DESIGNING L2-BASED COMMUNICATION STRATEGIES TEACHING FOR SPEAKING CLASS

(A Thesis)

By
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ABSTRACT

DESIGNING L2-BASED COMMUNICATION STRATEGIES TEACHING
FOR SPEAKING SKILLS

By
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This research is intended (1) to investigate students' speaking skills after being taught L2-based communication strategies (CSs), (2) to find out students' frequency of using CSs, and (3) to introduce the procedure of CSs implemention. CSs consist of three components of strategies namely, approximation, circumlocution, and appeal for assistance.

This research uses quasi-experimental design, and is planned and conducted on the first Semester of Academic Year 2016/2017, at Public Senior High School Two Gadingrejo, it is situated in Regional Government of Pringsewu, Lampung Province. In this case, to be a group of learners as research participants are the students of grade twelve (third year graders) of Physics Science Two. It consists of 36 participants. The reason is that grade twelve of Physics Science Two is assumed that it has the similarity level of spoken English. The data were analyzed using repeated measure t-test.

The results of the research showed that (1) there is a significant increase in the students' speaking skills. The result of statistic calculation shows that t-value is higher than t-table (13,762 > 2.042). All of the aspects of speaking namely, grammar, pronunciation, vocabulary, fluency, and comprehension increase significantly, mainly for the aspect of vocabulary. (2) The students more frequently use CSs after the training. It can be reported that before training; approximation occurs 13 times, circumlocution 74 times, appeal for assistance 37 times. After training; approximation occurs 44 times, circumlocution 345 times, appeal for assistance 33 times. (3) The teaching CSs is successful because it went through several procedure, they are; introduction, implementation, and practice. Therefore, it can be concluded that teaching CSs is effective to promote students' speaking class.

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A Thesis

Submitted in a Partial Fullfillment of
the Requirements for Obtaining S-2 Degree

MASTER IN ENGLISH EDUCATION STUDY PROGRAM
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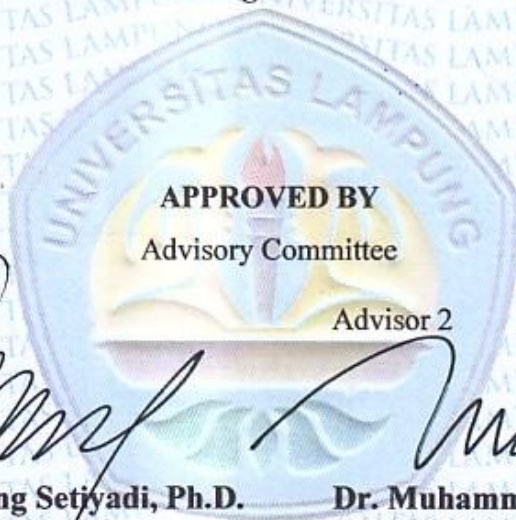
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CURRICULUM VITAE

The writer was born on January 26, 1962 in Regional Government of Jember, East Java, he is the second son among five children of a lovely couple, Sukorno and Mrs. Sukasi. He has one elder brother, two younger brothers and one sister.

He graduated from Elementary School (SD Negeri 1) Sindang Anom, Central Lampung in 1975, Junior High School (SMP Negeri 2) Poncowati, Central Lampung in 1979, Private Teacher Training School (SPG-PGRI) Poncowati Central Lampung in 1982, and attended Lampung University in 1983/1984, and graduated on March 16, 1989. Since then, he was appointed as headmaster of private vocational school of STM Budi Karya South Lampung for four years

Then the writer has been a teacher of English for almost nineteen years, fourteen years serving for SMP Negeri 1 Pardasuka, after that reciting to SMA Negeri 2 Gadingrejo until now.

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MOTTO

There is no way to make a good speech without having something to say.

<div align="right">JAMES A. WINANS</div>

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8. His greatest love and thankfulness would forever be dedicated to his beloved spouse Hida Nuh, his handsome sons, Ayi and Dito, and his lovely daughter Lia who is well known as Dede. It is truly undoubted that loves, cares, and timeless prayers during days and nights, patience and willingness to wait for their Dad's graduation are very precious for him.

9. His beloved brothers and sister; Hari, Rudy, May, and Endah, for their pride of him.

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Last but not least, the writer hopes that this research would give a positive contribution to the development of study field and to the reader.

Bandar Lampung, 29 March, 2017
The writer,

Nuh Sunyoto

DEDICATION

This greatest work is enterily dedicated to writer's beloved figures;

1. Hida Nuh , spouse

2. Ayi, son

3. Dito, son

4. Dede, daughter

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APPENDIXES ....

I. INTRODUCTION

1.1 Background

By tens of years ago, the most favorite teachers' technique in teaching was lecturing. Nowadays it is still in use because, too simple and easy, without much complicated preparation. So it becomes much used by the teachers, as the result of the sole teachers' technique mastery. Undeniably, the technique is still in use, even though it is considered out of date or not effective any more. In teaching English, there are several well known techniques which can be used to teach more effectively such as; Grammatical technique, Aural technique, English-Only Technique, Translative Technique, Immersive Technique, to students who are learning the language for the first time, each with their own unique process and conditions. Depending on the teaching situation, setting, and resources available, any one of these English teaching techniques could be right for the teacher and the students

Presently, most of educational observers and practitioners tend to expose ineffectiveness of technique teachers used. They said that the teachers' technique in language teaching is unsuccessful. It means that the technique does not meet the objective of language teaching, as a result of that, for those who have learnt language for long time are unsuccessful either.

In accordance with the case, Setiyadi, et al. (2007) points out that a person who finishes high school must have a very substantial knowledge of English, but this is not the case with most of Indonesian students. After three years at junior high school and three years at senior high school, the English proficiency of the students is very limited. The students have difficulties in reading textbooks written in English and they cannot communicate in English in both spoken and written forms.

Following the description above, there may be many reasons why the English education objectives did not make a whole, we can identify two reasons. Firstly, the students did not know how to explore their communication strategies (CSs). How importance is communication strategy? It is very beneficial facet for the students. Good communication strategies will produce good command over the language. It means that good communication will affect the learners' L2 abilities both spoken and written English, so their communication strategies must be productive and dynamic. Secondly, the teachers did not teach communication strategies to them. In this case, communication strategies are assumed as individual skills to communicate. So to be skillful the students need to be trained with the ways how to develop communication strategies. Russell, et.al., (1998) states that communication strategy (CS) help speakers to communicate. They hope other teachers of the same type of student population to consider the need for CS training in their classrooms. In short, it can be said that the skills must be practiced and trained in the classroom.

A great deal of practice and training is beneficial for the students to be familiar with communication strategies. In addition, a teacher who communicates effectively with his/her students is a good teacher. In teaching and learning, there must be interaction between the teacher-student and the student-teacher, so they build a good communication. It is necessary to take a note that communication strategies are needed by both teacher and students. In the process of communication, Sukirlan (2013), points out that the speaker always attempts to deliver the message to the interlocutors in many ways possible to compensate for the gaps between what he/she intends to express and the available linguistic resource. The ways the speaker uses to succeed communication also belong to communication strategies. Maleki in Sukirlan (2013) a communication strategy is defined as an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources. Ellies in Sato (2005) states that communication strategies (CSs) are what learners use to overcome the inadequacies of their interlanguage resources.

Since English function as a means of international communication, arguing the students' disability of communicating in English is endless topic. Many ways are sought and tried to enable the students to be able to communicate in this language. Accordingly, at school teachers create any method and media to support their effort in enhancing students' communication skills, so that the students have a good communication. The students' communication skill cannot be overlooked because they are essential for interacting each other.

Communication is one of the essential bases of human existence; communication is the activity of communicataing; the activity of conveying information, yet most people overlook the need to enhance their communication skills. In fact, effective communication skills are a must whether it is individual or a group. It means that the successfulness of communication is main point. Communication is more than speaking. Speaking is an important aspect of communicating but this is not the only tool. Speaking clearly and effectively is much more important than merely speaking. In communication there are some barriers, such as the speakers may speak incomplete sentences or transmit unclear messages, the speakers may not do name-calling properly, and many interruptions as well. To overcome the barriers which emerge in speaking, the speaker needs some strategies, so communication strategies are the prime determinants in speaking.

Tarone in Karimnia (2007) defines CSs as learners' attempt to bridge the gap between their linguistic competence in target language and that of the target language interlocutors. Implicitly, this definition described that students must be able to overcome the communication problem. Sukirlan (2013) teacher should be able to design classroom activities that allow the students to overcome communication problem. Absolutely, it is clear that the teacher must create activities in many ways to enable the students to obtain their communication strategies, and they can be trained as well. As a matter of fact, there was very little or no discussion to the designing communication strategies to solve communication problems. Factually, there is still a facet that loose of one's attention, it is about the design, how to design teaching materials.

In Indonesia, why English as target language at schools is often ineffective? So far English is as compulsory major at any level of education, such as; elementary school, primary school, and through at University, and it is taught at both private and public education. It is just for the reason that language is as a means of international communication. Indonesian National Education Ministry-Permendikbud (2014) states that; " English teaching at school is expanded in order to reach communicative competence, not only mastering listening, speaking, reading and writing skill, but also doing social function, by using English skillfully both spoken and written language correctly.

Unfortunately, the objective of teaching English as target language is ineffective. Karimnia (2007) states that there have been a lot of complain made about the weakness of school graduated in English. After three years at junior high school and three years at senior high school, the English proficiency of the students is very limited (Setiyadi, 2007). In other words, their English is very low. It is a big problem, so by having inappropriate English they cannot communicate successfully.

It is necessary to seek the strategies to overcome the problem above. The most observers or practitioners tend to discuss about method and technique, in general, but not for the design of teaching materials, and it loses of their attention, in fact it deceives the prior attention in promoting students' speaking skills. Based on observation, students' speaking skills are often built with uncertain types of communication strategies.

That is why for the sake of knowledge development, this research just discusses about the usage of three sub-types of communication strategies, namely: approximation, circumlocution, and appeal for assistance, based on Karimnia's work (2007). Some benefits of CSs are; it is light to be used in promoting students speaking skills. In the implementation, the teacher does not need to take a long time for it. It also has clear strategies pattern, and is easy to be implemented by the students. Therefore, in this research, designing L2-based CSs teaching materials will be developed in this research.

1.2 Research Questions

As it is discussed above, the research focuses just on designing L2-based communication strategies teaching material for promoting students' speaking skill. In accordance with this, the questions may come up;

1. Is there any difference of students' speaking skills after being taught L2-based Communication Strategies?

2. How is the students' frequency of using Communication Strategies?

3. What is the procedure of implementing L2-based Communication Strategies teaching materials**?**

1.3 Objectives

The objectives of the research are:

1. To find out whether the students' speaking skills can be increased or not after being taught with L2-based Communication Strategies.

2. To investigate how the students' frequency of using Communication Strategies is

3. To introduce the procedure of L2-based Communication Strategies teaching material.

1.4 The Uses of Study

This research is designed in order to obtain:

1. Practical uses, the teacher can apply L2-based communications strategies (L2-BCSs) design for promoting students' speaking skills.

2. Theoretical uses, it is useful to develop students' language skills, especially spoken language based on communicative strategies.

1.5 The Scopes

This research is mainly focused on three answers of the research questions, i.e.; first of all, the students' speaking skills before and after being taught L2-based Communication Strategies (CSs), second, students' frequency of using Communication Strategies before and after treatment, and the last one is the procedure of implementing L2-based Communication Strategies teaching materials in the classroom. These scopes will be discussed on the next chapters. This research is conducted at State Senior High School 2 Gadingrejo

1.6 Definition of Terms

In this research, there are some well known terms, such as:

a. Teaching Material

All of wok papers, readings; magazine, newspaper, printed material, video which are needed to help teaher teaches his/her students are teaching material.

In other words teaching materials are not only printed book, but also instruction sheet, worksheet, information sheet are teaching materials.

b. Target Language

Target Language is the language which the teacher and the students want to learn or the language learners are studying and also individual items of language that they want to learn, or the teacher wants them to learn.

c. Teaching Speaking

Teaching speaking is to help students and develop their communicative competence. It means that teaching speaking is teacher's activity in the classroom which is intended to help students communicate in a variety of contexts. In this research it deals with teaching speaking of English. In other words, teaching speaking" is to teach ESL learners to: produce the English, and use English quickly and confidently with few unnatural pauses, which is called as fluency.

d. Communication Strategies

Communication Strategy (CSs) is learner's activities or learner's attempts to bridge the gap of or to solve the problem which emerge in the process reaching communication goal between the speaker and interlocutor.

e. **L2-based Communication strategies.**

L2-based Communication Strategies (L2-b CSs) refer to the the way that L2 English learners try to communicate in the target language which enables them to communicate successfully.

L2-based Communication Strategies consist of Approximation, Circumlocution, Appeal for Assistance.

1) Approximation; one of the communication strategies whereby the speaker uses a single target language vocabulary item or structure, which the speaker knows is not correct, but which shares enough semantic features in common with the desired item.

2) Circumlocution; saying in many words what may be said in few words. More specifically, circumlocution is defined as a change in preverbal message involving more than single chunk.

3) Appeal for Assistance; An assistance used in order to maintain the flow of communication, the speaker appeals for assistance

In this research, some utilities are used, such as; handy-cam; the name was intended to emphasize the "handy" palm size nature of the camera, made possible by the new miniaturized tape format, tripod, projector, notebook, sound system, the usage of these terms to support the research.

II. FRAME OF THEORIES

Since English is seen as a means of international communication, many people all over the world try to communicate in both spoken and written English, so English is essential to be learnt. Many schools provide English as compulsory subject, and state it in National Curriculum. In any discussion of linguistics, English is often appointed or called it as target language (TL). Even though the word Target Language (TL) gets issued in all the discussions, but it seems hard to define what target language really is, and are not enough definitions available.

2.1 Target Language

It seems evident that English as compulsory subject is attached in the structure of national curriculum , and it has social function (see Permendikbud, 2014) and must be taught at school. It means that English is Target Language (TL). Target Language is the language which the teacher and the students want to learn or the language learners are studying and also individual items of language that they want to learn. In the case of TL many language teachers, , express anxieties about using the target language in the classroom. Often, teachers find it difficult to strike a balance between using local language (or language used at home) and the TL in the classroom. Although using the TL can cause some stress, it is very important to do so for the process of language learning.

According to McCoLL (2010) the target language can be said to be used 'for real purposes' when it is used to communicate what people in the classroom need and/or want to say anyway. In other words, during language learning sessions, teacher and pupils attempt to use the language for all necessary purposes, even if they are not, strictly speaking, part of the language lesson. In the classroom, the learners should be exposed as much as possible to the target language. Dickson (1996) states that the medium of instruction in the language classroom should, without qualification; be the target language, and there has been little dispute, among language teachers and others concerned with foreign language education, over the principle that learners in school should be exposed as much as possible to the target language (TL) in use.

According to both points of view above, the definitions of target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn or a language that someone is learning, or a language into which a text has to be translated. An example of a target language is Japanese for a native born Indonesian who is just moving to Japan.

Following the definitions of Target Language above, it can be said that the activity which is closely related to study English at school is called to study Target Language. In Indonesia, there is pinpointed what underlies English to be Target Language, namely; the policy thrust of the year of 2004 over recent years, and especially the prescription of the 2013 National Curriculum.

In the case of Target Language, Ministry of Education and Culture-Mendikbud issues that English is compulsory subject and attached it in the list of subjects which must be taught at school (see Permendikbud 2014).

2.2 The Goal of English Teaching

The goal of English teaching is to enable the students to develop their communicative competence in the forms of both spoken and written intelligibly. Furthermore, Permendikbud (2014) the goal is not to understand and implement the concept, but to actualize English as social function. It means that language is a means of communication. So far teaching English is centralized to the teacher in which the students learn English based on the teacher's explanation, do exercise at school, and do homework. Following time, technique of learning English must go naturally and like the process of learning anything in daily life.

Undeniably, In case of learning language, many language learners regard speaking ability as the measure of knowing a language. Even though speaking is constructed by the aspects; pronunciation, grammar, vocabulary, fluency, and comprehension. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

The development of English as a means of international communication is perhaps one of the most outstanding things to observe. As a means of international communication, English becomes the main problem for the non-English native speakers.

In communication, they need communication skill; communication skill is the set of skills that enables a person to convey information so that it is received and understood by interlocutor, as well as they need communication strategies (CSs) to make understanding between the speaker and the interlocutor. Many researchers (e.g. Ogane, 1980; Tarone, 1981; Paribakht, 1984; Karimnia, 2010; Sukirlan, 2013) donate their ideas about Communication Strategies (CSs). Basically, they argue CSs are the ways which are closely related with how non-Native English speakers to communicate in English well at the end. In other words, non-native English speakers are able to reach the ultimate goal of learning English, they communicate in English well in the real situation. Karimnia (2007) states that the goal of English teaching is to develop the learners' communicative competence which will enable them to communicate successfully in the real world. It means that the learners are able to communicate in English successfully, and they can transport the message to the interlocutors skillfully.

2.3 The Problems of Teaching and Learning English

In Indonesia, English is taught as a compulsory subject, and is proved by that English is taught at Junior and Senior High School, and through at University as well, so English is appointed as target language. Permendikbud (2014) states that; English teaching at school is expanded in order to reach communicative competence, not only mastering listening, speaking, reading and writing skill, but also doing social function, by using English skillfully both spoken and written language correctly. In order words, at the end of course students are expected to develop the students' spoken and written forms intelligibly.

Unfortunately, the effort to reach the objective of teaching never makes a whole. There are a lot of problems which make the technique of teaching and learning English are not effective namely; teacher's technique is out of date. The teacher merely tends to use lecturing technique, both teacher and students are lack of supporting media, readings and the like. So by facing such problems, the objective of teaching still cannot be reached maximally. In other words, at the end of course the students are still not able to communicate in English

In accordance with Setiyadi, et al. (2007) a person who finishes high school must have a very substantial knowledge of English, but this is not the case with most of Indonesian students. After three years at junior high school and three years at senior high school, the English proficiency of the students is very limited. The students have difficulties in reading textbooks written in English and they cannot communicate in English in both spoken and written forms. Following these point of views, it can be said that the objective of teaching English at school is ineffective, and is necessary to find strategies.

2.4 The Nature of Communication Strategies

Basically, wherever and whenever human beings they live need to communicate each other to exchange ideas, information and the like. It means that they cannot stand alone, and they need one another. In communication, there are at least two persons; sender and listener. These activities are so called communication. Razmjou. et, al. (2013) stated that human needs interaction and communication. Communication is the exchange of ideas, information, etc., between two or more people.

It is a process, by which a communicator conveys meaning and tries to create understanding. Berelson and Steiner in Razmjou. et.al. (2013) argued that "Communication: the transmission of information, idea, emotion, skills, etc., by the use of symbols-words, pictures, figures, graphs, etc. It is the act or process of transmission that is usually called communication". Communication involves at least two people: the sender and the receiver.

According to Thao in Hua (2012) communication is simply defined as a process in which a message is sent from senders to receivers. Technically, it is said that the sender encodes a message and the receiver decodes it. In other words, communication is the activity of communicating or conveying information, and it involves between two or more people to create understanding. As a matter of fact, the activity of communicating or conveying information does not run well. In short, people who create understanding in their communication often go through the problem or gap, communication becomes breakdown, and the purpose what they communicate does not make a whole, so it is necessary to send or convey the message successfully.

In communication, it is very common both speakers and interlocutors often go through the problem or gap to create understanding, so communication activities will be breakdown. Communication is intended to send or convey messages, it is why, both speaker and interlocutor have to develop communication skill. Yet, most people overlook their communication skills. Effective communication skill is a must whether it is individual or a group.

It means that to enhance their communication skill people need to learn about communication. It is necessary that the speaker and interlocutor try to seek the easiest ways for communicating the purpose of what they communicate, such as using gesture, sounds, body movement, and the like. The usage of gesture, sounds, body movement, and the like are assumed as strategy to solve their communication problems. And such easiest ways are, here, called with Communication Strategies (CSs)

In accordance with Tarone (1981) communication strategy (CSs) is a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared (meaning structure include both linguistic and sociolinguistic structures). Paribakht (1984) stated that communication strategies (CSs) are only vehicles through which speakers use their different kinds of knowledge to solve their communication problems. Communication Strategies (CSs), here, were assumed that something was transported and undelivered to the destination, so it became a problem. The experts, such as; D rnyei (1995) stated that some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix language, they create new words, they describe or circumlocute something they do not know the word for- in short, they use communication strategies. The abilities of imitating sound, mixing language, creating new words and describing something they do not know the word for- are kinds of mental activities. Bialystock in Sukirlan (2013) defined communication strategies are all attempt to manipulate a limited linguistic system in order to promote communication.

Ogane (1998) defined communication strategy as a technique that is used to solve problems in reaching communicative goal. Communication strategies are used to reach a certain communication goal, that is, to tell the other person(s) what you really want or need to say.

In early works, Huang (2010) regarded communication strategies as language learners' problem-solving behavior in process of target language communication. Language learners employed Communication Strategies (CSs) to compensate for their linguistic shortcomings in order to achieve a particular communicative goal. Selinker in Huang (2010) Communication Strategies (CSs) was defined as a learner's attempt to express meaning in spontaneous speech through a limited target language system. Furthermore, Sukirlan (2013) stated Communication Strategies are seen as attempts to bridge the gap between the linguistic knowledge of the speaker and the linguistic knowledge of the interlocutor.

Williams and Burdon in Sener (2013) defined communication strategies as "strategies used by speaker when they come across a difficulty in their communication because of a lack of adequate knowledge of the language." It is great possible that the speaker and interlocutor come across the problem during performing communication. It can be summarized that in case to communicate, the role of strategies is required by both speaker and interlocutor urgently.

Following the experts' point of views above, they have some similarities to express what communication strategy really is, namely;

Tarone's Communication Strategy (hereafter; CSs) as a mutual attempt of two interlocutors to agree on meaning (1981), Paribakht's CSs as vehicle to solve the problem (1984) Ogane's CSs as a technique which is used to solve the problem (1988), D rnyei's CSs was the way people use, such as; use hands, imitate the sound or movement of things, mix language, create new words to describe they do not know the word for (1995), Huang's CSs as a process to compensate for their linguistic shortcomings in order to achieve a particular communication goal (2010), Sukirlan's CSs as a attempt to bridge the gap, it means to make communication run well (2013), Williams and Burdon in Sener's CSs as strategies used by speaker when they come across a difficulty in their communication (2013), Selinker in Huang's CSs as a learner's attempt to express meaning in spontaneous speech through a limited target language system (2010). Even though the phrase "Communication Strategy" get used all the time in linguistic study, it may be surprisingly hard to pinpoint what Communication Strategy really is.

In accordance with Karimnia (2007) it is difficult to find a rigorous definition of Communication Strategies which Communication Strategy researchers have reached an agreement on. Somehow the following definition is here summarized and related with language teaching that Communication Strategy (CSs) is learner's activities or learner's attempts to bridge the gap of or to solve the problem which emerge in the process reaching communication goal between the speaker and interlocutor.

2.5 Taxonomy of Communication Strategies

This sub-chapter discusses about some taxonomies of Communication Strategies. There have been a number of proponents of communication strategies who have the typologies of communication strategies. They tried to clasify the strategies and the features which the speaker and interlocutor used. In some occasions, it is great possible that communication comes across breakdown, as the result of a shortage of linguistic knowledge. In other words, the gap was available between speaker and interlocutor; it often happens that both speaker and interlocutor try to avoid the communication breakdown. These efforts are defined as Reduction Strategies. According to Færch and Kasper in Ellis (1985) states that Reduction Strategies attempts to do away with a problem. They involve the learner giving up part of his original communicative goal.

Færch and Kasper in Ellis (1985) classifies Reduction Strategies is divided into two types of features namely; 1) Formal reduction strategies - these strategies involve the avoidance of L2 rules of which the learner is not certain (i.e. tentative hypotheses) or which he cannot readily gain access to. Example; He made him to go …→ He asked him to go … According to the example; the idea of communication is still acceptable. In this case, the learners, however, seem that they lack of grammar insight. 2) Functional reduction strategies - these strategies involve the learner avoiding certain speech acts or discourse functions, avoiding or abandoning or replacing certain topics, and avoiding modality markers. They are often heard in communication, not only in L1 but also for the learners of target language (TL). Example; He plays … → He does sport.

The learners misunderstand about diction, they seem lack of vocabularies. Taxonomy of Communication Strategies based on Færch and Kasper in Ellis. 1985, (see Appendix 6).

In case to avoid the communication breakdown, both speaker and interlocutor also often use sub-features which well known as Word Coinage. see Færch and Kasper in Ellis (1985), and Word Coinage of Yarmohammadi & Seif in Ogane 1998. Tarone in Sukirlan (2013).The followings are the similarities and the difference between Word coinage of Færch and Kasper in Ellis, and Word Coinage of Yarmohammadi & Seif in Ogane.

The similarities between Færch and Kasper in Ellis (1985), and Yarmohammadi & Seif in Ogane (1998) are to discuss about Word coinage which discuss about replacement of strategies in expressing target language; Example; 'gallery' $\rightarrow$ 'picture place.' And Word Coinage of Yarmohammadi & Seif in Ogane (1998) example; balloon – plastic ball

The difference between Færch and Kasper in Ellis (1985), and Yarmohammadi & Seif in Ogane (1998). That Word Coinage of Færch and Kasper in Ellis (1985) was covered by L2-based Strategies, while Word Coinage of Yarmohammadi & Seif in Ogane (1998) was covered in L1-based strategies. For full detail (see appendix ; 6). It is necessary to take a note, before going further, that in real communication both speaker and interlocutor often communicate in spoken language (oral mastery) unsuccessfully.

Halliday, et.el. in Karimnia (2007) states that oral mastery depends on practicing and repeating the patterns produced by a native speaker of the foreign language. It is the most economical way of thoroughly learning a language. When one has such a control of the essentials of a language; he can almost automatically produce the usual patterns of that language. Based on this point of view, it seems that learners need a great deal of practice and use through the patterns of English intelligibly, so both speaker and interlocutor communicate automatically and successfully.

Unfortunately, during communication in progress, both speaker and interlocutor often fail in communication. Communicating successfully refers to passing on a comprehensible message to the listener (Karimnia, 2007). But unsuccessful communication could be lack of linguistics knowledge, one of them is vocabulary. It is an aspect of speaking. With limited vocabularies, the speaker will be easy to come across the breakdown in communication. It is, so far, acceptable that often in the process of learning new language; learners begin with receptive understanding (listening and reading) of the new items, then move on to productive skills (speaking and writing). The lack of vocabularies could also be one which causes the speaker encounters problems with interlocutor. In order to make communication successfully, both speaker and interlocutor are often forced to try to overcome the problem which has interrupted their communication. There is no way out, so solution must be sought.

2.6 L2-based Communication Strategies

This sub-chapter discusses a lot about L2-based communication Strategies to encounter communication problem between the speaker and the interlocutor, and it is as main frame of theories in this research. What is L2-based Communication Strategy really? It is as difficult as to find a rigorous definition of communication strategies. Based on the features of L2- based CSs before and after discussion which are available, it is assumed that L2-based Communication Strategy is the way that L2 English learners try to communicate in the target language (TL) successfully. It consists of three features which are discussed a lot below.

Karimnia (2007) states that L2-based Communication Strategies consists of three features namely; Approximation (A use of a L2 word which shares the essential feature of the target word e.g. "Old objects" for "antique") enables the speaker to produce synonym, antonym, and hyponym. Circumlocution (A use of a L2 phrase to describe the property, function, characteristics, duty, its purpose or an example of it,). Basically, this strategies has a lot of features of strategies e.g. "It is used to write"[pen, pencil], "They have long, flat heads with rounded snouts, scaly skin, bowed legs, and huge, muscular tails" [Komodo Dragon], "Something you put your food in to make it cold" [refrigerator], Appeal (An appeal for assistance either implicit or explicit), e.g. "What do you call this in English?" "It's ah ah ah…"

After discussing the definition of features of L2-based Communication Strategies on Karimnia's work (2007), here are additional three definitions and examples of

features of L2-based CSs which Sukirlan issued. And those features would be patterns for the students practicing spoken English in the classroom, and as the frame of theories in this research. issues twelve features of Communication Strategies. Three of them are Approximation, Circumlocution, and Appeal.

Sukirlan (2014) states that Approximation serves as one of the communication strategies whereby the speaker uses a single target language vocabulary item or structure, which the speaker knows is not correct, but which shares enough semantic features in common with the desired item. Furthermore, the implementation of approximation, is deal with features used before and after teaching;

Before teaching, approximation was characterized by 2 types of features, i.e. expectancy and hyponymy relation. In case of expectancy the students acomodate relationship of the strategies, e.g.; place and function. The student produces "This object is used in children's head to arrange their hair." The student approximates the word "hair band" with location it is normally place, i.e. "head" and and its function, i.e. "to arrange their hair".

After teaching, this strategy was characterized by 3 types of features, i.e. expectancy, hyponymy, and synonymy relations. It is necessary to add the definition of unfamiliar term of hyponym; it is the word that includes the meaning of a more general notion, word. For hyponym relationship, the students manipulate phrases of utterances such as; "It is the tool to dig the soil" when describing "shovel".

The shovel is the type of tool. Other features such as; "It is a kind of vihicle to transport". The student approximates the word "plane". The plane is a kind of vehicle. Or "It belongs to large animal." When the student is describing "elephant". Elephant is a hyponym of animal because it has some animal qualities. While synonymy relation is "It is a sweeper ...to clean the rubbish from the floor". The student approximates "palm-rib broom" with "sweeper"

Sukirlan (2014) states that Circumlocution is saying in many words what may be said in few words. More specifically, circumlocution is defined as a change in preverbal message involving more than single chunk. In theses strategies, many features can be used by the speaker to encounter communication problem. Actually, they could expand in accordance with the topic such as; material, location, elaboration, color, shape, function, size, taste, Ingridients, price, time, parts, price.

While Appeal for Assistance is used in order to maintain the flow of communication, the speaker appeals for assistance. The speaker uses expression signaling direct appeal when encountering communication problem. The speaker usually produces utterances not only in the target language (L2) like "Do you know how to say this in English?" but also in the native language (L1) like "Apa sih? [What is it?], "Apa ya?"[What is it?], "Bagaimana ya?" [How is it?]. Basically, the use of L1 is to bridge the gap, it means to make communication run well (Sukirlan, 2013),

Based on those L2-based Communication Strategies above, It is necessary to restate that these strategies are valuable to be implemented in increasing students' speaking skills. So far there have been a lot of complaints made about the weakness of school graduates in English (Karimnia, 2007). Undeniably, most of observers and practitioners blamed that educated people cannot communicate in English successfully. It has also been pointed out that a person who finishes high school must have a very substantial knowledge of English, but this is not the case with most of Indonesian students. After three years at junior high school and three years at senior high school, the English proficiency of the students is very limited. The students have difficulties in reading textbooks written in English and they cannot communicate in English in both spoken and written forms. (Setiyadi, et al., 2007)

This research is an attempt to deal with a given problem of senior high school learners of spoken English, the taxonomies which are close related and more highlighted are Karimnia's works (2007) based on (Tarone, 1981; Bialystok, 1990), and Sukirlan's L2-based Communication Strategies (2014) above. In case of both Karimnia' works, and Sukirlan's, the students seem simply to learn by heart about word by word or phrases by phrases which are available in the dictionary, they did not expose in detail the use and procedure of L2-based Communication Strategies. Therefore, this research offers and simplifys the discourse makers of CSs which agree with teaching L2-based Communication Strategies teaching material.

L2-based Communication Strategies (L2-b CSs) refer to the the way that L2

English learners try to communicate in the target language which enables them to

communicate successfully. Maldonado (2016) states that L2-b CSs is the way

that L2 English learners try to communicate in the target language (TL), and thus

to the communication strategies used to overcome the difficulties which arise

when attempting to produce the language.

 L2-b CSs consists of three features, namely; approximation, circumlocution, and

appeal for assisstance. They are based on both Karimnia's work (2007) and

Sukirlan's (2014), and can be seen in the following matrixs;

Matrix 1.

No	Strategy	Description	Examples of Discourse Makers
1	Approximation	a use of a L2 word which shares the essential feature of the target word	e.g. "old objects" for "antique"
2	Circumlocution	A use of a 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).
3	Appeal	An appeal for assistance either implicit or explicit	e.g. "What do you call this in English?" "It's ah ah ah…"

L2-based Communication Strategies adopted from Karimnia, 2007 Communication Strategies;
English Language Department in Iran.

Matrix 2

No	Strategy	Description	Examples of Discourse Makers
1	Approximation	One of the communication strategies whereby the speaker uses a single target language vocabulary item or structure, which the speaker knows is	1. The synonym; Drone (a flying robot, UAV) autonomous (self-directed, self reliant, independent) 2. The antonym ; military (civil) formal (informal)

			3. The hyphonym; drone (aircraft)
		not correct, but which shares enough semantic features in common with the desired item	
2	Circumlocution	Saying in many words what may be said in few words. More specifically, circumlocution is defined as a change in preverbal message involving more than single chunk.	1. Size, e.g.: big, large, small, 2. Color, e.g.; magenta, purple 3. Function, it is used to transport… 4. Location. e.g.; restricted area, war zone, public area 5. Shape, e.g.: square, hexagon, pentagon, triangle 6. Material,. e.g.: it is made of metal 7. Elaboration, e.g.; it is very common in daily life
3	Appeal	An assistance used in order to maintain the flow of communication, the speaker appeals for assistance	1. What is …. in Indonesian word? 2. Can you describe…..? 3. How to operate ….? 4. What does '……..” mean?

L2-based Communication Strategies which is developed and adapted from Sukirlan,. 2014. Teaching Communication strategies in an ELF Class of Tertiary Level.

2.6.1 Basic Definition

After examining those L2-b CSs features, the following basic definitions of words; synonym, antonym, hyponym are often used in the discussion, especially for the approximation strategies, and much more terms like; size, color, location, are also often used in the discussion of circumlocution strategies. They are all interchanged one another. The definitions are common in daily life, and could be derived from any readings like dictionary.

Synonyms are words that look and sound different but have the same meaning.e.g.; laugh and giggle, happy and cheerful, yell and shout, timid and shy, small and tiny. While antonyms are words that mean the opposite. It could be two words that mean the opposite of one another. An example is hot versus cold. They are antonyms. More examples of antonyms; cold and hot, soft and rough.

And hyponym or subordinate is the word that includes the meaning of a more general notion, word. i.e.; Dog is a hyponym of animal because it has some animal qualities. "Desk, table are hyponyms of furiture", "red, blue, yellow are hyponyms of color", "catfish, golden fish, gianat travely are hyponyms of fish.", "Orchid, rose, coconut palm are hyponyms of plant".

Those synonyms, antonyms, and hyponyms are implanted to describe features of Approximation in the discussion like; "It has the same meaning as…" or "The elephant is large animal, but rabbit is small", "It belong to plant, animal, food, clothes." Or "It is a kind of instruments", "It is a type of tools."

Some of the following terms are often used in the circumlocution strategies like; size, *[mass noun]* the relative extent of something; a thing's overall dimensions or magnitude; how big something is: a building of vast size, fairly large. Color, 1 *[mass noun]* The property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light: *the lights flickered and changed colour.*

According to the colors; blue, green, red yellow are kinds of colors. Function, practical use or purpose in design: *building designs that prioritize style over function.* Location, a particular place or position: *the property is set in a convenient location.* Shape is (a) the external form, contours, or outline of someone or something: *she liked the shape of his nose* (b) a geometric figure such as a square, triangle, or rectangle.

Material is the matter from which a thing is or can be made: *goats can eat more or less any plant material*. It can be of physical need; material needs, e.g.; food and warmth. Elaboration is the process of developing or presenting a theory, policy, or system in further detail: *his work led to the elaboration of a theory of* evolution *the* concept *needs more elaboration than a short* essay *allows*. These words are often frequently used.

2.6.2 Teaching Materials

Once in the classroom, teacher and students do a communication. It is designed to build activities which is well known as teaching and learning process. In this process, the teacher transports information from teaching materials, such as; samples of student writing, video, model clay, story book, projector transparancies, magazines, newspaper, games So what are teaching materials ? It is anything which is used by teachers or learners to facilitate the learning. Teaching materials are the resources a teacher uses to deliver instruction. In other words, they are all of resources which are used by both teacher and students to reach the objectives of teaching and learning.

In accordance with Darkuni (2016) not only printed book, but also instruction sheet, worksheet, information sheet are teaching materials. It can be said that any resource a teacher uses to help him teach his students is a teaching material. From outside of classroom, a teacher can introduce to the students what surrounding people do like brick making. This teaching material can be used to introduce new concepts to the students of how the procedure to be.

Here are others examples, when learning the concept of theme, a literature textbook can provide numerous reading materials. In the same way, workbooks can give some useful basic practice activities for a new vocabulary words or even writing activities that might be difficult for students.

2.6.3 Teaching of L2-b Communication Strategies

Here are the procedures of teaching L2-based Communication Strategies ;

1. **Procedure of teaching Approximation**

    It is constructed with teaching synonym, teaching antonym, and teaching hyponym, so the students are provided with such discourse makers, and the discourse maker are underlined in order to indicate that the underlined words or phrases belong to L2-b CSs. They look like, as follows;

    a. **Materials of Teaching Synonyms**

    It is provided with the following phrases, or/and an example list of synonyms as follows;

    . is another word for . . .

    . . . means the same thing as . . .

    . . . is a synonym for . . .

    Example ;

    - The party last night was <u>great.</u> (great is *another word for* wonderful or (great *means the same thing as* splendid) or (great *is a synonym for* fantastic)

    - He is a <u>good looking</u> actor. (good looking is *another word for* handsome)

    - He is a <u>smart</u> student in our class. (smart *is a synonym for* clever)

- A list of synonym word pairs;

    Almost and nearly,

    Applicable and relevant,

    Awful and terrible,

    Begin and start, etc.

b. **Materials of Teaching Antonyms**

    The students will be leaded to creat sentences like the teacher's models, or an

    example list of antonym such as;

- Cat is small animal but elephan is big animal.

- Lia did not find her pen <u>on</u> the desk because it fell <u>under</u> the desk.

- A List of antonym word pairs;

    Absent- present,

    Admit – deny,

    Awake – asleep,

     Bottom – top,

    Always – never, etc

c. **Material of Teaching Hyponyms**

    The students are taught with a list of hyponyms for the words such as;

- Table, sofa, cupboard (furniture), examples;

    Table is a kind of furniture.

    Sofa is a kind of furniture.

- Snake, komodo dragon, crocodile (reptile)

    Snake is a kind of reptile.

- Squirrel, elephant, fox (mammal)

  Squirrel is a kind of mammal

- Scarlet, purple, magenta (color), examples;

  Scarlet is a kind of color.

  Purple is a kind of color.

2. **Procedure of Teaching Circumlocution**

   In this step, the students are called on producing the sentences like teacher's models, as the following teaching materials;

   - **Size**

     Sizes; big, large, small, long, short, medium, huge, high, wide, and narrow, e.g.; It is big - it is large - it is small - this school is big - the school yard is large. it could also be replaced by saying the possessive adjective e.g.; my, his, her, their…. → my dictionary is small, the sea is wide, the sky is high .

   - **Color**

     Colors; red, white, blue, green, yellow,, magenta, etc. e.g.; Indonesian flag is red and white, the sky is blue, my favorite color is blue.

   - **Function**;

     Functions; it is used to ….,   its function for….., it is intended to…..,

     e.g.; it is used to write, its function for under covering from predators.

- **Location;**

  Locations; in public area, in the bush, etc., e.g.; it is located in public

  area, it can be found in the bush, etc.

- **Shape**

  Shape; bumpy, triangle, square, pentagon, e.g.; jackfruit is bumpy,

  soccer field is square.

- **Material;**

  Materials; metal, wood, plastic, e.g.; plane is made of metal, furniture is

  made of wood, some of appliances are made of plastic, etc.

- **Elaboration;**

  Elaborations; common in daily life, most of people, e.g.; kissing adults'

  hand by kid are very common in Indonesian daily life, most of people in

  my village are famers.

  likes it, etc.

3. **Procedure of Teaching Appeal**

   In this step, the students are familirized with the expressions how to ask

   appeal, and the teaching material as follows;

   a. What is a synonym/antonym for....?

   b. What is another word for...?

   c. Can you tell me?

   d. What does it mean?

2.7. Implementing of L2-based CSs Teaching Activities

At the beginning, it is clearly stated that L2-based Communication Strategies Teaching Materials are designed for promoting the students' speaking skills, so it is necessary to introduce Communication Strategies to the students.

Kayi (2006) stated that; today's world requires that the goal of teaching speaking should improve students' communicative skill, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. There are various activities, such as; discussion, role-play, information gap, brainstorming, storytelling, interview, story completion, reporting, playing card, picture narrating, picture describing, find the difference, which can be applied in this discussion. Speaking class can not be seperated from communication. In communication, the students need strategies. In this research, therefore, the teaching materials of speaking class must be developed on L2-based Communication Strategies (CSs).

By considering such various activities which can be applied to promote the students' speaking skills, some steps are preferably recommended to be done, namely;

First of all, the students are taught with communication strategies, it preferably starts from the most common which ones do in everyday conversation. Levy (2011) stated that; too often conversation goes flat because either speaker or interlocutor does not know conversation strategies. So what kinds of role can L2-based Communication Strategies; approximation, circumlocution, and appeal for assistance play for this step?

Suppose, it is the first time for the teacher to attend her first meeting for her class, she wants to introduce herself and her family to the class, so she needs to tell some information about herself and family by addressing some key phrases and words related to the topic of introduction, such as; age, occupation, relatives, education and the like. Addressing some key phrases and words by teacher are intended to provide the students with vocabulary they need in speaking activities. Levy (2011) states that it seems elementary, but it is often forgotten that the students may not be participating because they do not have the vocabulary to enter specific conversation.

In accordance with the example of teacher's performance above, she may address one or two (approximation or circumlocution) strategies. It is a great possible for her to address all of typologies of L2-based Communication strategies (CSs); approximation, circumlocution, and appeal one. In other words, approximation, circumlocution and appeal for assistance may go together. In this event, the usages of typologies are underlined. Here the steps go;

2.7.1 Building Knowledge of Field (BKF)

Basically, Building Knowledge is a series of activities which is in progress in the teaching and larning process. These activities are interactive communication among the teacher and the students, the students and the students, so communication start here (Depdiknas, 2004). AS teachings used to be, teacher calls on the students' attention by writing types of L-2 b CSs in many ways on the the white board.

It is strongly recommended that the teacher must be on the track. It means that all teaching materials address features of L2-b CSs, and they are highlighted by underlining or thicking.

Example 1; Model of the text

"Hi, I'm Regita, R-E-G-I-T-A. (Regita spelt her name) I'm your English teacher. I'm thirty years old. I come from Pringsewu. I live in a *small* (*not large*) village with my parents. My Dad is **Carpenter**. ***Do you know what carpenter is? Carpenter is aa..a.. workman who makes and repairs (esp) the wooden part of building and other structures of wood***, and my mom is a housewife.

After school hours, I go home at once, then ***take a na*p** (*sleep in the afternoon)*, afterword I do other activities."

2.7.2 Modeling of Text (MT)

Modeling of Text (MT) is meant to introduce both spoken and written text which relate ith the topic of discussion (Depdiknas, 2004). According to the research, the teacher introduces features of L-2 b CSs which are written on the white board to the students. To make interesting discussion, the teacher here points and asks a student (trained and under-covered student) in turn to introduce oneself to the class as the teacher did. Here the introduction of a student names Lita.

Example 2; Model of the Text (MT)

Hi guys! I'm Lita. I live in… (**Pardon? What's your name? Teacher interrupts the speaker as if she does not hear the name clearly**)The student restate the name; "Lita!"The teacher; "***Can you spell that?***" Lita **"L-I-T-A"** (Lita spells).

Then she carry on by saying; I'm Lita. I live in Way Lima with my parents. My **Dad** (*Dad is a synonym for father*) is a.. aa.. **farmer** and my **mom** (*mom is another word for mother*) is **a…, a** *housewife.* That's all thank you.

By doing those introduction; teacher's and Lita's performance above, are intended to foster students' bravery to speak freely and easily. It is necessary to take a note what kinds of Communication Strategies (CSs) are available on the teacher's performance,? It can be seen on the utterances;

1. "… in **small** (*not large*) village…." Mime as well as Approximation of CSs are played by the teacher with moving about her hands to convey meaning such as point her little finger for small size, middle finger stands for long size, and thumb stands for big size. In this case, what the teacher has done belongs to Circumlocution of Communication Strategies.

2. *"Do you know what carpenter is? Carpenter is aa..a…"* an Appeal for Assistance of CSs played the role her**e**. And**, …workman** (*workman is an antonym for workwoman*) **who makes and repairs (esp) the wooden part of building and other structures of wood."** Circumlocution of CSs played L2 phrase to describe characteristic of Carpenter.

3. "…then *take a nap* (*sleep in the afternoon*), afterword…." The teacher's utterance of "sleep in the afternoon" is intended to convey meaning of "take a nap." The teacher here does Approximation of CSs**.**

While on the side of Lita's performance, what kinds of Communication Strategies are available? And what does teacher want on it?

1. Teacher calls on Lita to introduce herself as an opening of more activities. Kayi (2006) stated that; in this way, not only will the teacher address students' speaking ability, but also get attention of the class. In addition, the teacher wants to attract more students' attention for making next activities easier.

2. Lita is a model, what Lita did is intended for other participants to do the same thing or even more than Lita did.

3. Lita played and designed an appeal of CSs to express the word "farmer, and housewife" by pausing; a pause of pauses filler, such as "uh.., er." It is intended to attract the participants to give an input.

4. Teacher introduces features of L2-b Communication Strategies before applying next strategies for the next activities.

2.7.3 Joint Construction of Text (JCT)

It is now for other participants to practice the same thing as model together in pairs or groups. It is intended to create simple discussion. In this step, the students have been provided with experience and knowledge from BKF (Depdiknas, 2004) and features of L2-b CSs.. To overcome the problem which may happen and break down of the communication, the teacher introduces some key phrases and words which are beneficial for the participants to take a part in conversation, and can be used and useful (Williams, 2006), such as;

1. Ways to signal a conversation that they do not understand a particular word and to ask for an explanation; what's the word? / What do you say..? I'm sorry, what does … mean? / Excuse me, what is…?"

2. Ways to take time when they think of what to say; just a moment, please. / Give me a moment.

3. Ways to check or confirm if their partner understood or how to confirm their partners' understanding; Do you understand? / Do you know what I mean?/ Can you understand me? / Do you mean…? / ….? Is that what you mean?

4. Ways to signal either they understand the explanation or not; I see / I understand, / I'm sorry, I don't understand

2.7.4 Independent Construction of Text (ICT)

In this step, the students are expected to be able to communicate or do monologue by themselves intelligibly and spontaneously (Depdiknas, 2004). The teacher asks participants to do monologue based on a given task, and then participants are persuaded to manipulate any L2-b CSs in many ways which they gain based on three previous steps by using the Discourse Makers they know.

However, the Discourse Makers of the strategies above need simplicity to agree with the selected topics of curriculum contents in the form of lesson plan teaching material. In this research, those discourse makers are implemented in the Lesson Plans of three meetings namely;

1. The 1st meeting; Drone, with the exercise topic; "Buskers"

2. The 2nd meeting; Komodo Dragon, with the exercise topic; "Beggars"

3. The 3rd meeting; Jackfruit, with the exercise topic; "Pail".

After being implemented in such a way; L2-based Communication Strategies are assured to produce better result, and more productive in communication.

2.8 Implementing of L2-based CSs in the Lesson Plan

Approximation, circumlocution, and appeal for assistance of L2-based Communication Strategies can/cannot go together in many ways such as in teaching English language. Cyclically, Teaching activities are divided into three phases, namely; pre-activity, main activity, and post activity.

Here is; "Drone," an example for teaching material, and how those L2-based Communication Strategies can be implemented in teaching activities.

The Lesson Plan

Topic   : Drone

Content : Students will recall the discourse makers of L2-based Communication Strategies while expanding their vocabulary. It is intended that the students will better understand the strategies.

2.8.1 Pre-activities

To begin the lesson, the teaching material "Drone" can be described in general. It is intended to gain the students' attention and to foster students' bravery to speak freely and easily. Then the students are asked to orally give examples of synonym, antonym, and hyponyms for those words. In this case, the teacher informs the type of activity they will be performing. A set of directions will be given, and written on the whiteboard for the assignment.

It is then model of the assignment for the class based on L2-based CSs, then the teacher produces utterances, such as; they are uttered in the following process:

a. Picture Displayed

> Look at the picture (the picture is displayed) and be prepared to answer the questions about it.

> Teacher's questions:
>
> 1. Do you know what this is? (Yes / No question)
>
> 2. What is it? (Approximation)
>
> 3. Describe what thing is, and how it works (Approximation)
>
> 4. How does it look like? Size, color. (Circumlocution)
>
> 5. Where can it be found? (Appeal for assistance)

b. What points are expected from teacher's question?

1. Question number one

The students' possible answers of number one are; "Yes I do," or "No, I don't." It is the simplest answers to question number one. In case of answer question number one, the students will start answering freely and easily.

2. Question number two

It is great possible for the students to answer question number two by giving answers like; flying object (object which can fly/ be flown), flying robot, and the like. In short, it means that the students automatically produce approximation of Communication Strategies.

3. Question number three

It is almost the same as the goal of question number 2," and is intended to foster the students to answer the question broadly. e.g.: "it is operated by remote control."

4. Question number four

The students are intended to produce simple sentence pattern, e.g.; "It is made of…..," Its color is….," and the like. In case of question number four, the students are simply to produce circumlocution of Communication Strategies. There are some features of circumlocution used by the students, i.e. material, locational. elaboration, color, shape, function, and size. (Sukirlan, 2014)

5. Question number five

The main objective of question is to lead the students who come across the problem in communicating for asking a hand, so the students will be familiar with " appeal for assistance of Communication Strategies, e.g. ; "What is it call?"

2.8.2 Main Activities

2.8.2.1 Modeling of Text (MT)

    i. The teacher asks the students to pay attention to the picture what they will discuss about.

    ii. The teacher describes "The Drone" Based on L2-based Communication strategies (CSs); approximation, circumlocution, and appeal for assistance, to the students by writing key phrases or words which are needed on the white board

Examples;

1. Approximation;

    a) The synonym; "Drone is the same meaning as a flying robot, Unmanned Aerial Vehicle/UAV).." " autonomous is the same meaning as self-directed, self reliant, independent"

    b) The antonym ; "the antonym of military is civil, ….."

    c) The hyponym; "the hyponym of drone is aircraft…"

2. Circumlocution

    a) Material of drone; "It is made of metal."

    b) Size of Drone ; "The size of Drone is small, big…"

    c) Color of Drone ; "Its color is green,….."

    d) Function of Drone ; "It is used by military, personal device…"

    e) Location; "It is operated in restricted area, war zone, public area.."

3. Appeal for assistance

    a) What is Drone in Indonesian word?

b) Can you describe deep more about Drone?

c) How to operate Drone?

d) What does "embedded systems" mean?

iii. The teacher provides the students with a Descriptive Text of "Buskers". The teacher asks the students to underline some key phrases and words in the text which have to be discussed and answered by the students based on L2-based Communiation Strategies (CSs) in many ways, such as to produces orally the terms synonyms, antonym or hyponym.

The underlined key phrases and words which is based on the text will be used by the students to practice monologue two three times or more. In short, the students should do question and answer or do monologue. The students are divided in pairs or into groups. The following text can be used by the student for JCT

Buskers

Street performance or busking is the act of performing in public places for gratuities, though "busking" is particularly associated with singing or playing music. In many countries the rewards are generally in the form of money but other gratuities such as food, drink or gifts may be given. Street performance is practiced all over the world by men, women and children and dates back to antiquity. People engaging in this practice are called street performers or buskers.

https://en.wikipedia.org/wiki/Street_performance

2.8.2.2 Joint Construction of Text (JCT)

In pairs still, students will read their text, tell their underlined key phrases, or words aloud, and these are repeated.

The students create orally sentences with the same, or opposite meanings. Then the teacher calls on the students to describe the topic "Buskers"

2.2.1 The description which is included, namely;

    a.   What is busker?

    b.   How does s/he look like?

    c.   Where does s/he do her/his job?

    d.   What does s/he get [earn] from her/his job?

2.2.2 Based on the description which is included, the model would be as below;

        Busker is a kind of profession.

        S/he looks a mess.

        S/he does her/his job at bus station [in front of supermarket, bakso vendor, on the road, etc].

        S/he gets money, food, drink or gifts

Following the model above, it can here be showed at least three kinds of strategies namely; profession [hyponym of approximation] in line 1, at bus station [location of circumlocution] in line3, and [elaboration of Circumlocution] in line 2, 5.

2.8.3 Post-activities

After all the activities are completed, the teacher revisits the ideas that were presented in class and give an overview of what was learnt. In closure, the teacher asks students various question to make sure that the objectives were met, such as;

a) The teacher calls for two or three students randomly to produce spoken language in order to foster students' speaking skill.

b) The teacher and students conclude about the material they have learnt.

c) The teacher introduces CSs deeply to bridge the gap in the communication. To be remind that not all of L2-based Communication Strategies go together in an occation.

d) The teacher introduces some beneficial key phrases and words which relate with the passage, and the students must practice them. So they are familiar with L2-based Communication Strateges well.

e) Ask the students to prepare a monolog of descriptive texts which is given by the teacher, or they find in accordance with their own choice, and it will be presented in the next meeting (as a home work)

f) The following meeting, the students are asked to present their task, and it is recorded by the teacher. Audio visual recording is then displayed to discuss together to get feedback, and comment among the students.

The full construction of Lesson Plan teaching materials of this research can be seen in the appendix of this research.

2.9 The Expected Model

a. After discussing L2-based CSs both in teaching activities and in the lesson plan, It is expected that the students' speaking skills will be increasing quantitatively.

b. The teachings must be based on L2-based CSs. The students who are being taught with CSs will be able to bridge the gap of communication, so they are familiar with discourse makers of CSs in many ways qualitatively.

2.10 Hypothesis

In this research, the hypotheses testing are intended to see the significant difference of students' speaking competence, students' use of Approximation, Circumlocution, and appeal for help between before and after being taught L2-based Communication Strategies. They are stated as follows:

2.10.1 Students' speaking skill

> **Ho**: There is no significant difference of students' speaking skills before and after being taught L2-based Communication Strategies.

> **H1:** There is significant difference of students' speaking skills before and after being taught L2-based Communication Strategies.

2.10.2 Students' frequency of CSs

> Ho: There is no significant difference of students' frequency of CSs before and after the treatment.

> H1: There is significant difference of students' frequency of CSs before and after the treatment

III. RESEARCH METHOD

The research is planned and conducted on the first Semester of Academic Year 2016/2017, at Public Senior High School Two Gadingrejo, it is cited in Regional Government of Pringsewu, Lampung Province.

3.1 The Design of the Research

This research uses quasi-experimental design. Suryabrata (1983) stated that it does not show all of the relevant variables which concern with the experiment as the true experimental research does. In other words, it is designed to know the probable influence of a technique. As it is stated in the previous elaboration that the research is intended to implement the design of L2-based Communication Strategies teaching material, so it needs to elaborate deeper about how the research is conducted. These studies are generally based on the students' oral performance or speaking activities, these are needed to investigate a central research question or a hypothesis. To prevent continues interruptions in the process of communication caused by a low level of English proficiency, it needs to be familiar with the participants' L1, which can be used as one of the strategies in communication.

The method of sampling is based on the probability sampling. Setiyadi (2006) states that probability sampling is the easiest way to determine sample of research, since the complete data of population is in hand. Probability sampling can be done by random sample; it means that each of the participants has the same

probability or chance as the other to be informer. In this case, to be a group of learners as research participants for this L2-based CSs are the students of grade twelve (third year graders) of Physics Science Two. It consists of thirty six participants. In additions, there are four of grade twelve, (Physics Science One, Two, and Social Studies One and Two). The reason is that grade twelve of Physics Science Two is assumed that it has the similarity level of spoken English.

3.2 Data Collecting Technique

The objective of the data collection is to gather information which is used to answer the research questions. In this research, oral communication is the main tool which is used to investigate participants' performance and perception of L2-based CSs, and it is based on Karimnia (2007), and Sukirlan (2014) L2-based Communication Strategies (CSs) e.g. ; approximation, circumlocution, and appeal for assistance (hereafter; app, cir, apl). To make sure how well the students understand oral communication, it is necessary to do a test.

For the purpose of answering the research questions, such as; "Is there any difference of students' speaking skills after being taught L2-based Communication Strategies?" in data collecting technique, it is needed to do speaking test. The test is done by the students through doing monolog. It is verbal presentation that s single student presents in front of the classroom in accordance with teacher's instruction. Lexically, Monologue comes from Greek word monos means alone and logos means speech, so monolog means speaking alone. It can be said that monolog is a speech given by a single character in a performance.

In case of doing monolog, the students are asked to describe a given picture which is provided by the teacher. (see Appendix; 2).

The picture which is provided by the teacher is based on the result of pre-research activities, such as; elicitation test by labeling picture of objects. The results of the test are analyzed to determine what the students should describe orally in front of the class, and it is based on the object that the students mislabeled.(see Appendix 1).

All the sessions of the participants' performances were audio visual recorded and transcribed. Audio recording is intended to record every word (and other audio events) during the L2 interaction between the participants, and visualization can be used to investigate how well English spoken work. The main source of data in this research is the audio recording of a series of communication events in which each participant describes different topics.

3.3 Research Instruments

To obtain the information needed, it is necessary to optimize research instruments, such as; tripot, handy-cam, notebook, sound sistem, projector. They are needed to prepare an excited classroom management (see appendix 5).

It is last but not least, the research instruments must be provided with the main instruments , namely;

3.3.1   Providing pre-test, it is to see the participants' early speaking skill. (see Appendix 2)

3.3.2   Providing posttest, it is used to measure the students' last speaking skill. The posttest is almost the same as pre-test (see appendix 2)

3.3.3   Both Pre-test and Posttest consist of speaking test and L2-based Communication Strategies used, and are rated by two Raters (see appendix 2,4)

3.3.4   The next step, both pretest and posttest are compiled to see what the avarage result of students' speaking scores. (see Table 19, 26)

3.3.5   Here is the way how to conduct pre and posttest of speaking skills. The teacher provides a set of directions, and the students do what are in accordance with the directions, as follows;

Directions:

1. Look at the picture.

2. Describe the picture in English Orally.

3. You have only 2 minutes to do so.

4. Be careful and Feel confidence.

The picture is adopted from elicitation test in which the student mislabeled it. During the students' performance, the ratings are based on the speaking rubrics (see Appendix, 3)

By considering the rubrics of speaking test, the students' point is tabled as follows;

Table of the Students' speaking performance Scores

Grade   :
Date of Scoring   : ………………
Activity   : .Monolog (Picture Describing)
Academic Year   : ………………

No	Name	Score																								Total Points	Speaking Score
		Pronunciation					Grammar					Vocabulary					Fluency					Comprehension						
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
1	ASD																											
2	AST																											
3	BNW																											
4	DKA																											
5	DCA																											
6	DAR																											
7																												
8																												
9																												
10																												
11																												
12																												

3.4   Validity and Reliability of the Test Instruments

3.4.1   Validity of the Test Instrument

To test speaking, the test instrument must be valid. Setiyadi (2006) says a test which meets all of measurement aspects is valid. It means that the test must meet all of speaking aspects, namely; pronunciation, grammar, vocabulary, fluency, and comprehension. In this research, the test instrument is constructed from all of speaking aspects which are going to be measured. And both matrix of speaking test and L2-based Communication Strategies are adopted from Testing English as a Second Language, and Teaching Communication Strategies in an ELF Class of Tertiary Level (Haris, 1969, Sukirlan 2014, see also, Appendix 3, 4).

3.4.2   Reliability of the Test Instrument

To find out the reliability of test instrument, this research will be conducted in two ways. It means that the participant will be tested with pre-test and post test by two raters which is well known as inter rater reliability (Setiyadi, 2006)

3.5 Data Analysis

The data which have been collected are analyzed statically. It is intended to know whether the designing L2-Based Communication Strategies (CSs) teaching materials work well or not.   The statistical data concerning with speech achievement will be analyzed by using one-pre test post test design.   This procedure is conducted by comparing the score from pre test to post test, which is called 'Repeated t-test measure'.

The scores are arranged in descending order. It is meant to identify the highest, middle and lowest score. The chief goal of this arrangement is to work with ease and calculate such statistical test.   Pre-test to see the early state of how well the students understand spoken English before the research conducted, and Post Test is to see the result of that after being conducted. And the data of post test are categorized into two; the higher and the lower score. Score fifty percent and over belong the higher scores, while the scores forty and down belong to the lower score.

3.6 How to Conduct the Research

It is necessary to elaborate how to conduct the research and design L2-based Communication Strategies beforehand.

At the beginning, it is clearly stated that L2-based Communication Strategies Teaching Materials are designed for promoting the students' speaking skills. As Kayi (2006) states that; today's world requires that the goal of teaching speaking should improve students' communicative skill, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. There are various activities, such as; discussion, role-play, information gap, brainstorming, storytelling, interview, story completion, reporting, playing card, picture narrating, picture describing, find the difference, which can be applied in this discussion. By considering such various activities which can be applied to promote the students' speaking skills, the research will employ picture describing as the technique for main activity.

Furthermore, Kayi (2006) states that Picture Describing is another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

By having "picture describing", L2-based Communication Strategies Teaching materials are designed cyclically in four steps as teaching and learning in progress are, namely; building knowledge of text (BKT), modeling of Text (MT), joint

construction of text (JCT), and independent construction of text (ICT). Those steps are reflected in the lesson plan (see Appendix; 8).

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the results which were drawn from the research instruments in chapter IV, and discuss three main points in the context of research questions namely on speaking achievement, communication strategies frequency which the students used, and the procedure of L2-based Communication Strategies (CSs).

5.1 Conclusions

Based on the result of the data analysis in chapter IV, it can be concluded that:

5.1.1 Speaking Achievement

After being taught with CSs, the increase of speaking scores between pre-test and posttest is significant, because t-value is (13.762) higher than t-table (2.042). It means that after being treated, there is increase between pre-test and posttest score significantly (see Table, 35)

5.1.2 CSs Frequency

By mastering CSs, the students become better in communication. It can be seen by comparing the students' CSs frequency used before and after treatment (see Table, 29-34). In general, the students' CSs frequency used is larger in the amount of after than before.

5.1.3 Procedure of Implementation

The correct implementation of CSs will not only make the students easier in identifying key words, and key phrases, but also will be easier to manipulate strategies in many ways.

So the conclusion that teaching communication strategies is effective for speaking class.

5.2 Suggestions

Based on the discussion above, it is necessary to take a note that:

5.2.1   Basically, the big problem in teaching L2-based Communication Strategies (CSs) is how to start introducing the strategies, mainly doing monolog to describe unknown object. The students focus on/and tend to name it rather then to describe strategically. It means that they use their sight sense to observe then describe what they have seen. Therefore, familiarize the students with five senses to meet the objects. It is intended that those five senses can be interchanged to meet the object sensibly, and by using all of their five senses the students will be able to meet the object easily as well.

5.2.2   It is common for the students to be nervous in doing monolog. However, it can be overcome by giving them practice drills or repetition of the topic twice, three times or even more for the student who has low brain power, and do it individually.

5.2.3   L2-based CSs is rich in discourse makers in which the students can manipulate in many ways.

It is necessary to remind the students to select discourse makers that suit the topic. Not all of discourse makers suit the topic. E.g.; "food discussion," the usage of the words; shape and color (Circumlocution strategies) are not suitable (even though they are great possible) for "food discussion," instead of taste and ingredient. It is moderate to make use of feedback phase for strengthening the students' strategies. By following L2-based CSs patterns correctly, it is great possible for the students to be better in communication.

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