

III. METHODS

3.1. Designs

This is a non-experimental descriptive study. The researcher used taxonomic analysis as qualitative design. The writer analyzed types of the communication strategies adapted from Dornyei's taxonomy (1995). In collecting the data, the writer used observation and questionnaire as the instruments.

3.2. Subjects

Subjects in this study were ELT sophomores from University of Lampung. The researcher chose to make them the subject of the study because the ELT students are unique. They are different from other students because they are expected to have both of their spoken and written English skill improve daily. Thus, when they are demanded to be active in the classroom discussion, they have to participate using English.

Therefore, it would be interesting to find out their speaking performance and whether they already apply CS when they speak in English, especially in subject matter classes. The subject matter classes require students to communicate their ideas of topics that are not related to the language with the medium of English. One of the subject matter classes in ELT study program is English Teaching Media (ET Media). These students had 100 minutes ET Media classes per week.

The lecturer of ET media taught the students using two models of learning: EXCLUSIVE for A class and Task-Based Learning for B class. There were audience who listened to the assigned group while they were performing in front of the class. The audience was not allowed to interrupt or ask questions in the middle of the subjects' performance, except when they were already allowed to (i.e. when they were in Q&A session). The subjects had to come in front of the classroom in groups and presented their works.

3.3. Procedures

The procedures of the research were:

3.3.1. Planning

- Determining the subjects and observing the condition of the classroom.
- Asking the lecturer before the process to know the usual instruction.
- Discussing the material, assignments, and rundown of learning activity with the lecturer.

3.3.2. Application

- Doing observation during the learning speaking process through the conversations and taking notes to all of the important events and all the problems that may occur. Thus, the researcher acted as a non-participant observer.
- After recording short dialogues based on EXCLUSIVE Learning and TBL model, the writer distributed the questionnaire to the students in order to know their knowledge and responses of communication strategies.

3.3.3. Reporting

- Analyzing the data by classifying the communication strategies using Dornyei's taxonomy.
- Making the reports about the findings.

3.4. Data Collecting Technique

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

3.4.1. Natural Discourse Data

Generally, the data gathered from production instruments can be divided into two main categories: "Natural discourse data" and "Elicited data" (Félix-Brasdefer, 2007). To obtain "Natural discourse data", social interaction can be observed in natural situations and recorded using audio or video-taped recordings (Félix-Brasdefer, 2007). In this study, the researcher was a non-participant observer and the students, or the observants, participated naturally in classroom discussion without any demand to perform situational interaction. Therefore, there was no elicited but natural discourse data.

3.4.2. Recording

Students' performance in both models of learning was recorded by mobile phone.

3.4.3. Questionnaires

Immediately following the completion of the task, participants reported their task behaviors by filling out the questionnaire of communication strategies.

This study adopted a questionnaire of communication strategies which is mainly based on the Oral Communication Strategy Inventory (OCSI) designed by

Nakatani (2006). The questionnaire consisted of 32 items of 8 factors for coping with speaking problems and 26 items of 7 factors for coping with listening problems experienced during the communicative task. On a five-point scale ranging from “never” to “always”, participants circled the response which indicated how often they use the strategy described.

According to Nakatani (2006), the reliability of the 32 items addressing strategies for coping with speaking problems was examined by Cronbach's alpha, and the alpha for these 32 items was .86, which indicated a highly acceptable internal consistency. Also, Nakatani's inventory was originally designed for college students. And yet, it was examined in a simulated communicative test for EFL students. Therefore, the OCSI is suitable to be employed in this study to survey on the frequency of certain strategies used by the participants when they communicate with others. Since the participants are English major college students, all items in the questionnaire were written in English.

3.4.4. Transcribing

After recording, the writer made the transcription. However, it should be done in detail. Everything that the students say and do 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.

3.4.5. Coding

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

Table 3.1. Coding of CS

No.	Communication Strategies	Code
1.	Avoidance Strategies <ul style="list-style-type: none"> ● Message Abandonment ● Topic Avoidance 	MA TA
2.	Compensatory Strategies <ul style="list-style-type: none"> ● Circumlocation ● Approximation ● Use of All-Purpose Words ● Word Coinage ● Nonlinguistic Signals ● Literal Translation ● Foreignizing ● Code-Switching ● Appeal for Help 	C APP UW WC NS LT F CS AH
3.	Stalling or Time-Gaining Strategies <ul style="list-style-type: none"> ● Using fillers or hesitation device 	TG

3.4.6. Analyzing

After coding, the researcher counted numbers and percentages of CSs occur during EXCLUSIVE and Task-Based speaking activities. This should be done to find out significant differences of CS in those two learning models.

3.5. Data Analysis

The writer used descriptive research in analyzing all data from the observation, the interview, and the questionnaire.

3.5.1. Validity of the Data

The writer used triangulation in order to make the data to be more valid. Bogdan and Biklen (1982:74) also state that successful outcome of a participant observation study in particular, but other forms of qualitative research as well, relies on detailed, accurate, and extensive field notes. The data are considered to

be field notes; this term refers to all the data collected including field notes, interview transcript, official documents, and other materials. In this research, the writer used a type of triangulation which is called *cross-sectional time triangulation*. Cross-sectional data is collected with time-related processes from different groups at one point in time.

2. Model of Data Analysis

In order to show widespread use of CSs, the researcher analyzed the audio recordings from the observation. In this way, the researcher first transcribed the data and then identified the communication strategies that occur. The next step in analyzing the data to develop the categories of analysis for coding the communication strategies. Different types of communication strategies identified in this study were coded into table of twelve types of CSs based on Dornyei's taxonomy. The taxonomy was selected because the categories seemed 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 were being held.

The writer did the qualitative description in analyzing the data from the observation note and the questionnaire that was conducted to probe their perceptions of communication strategies and the use of certain strategies when communicating with others. It means that the writer would describe all collected data and problems found in the field and referring to the previous research about CSs mentioned in the second chapter.

