strategies according to Dornyei's. They are message abandonment, topic avoidance, literal translation, borrowing or code switching, foreignizing, approximation or generalization, word coinage, circumlocution, use of all-purpose words, appeals for assistance, nonlinguistic signals, and stalling or time-gaining strategies. In addition, since Dornyei's taxonomy is a more developed theory, the researcher used it to analyze and categorize communication strategies during the presentation session.

2.4. Code Switching

According to David Crystal (2003), the term code is defined as "a set of conventions for converting one signaling system into another". Code-switching is defined as the alternation of two languages within a single discourse, sentence, or

constituent. The term has come to the fore in sociolinguistics, where it is mainly used as a neutral label for any system of communication involving language. It avoids sociolinguistics to commit themselves to such terms having as dialect, language or variety. David Crystal (2003) states that the linguistic behavior referred to code switching ,code-shifting or within a language, style-shifting, and code mixing “involves the transfer of linguistic elements from one language into another: a sentence begins in one language, then makes use of words or grammatical features belonging to another”.

The linguistic behavior referred to code switching, code mixing, code-shifting or within a language, style shifting, according to David Crystal (2003), “involves the transfer of linguistic elements from one language into another: a sentence begins in one language, then makes use of words or grammatical features belonging to another”. Jacks C.Richard and Rhichard Schmidt (2002) describe code switching when a speaker makes a change from one language to another language. This change can occur when one speaker uses a language during a conversation, and the other speaker replies in a different language; or when a speaker starts his conversation in a language, then changes it to another language in the middle of his speech. Code switching can be a sign of cultural solidarity or distance and code selection as the selection of a particular language situation. People use a code for certain purposes for instance, in certain situations and for certain individual code selection depends on factors such as, age, gender, proficiency levels and educational background of the subject. They defined code mixing as “The process of mixing two codes or languages without making a change in the topic. This process is common among bilingual and multilingual people. For

instance when it takes place among bilingual friends in an informal context. Grosjean (1982) defines a code switch whether it is just a word, phrase or sentence; as a complete shift to the other language whereas a borrowing is a word or a short expression that is adapted phonologically and morphologically to the language being spoken' (Grosjean 1982: 308).

2.4.1. Code Switching In L2

Code switching in second or foreign language acquisition is a linguistic behavior for developing bilinguals in bilingual learning or multilingual contexts. Early studies about such subject were done in bilingual contexts in the United States, with the objective of investigating first the functions of code switching in the speaking of bilingual teachers and with which some languages, usually English or Spanish, were employed to perform different functions (Martin-Jones, 1995). According to Clyne (2000), code-switching is the alternative use of two languages either within a sentence or between sentences. Also, this contrasts with transference, where a single item is transferred from languages A to B (or vice versa), whether integrated into the grammatical or phonological system of the recipient language or not.

In the mid 1990s, researchers focused on the way code-switching related to the interaction between teachers and learners in a bilingual classroom. Later, researchers examined the topics which were related to teachers' and learners' use of code switching in an educational context. Recent studies carried out in monolingual foreign language classroom, have also shown that teachers and students use code switching when interacting with each other in educational

context (Anton and Dicamilla, 1999). While it was investigated such aspects as humor, participation strategies and grammar instructor in EFL context, The researchers observed that beginners use code switching as well as intermediate and advanced learners of English.

There has been some research on positive and negative aspects of code-switching in foreign language classrooms. Some researchers claim that code-switching can be an advantage in L2 (second language) learning while others think that code-switching only has disadvantages. Gumperz and Hernandez-Chavez (1972, p. 586) claim that people think that those who codeswitch make a mess out of the conversation and cannot speak the language properly. Thomas (2001, p.137) maintains that in some communities code-switching is even seen as something unacceptable. However, there are researchers who see code-switching in a positive light. Sert suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claims that this may have a vital and positive effect on foreign language learning. Sert thinks that codeswitching in foreign language classrooms is useful. He states that “it is a tool for creating linguistic solidarity, especially between individuals who share the same ethno-cultural 5 identity”.

2.4.2. Factors Affecting Code Switching

According Bista (2010) there are several factors that affecting Code Switching. In socio-linguistic analysis, participants showed various responses regarding the factors of code switching. Both views of code switching factors are considered in his research. Factors affecting code switching are include:

1. No similar words in English
2. Did not know the English word
3. Did not know the phrase in English
4. To fill the gap in speaking
5. Easier to speak in own language
6. To avoid misunderstanding
7. To convey intimacy
8. So others would not understand (Privacy)
9. To add emphasis

The researcher used Bista's research (2010) to analyze the factors of code switching that was used by mathematic students in University of Lampung.

2.5. Review of Related Research

Some researches about communication strategies have been conducted in order to explore it. Those previous researches are shown as follows:

- a. Hantia (2014) Hantia (2014) has investigated ELT learners communication strategies in ET media class at University of Lampung. In collecting the data, the researcher used Dornyei's Taxonomy (1995) to collect the data. The result shows that there are seven types of communication strategies produced by students of ELT learning subject matter at University of Lampung: Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non- Linguistic Signals, Code Switching, Appeal for Help, and Time Gaining. The results also show that communication strategies occurred more frequently in the class that

used EXCLUSIVE learning. It stimulated 8.83% more of communication strategies than the class taught using Task-Based Learning.

- b. Ikawati (2011) conducted a research about communication strategies *employed by the students at SMA Negeri 8 Malang*. The data was classified by using Dornyei's Taxonomy (1995). She found that the subjects did not employ L2-based strategies for example Circumlocution, Word-Coinage and Foreignizing because they considered those strategies difficult and they were not familiar with. The most frequently employed strategies were The Use of Fillers/Hesitation Devices (23.97%), Repetition (15.7%), Message abandonment (15%), and Code Switching (15%).
- c. Novianti (2013) The study explores some important issues, namely the occurrences of code switching types, languages used, and the reasons why the respondents switch their language in communicating in Twitter. In terms of the type, intra-sentential switching tends to be the most frequent type of code switching (56.67%). In relation to language combinations used in the tweets, Indonesian-English is likely to be the most frequent language combination (73.33%). Moreover, in relation to the reason, real lexical need may be considered as the main reason to switch the language in Twitter (60%).
- d. Retnawati (2015) conducted a research about code switching used in conversations by an American student of the Darmasiswa program. Following Hoffman and Poplack, the findings of this study indicate that three types of code switching found in the conversations; inter-sentential code switching, intra-sentential code switching, and tag/emblematic switching. They are used

for various functions due to several reasons. The most significant function is to emphasize the message which gets the highest percentage (27.6%) and intention to clarify the speech content to the other interlocutors is the most significant factor causing code switching which gets highest percentage (40.8%). It is found that code switching gives impact to the abilities of involved languages in conversations. It results in the loss of English language ability and the gain of Indonesian language ability.

- e. Chen (2009) conducted a research about proficiency was related to the use of CSs. The study revealed that speaking proficiency was related to the use of CSs at a certain level. It also showed that high proficient speakers tended to use effective strategies such as social affective strategies, fluency-oriented strategies, negotiation for meaning while speaking strategies and accuracy-oriented strategies more frequently than low proficient speakers whereas low proficient speakers inclined to employ negative strategies such as message reduction and alteration strategies and message abandonment strategies more often. Therefore, the findings might suggest that teachers could adopt oral communication strategies in their teaching and implement the effective communication strategies in class to help improve students' communicative proficiency.
- f. Wei (2011) has investigated Chinese Learners' Communication Strategies. The result shows that Chinese students use reduction strategies more often than others. Students with low language proficiency, tend to use reduction strategy more often. However, students with low language proficiency have no define answer on whether to approve the role reduction strategies play in improving

oral communicative competence, while students with high language proficiency tend to hold a negative attitude. Besides, Chinese students seldom use achievement strategies. However, they tend to approve the positive role it plays in improving oral communicative competence.

- g. Malasit and Sarobol (2015) conducted a research about communication strategies used by Thai EFL learners. The purpose of this study is to investigate types of communication strategies (CSs) employed by M.3 (grade 9) English Program students at Joseph Upatham School and the effects of task type and English speaking proficiency: high, middle, and low on their CS use. The data were collected via one-way and two-way speaking tasks. Students' oral performances were recorded and transcribed by the researcher. However, the three groups did not differ in the total number of communication strategies used, and the most-frequently used CS is fillers/hesitation devices.
- h. Yarahmadzahi and Samani (2014) conducted a research about Iranian Pre-intermediate EFL Learners in Oral Communication. The purpose of this study was identifying the CSs used by Iranian pre-intermediate EFL learners in oral communication. The researcher recorded 48 sessions to make a permanent record of learners' oral performance for later analysis. The results revealed that the most frequently used strategies by pre intermediate learners were use of fillers and hesitation devices, code switching, appeal for help and self-repetition and the least frequently used strategies were word coinage, foreignizing and comprehension check.

From those previous researches, the issues which were investigated were the issues about communication strategies. Therefore, in this research, the researcher

took the data by using Dornyei's Taxonomy to analyze CSs and Poplack's Theory to analyze code switching that happened in the ESP class. It might make the participants to apply their communication strategies from their mind. The researcher also used presentation session in ESP class to find out the students' communication strategies.

2.6. Theoretical Assumption

Based on the theories about communication strategies, the researcher assumed that communication strategies in the term of learning can be defined as the strategies used by the learners in order to anticipate when they faced some problems in communication, lexical and grammatical problems and also the uncertainty in speaking the target language. It may be able to help learners in communicating in their conversation. It actually eases them to tell their opinion to listeners. In the communication strategies there also code switching. Based on the theories, code switching was defined as the alternation between two or more languages in a speaker's speech, occurs naturally in the scheme of bilinguality

2.7. Hypothesis

The researcher predicted that the communication strategies would occur in ESP class during the presentation section. The communication strategies would occur frequently during question and answer section. The three communication strategies that would occur were time-gaining strategies, code switching, and appeal for help. The reason was because in the presentation session require learners' analytical and critical thinking to deliver their perception of given theme or case in front of the class. Time-gaining strategy or fillers was needed in order

to make the oral task run smoothly because learners might take some times to analyze the theme on their mind using *Bahasa Indonesia* while they had to deliver it in English. It was also possible that learners would not be able to concentrate well to analyze the theme. Therefore, they would probably use the hesitation device such as *well, hmm, what is that*, and so on. The researcher also predicted there would be some students who used code switching because they did not know the word in L2 and prefer use L1.

III. RESEARCH METHOD

This part deals with design, subjects, procedures, data collecting techniques, and data analysis.

3.1. Design

This research was non-experimental descriptive study. The researcher used taxonomic analysis as qualitative design. The researcher analyzed types of the communication strategies adopted from Dornyei's taxonomy (1995). Communication strategies that occurred in the presentation session was classified by using Dornyei's Taxonomy, meanwhile code switching that occurred in the presentation session was classified by using Poplack theory (1984). In collecting the data, the researcher used observation sheet as the instrument.

3.2. Subjects

Subjects in this study were 20 fresh college learners of mathematics education study program in A class at University of Lampung. The researcher chose to make them as the subject of the study because fresh college learners were hoped to develop their English ability, especially their spoken. They were different from the other grade students because this stage is the first stages for them start to develop their English ability. Thus, when they were demanded to be active in the classroom presentation, they have to participate using English. Therefore, it would

be interesting to find out their speaking performance and whether they already applied CS when they speak in English, especially in ESP class during the presentation section.

3.3. Setting

In the ESP class, they had group presentation and individual presentation. This research conducted in the individual presentation session. So that, they could share what they were thinking about the topic of the presentation. The ESP class required students to communicate their ideas based on the topic that they had chosen.

3.4. Procedures

The procedure of presentation session, they were;

1. Determined the basic question.
2. Made project design.
3. Scheduling.
4. Monitoring the progress of the project.
5. Scoring the result.
6. Evaluation experience.

On the other hand, the procedures of this research were:

3.4.1 Planning

1. Determined the subjects and observing the condition of the classroom.
2. Asked the lecturer before the process to know the usual instruction.

3. Discussed the material, assignments, and rundown of learning activity with the lecturer.

3.4.2 Application

1. Doing observation during presentation process, question and answer section. Moreover, the researcher took notes to all of the important events and all the problems that occurred. Thus, the researcher acted as a non-participant observer.
2. After recording short dialogues during the presentation section, the researcher took the result of the recording.

3.4.3 Reporting

1. Analyzed the data by classifying the communication strategies used Dornyei's taxonomy. On the other hand, code switching was classified by using Poplack's theory.
2. Made the reports about the findings.

3.5. Data Elicitation

In collecting the data, the researcher used the following techniques:

3.5.1. Discourse Analysis

This research used discourse analysis which was included in a qualitative descriptive research. Discourse analysis was the study of the ways in which language is used in texts and contexts. Developed in the 1970s, discourse analysis "concerns itself with the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and

auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions” (Abrams and Harpham, 2005). Discourse analysis was linguistic analysis of ongoing flow of communication. It is usually use tapes so it could be played and replayed. Several people discussing, not individual person specifically. Find patterns of questions, who dominates time and how, other patterns of interaction.

The research chose presentation session to get the data. This research used this method because the data analyzed in the presentation session which was involving the interaction of speaker and auditor in a specific situational context.

3.5.2. Instrument

The instrument used in this research was observation sheet. The explanation of the observation sheet task is as follow:

Observation Sheet

This research used observation sheets to analyze the data. Observation sheets were divided into two, they were observation sheet for analyzing communication strategies and observation sheet to process the code switching data that occurred in the presentation session.

In the CSs observation sheet, the researcher transcribed the data and wrote it in the observation sheet. After that, the data was coded and analyzed by using Dornyei’s Taxonomy. This was done to find out the most frequently strategy that was used by the students. Whereas, in the code switching observation sheet, the data of code switching from CSs observation sheet was moved to code switching observation sheet. The data of code switching that was done by the students was

coded by using Poplack's theories. This was done to find out when code switching occurred and the meaning of code switching that was used by the mathematic students.

3.5.3. Recording

Students' performance in the presentation session was recorded by handycam. This was done to get the data more valid, after that the video of the students' presentation performance was transcribed.

3.5.4. Transcribing

After recording, the researcher made the transcription. However, it should be done in detail. Everything that the students had said and done in the conversation should be transcribed. It was aimed to get more valid data about the activity done by the participants. It was also needed to help the researcher in analyzing the data coming from the activities.

3.5.5. Coding

The next step was coding, which is categorizing the finding of CSs into Dornyei's taxonomy as follows:

Table 3.5.1. Coding of CSs

No.	Communication Strategies	Code
1.	Avoidance Strategies 1. Message Abandonment 2. Topic Avoidance	MA TA
2.	Compensatory Strategies 1. Circumlocation 2. Approximation 3. Use of All-Purpose Words 4. Word Coinage 5. Nonlinguistic Signals 6. Literal Translation 7. Foreignizing 8. Code-Switching 9. Appeal for Help	C APP UW WC NS LT F CS AH
3.	Stalling or Time-Gaining Strategies 1. Using fillers or hesitation device	TG

After coding the Communication Strategies (CSs), the researcher also coding Code Switching that was occurred in the presentation session based on Poplack (1984) theories.

Table 3.5.2. Coding of Code Switching

No	Types	Code
1	Inter-sentential Switching	Inter
2	Intra-sentential Switching	Intra
3	Tag Switching	TS

3.5.6. Analyzing

After coding, the researcher counted numbers and percentages of CSs and code switching during the presentation session. Moreover the researcher also analyzed deeply about code switching. This should be done to find out the communication strategies and what communication strategies which frequently used by the students of mathematic study program and when code switching happened in the presentation session.

3.6. Data Analysis

The researcher used descriptive research in analyzing all data from the observation. In order to show widespread use of CSs, the researcher analyzed the video recordings from the observation. In this way, the researcher first transcribed the data and then identified the communication strategies that occurred. The next step in analyzing the data is to develop the categories of analysis for coding the communication strategies. Different types of communication strategies that were identified in this study are coded into table of twelve types of CSs based on Dornyeis' taxonomy. The taxonomy was selected because the categories seem clearly explained and a more recent as it was developed from previous CS taxonomies from Tarone, Faerch, and Kasper. Frequency forms were designed to classify the communication strategies that occurred when the classroom activities are being held. On the other hand, when the code switch happened in the presentation will also analyzed by the video recordings from the observation. The observation of code switching will be analyzed by using observation sheet by using Poplack's theory (1984). After done with CSs analysis, the researcher

continued to analyze code switching that occurred in the presentation session. The data was transcribed and analyzed by using Poplacks' theory.

The researcher did the qualitative description in analyzing the data from the observation sheet which was about CSs and code switching that was conducted to probe their perceptions of communication strategies and the use of certain strategies when communicating with others. The researcher also analyzed code switching to find out when the code switch happened and the meaning of code switching that was used by the mathematic students. It means that the researcher would describe all collected data and problems found in the field and referring to the previous research about CSs and code switching mentioned in the second chapter. In order to make the data more valid, the researcher asked her senior in campus who also had research about communication strategies to check her data analysis. The researcher not only asked him, but also asked the advisors to check her data analysis to make it more valid.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter offers the conclusion of the research findings and suggestions for the next similar research.

5.1. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to these following conclusions:

1. In Hatia, et.al (2014) result of her research, she found there are 7, meanwhile Ikawati's research (2011) she found 9 communication strategies in her research. In this research, there were nine CSs used by mathematic students at University of Lampung. The strategies divided into four level, they are high frequency strategies, mid frequency strategies, low frequency strategies, and non-existence strategies. High frequency strategies are code switching (36.28%), time gaining strategies (30.37%), and appeal for help (16.03%). Mid frequency strategies are non-linguistic signal (6.32%) and Literal translation (4.64). Low frequency strategies are message abandonment (2.53%), topic avoidance (2.11%), circumlocution (0.84%), and approximation (0.84%). Non-existence strategies are use of all purpose words, word coinage, and foreignizing. In addition there were also the previous

research from Iran and Thailand. In Yarahmadzahi and Samani (2014) result of their research, they found 11 communication strategies that were used by the learners. Moreover, in Malasit and Sarobol (2013) result of their research, there were 11 communication strategies. The differences between Indonesian research, Iranian research, and Thai research were the used of foreignizing and word coinage. In Indonesian research, the learners did not used those strategies. The researcher assumed this could happen because of their second language deficiency and language structure.

2. In this research there were 3 types of code switching; *inter-sentential switching*, *intra-sentential switching* and, *tag switching*. From eighty six utterances that were done by mathematic students, the most frequent type of code switching used by students in presentation session is Inter-sentential switching (51.16%). If it was compared by previous research, it would have the differences. In Ratnawati (2015) research with the subject was an American learner, she found that the types of code switch that most frequently used by the learners was intra-sentential switching. In addition, in Novianti (2013) research, she found that that most frequently used by the learners was intra-sentential switching. But if we saw deeply, there was difference between Indonesian research and American research. In American research, there was a significant difference from the used of intra-sentential switching by the American learners. The researcher assumed that it could happen because intra-sentential switching was the most complicated types in code switching and

American learner could more frequent used it because English was his first language.

3. According to Bista (2010) research, there were 9 factors of code switch. Meanwhile, in this research the researcher found that there were 4 factors of code switch, they were word, phrase, avoid misunderstanding, and easier to communicate.

5.2. Suggestions Based on the conclusion above, the researcher gives some suggestions as follow:

5.2.1. Implication for the Teacher

1. Students in Indonesia may not aware about CSs. It would be better for lecturers or teachers to introduce and train them since CSs are helpful to improve students' speaking performance since students would be able to overcome their problems in communicating in English.
2. From this study, it is proven that CS could be done even in subject-matter classes where English is the low of communication. Teacher may use presentation session if they want to train nine types of communication strategies that occur during the observation of the study. They may use different models of learning if they want to train other types of CS.

5.2.2. Suggestions for Further Research

1. This study investigated the use of CSs in ESP class by using presentation session. Future research can try to focus investigating the use of CSs in

another activities, for example, CSs in discussion session or CSs in interview session. Therefore, the results will be different from this research.

2. This study has subjects from the same level of study. It could be a good idea if further research can investigate the difference of CSs use in different level of study but using the same model of learning.
3. This study was mainly focus on the use of code switching by the students. Further research can be use another CSs that can be more focused. For example, topic avoidance. So that, the result of the research will be more varied and more detail.
4. This study divided the level of communication strategies into four level. Further research can be analyzed again about the level of communication strategies in this research and compare it with other research.
5. This study found that foreignizing and word coinage only appeared in Iranian research and Thai research, those strategies did not appeared in Indonesian research. The researcher assumed that this could be happened because in Iranian and Thai research there are some words that quit similar with English words. Further research analyzed deeply about the used of foreignizing and word coinage.

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