



**ORAL COMMUNICATION STRATEGIES USED IN PERFORMING
SPEECH BY TEENAGERS OF “ENGLISH MASSIVE” PROGRAM
KEDIRI**

THESIS

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**UNIVERSITY OF ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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THESIS
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ABSTRACT

Ainurrahma. Tsania. 2021. *Oral Communication Strategy Used in Performing Speech by Teenagers of “English Massive” Program Kediri*. Thesis, English Education Department, Postgraduate Program, Islamic University of Malang, Advisor: Siti Rohani, S.Pd., M.Pd., Ph.D

Keywords: oral communication strategy, speech performance, speaking skill

A lack of confidence in interacting with people can be a limitation to success. Second language learners may confront many communication problems when their interlanguage is inadequate. Learners need strategies to engage their target language when they do not convey linguistic information with their interlocutors. For a second language learners, this competence requires communicative competence, which involves grammatical, sociolinguistic, discourse, and strategic competence. Communication strategies have been recognized in the field of second language acquisition (SLA) to assist learners in overcoming for their target language deficiency.

This research attempts to analyze the communication strategy used reported by the teenager participants during speech performance based on Nakatani (2006) theory, observe the individual strategy developing Nakatani's theory by Zhou (2014). Also, identifying the speaking challenges and problems they encountered in academic settings or communication. The number of subject research is ten teenager participants of English Massive Program in Kediri who performed at speech competition held by the program. The research setting of this study was English Massive Program in Kediri which is located in Dinas Pendidikan Kota Kediri. In this study, a descriptive qualitative and a case study is presented as a research methodology. In analyzing the communication strategy, the researcher used the OCSI questionnaires, the observation of individual strategies and interview.

The researcher found that participants use the social affective strategy category the most, while the message abandonment strategy category as the least frequently used. In line with the findings of questionnaire, the observation results of the individual strategy of OCSI used by participants in performing the speech performance and the interview show that participants also tend to use social affective strategy and negotiation of meaning strategy over translation strategies. This is also demonstrated in the findings of their data interview. Enjoying the conversation and trying to make the listener understand what the speakers are saying are two of the most important issues for the study's participants.

The future researchers are suggested to provide language learners' attention on achievement strategies; performance goals may also contribute to learners' speaking performance. It's worth looking at how students use this type of strategy effectively in the communication process. The results can be used for the further



researchers which focus on improvement speaking skill through communication strategies in any tasks will be used.



ABSTRACT

Ainurrahma. Tsania. 2021. Strategi Komunikasi Lisan yang Digunakan dalam Pidato oleh Partisipan Remaja Program *English Massive* Kediri. Thesis, English Education Department, Postgraduate Program, Islamic University of Malang, Advisor: Siti Rohani, S.Pd., M.Pd., Ph.D

Kata kunci: strategi komunikasi lisan, performa bicara, keterampilan berbicara

Kurangnya kepercayaan diri dalam berinteraksi dengan orang lain dapat menjadi batasan kesuksesan. Pembelajar bahasa kedua mungkin menghadapi banyak masalah komunikasi ketika antarbahasa mereka tidak memadai. Pembelajar membutuhkan strategi untuk melibatkan bahasa target mereka ketika mereka tidak menyampaikan informasi linguistik dengan lawan bicara mereka. Bagi pembelajar bahasa kedua, kompetensi ini membutuhkan kompetensi komunikatif, yang meliputi kompetensi gramatikal, sosiolinguistik, wacana, dan strategis. Strategi komunikasi telah diakui di bidang akuisisi bahasa kedua (SLA) untuk membantu pelajar dalam mengatasi kekurangan bahasa target mereka.

Penelitian ini mencoba untuk menganalisis strategi komunikasi yang digunakan oleh peserta remaja selama pertunjukan pidato berdasarkan teori Nakatani (2006), mengamati strategi individu yang dikembangkan oleh teori Nakatani oleh Zhou (2014). Juga, mengidentifikasi tantangan dan masalah berbicara yang mereka temui dalam pengaturan akademik atau komunikasi. Jumlah subjek penelitian adalah sepuluh remaja peserta English Massive Program di Kediri yang tampil pada lomba pidato yang diadakan oleh program tersebut. Setting penelitian dalam penelitian ini adalah English Massive Program di Kediri yang beralamat di Dinas Pendidikan Kota Kediri. Dalam penelitian ini, deskriptif kualitatif dan studi kasus disajikan sebagai metodologi penelitian. Dalam menganalisis strategi komunikasi, peneliti menggunakan kuesioner OCSI, observasi strategi individu dan wawancara.

Peneliti menemukan bahwa peserta menggunakan kategori strategi afektif sosial paling banyak, sedangkan kategori strategi pengabaian pesan paling jarang digunakan. Sejalan dengan temuan kuisisioner, hasil observasi terhadap strategi individu OCSI yang digunakan partisipan dalam performansi pidato dan wawancara menunjukkan bahwa partisipan juga cenderung menggunakan strategi afektif sosial dan strategi negosiasi makna daripada strategi penerjemahan. Hal ini juga ditunjukkan dalam temuan wawancara data mereka. Menikmati percakapan dan mencoba membuat pendengar memahami apa yang dikatakan pembicara adalah dua hal terpenting bagi peserta studi.



Peneliti masa depan disarankan untuk memberikan perhatian pelajar bahasa pada strategi pencapaian; tujuan kinerja juga dapat berkontribusi pada kinerja berbicara peserta didik. Ada baiknya melihat bagaimana siswa menggunakan jenis strategi ini secara efektif dalam proses komunikasi. Hasilnya dapat digunakan untuk peneliti selanjutnya yang fokus pada peningkatan keterampilan berbicara melalui strategi komunikasi dalam tugas apa pun yang akan digunakan.



CHAPTER I

INTRODUCTION

In this chapter the researcher presents six points to be explained: background of the study, problem of the study, objectives of the study, scope and limitation of the study, significances of the study, and definition of key terms.

1.1 Background of Study

There is a greater opportunity for people to be able to communicate in English with the rise of globalization. But, nowadays, a lack of confidence in interacting with people can be a limitation to success. Although students have their early language skills at school or university, many of them have difficulties producing a speech in English without making mistakes. Second language learners may confront many communication problems when their interlanguage is inadequate. Learners need strategies to engage their target language when they do not convey linguistic information with their interlocutors. For a second language learners, this competence requires communicative competence, which involves grammatical, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980). Strategic competence is a set of verbal and nonverbal communication strategies that can be used to compensate for communication breakdowns caused by factors or a lack of competence. Knowing how to use such strategies can be very

important when learning a second language and it is to be expected that the necessity for specific strategies would shift over time.

The strategies for second language (L2) oral communication are commonly known as communication strategies. A definition of communication strategies was intended by Faerch (1983) that were about the planning and execution of speech production. They believed that in order to confront communication problems, a learner not only deal with his or her interlocutor, but also fixes the problem on his or her own, without any encouragement from others. It was supported by Kouwenhoven et al., (2018) that self-reliant strategies may seem more effective to the speaker because they enable him or her to hold the conversation, and he or she may believe that solving the problem alone is quicker than solving it in interaction. Her respondents prefer self-reliant techniques that enable them to continue communicating without the assistance of their interlocutor. Yet, Kouwenhoven et al., don't assume that self-reliant strategy is the only strategy to help the speakers solve the speaking problems during communication, but it is supposed to be maintained by using the asking for assistance strategy.

Communication strategies have been recognized in the field of second language acquisition (SLA) to assist learners in overcoming for their target language deficiency. These strategies enable learners to achieves a language-learning potential by providing learners with both communicative practice and opportunities to learn the main set of English linguistic expressions Dörnyei, (1995) revealed the use of three communication strategies by the respondents of his study: topic avoidance and replacement, circumlocution, and using fillers and hesitation

devices. Then, the use of communication strategies assumed to help respondents to improve their overall speech performance, quality of circumlocutions, the frequency of fillers, and circumlocutions in the oral post-test.

The Oral Communication Strategy Inventory (OCSI), a self-reported questionnaire used to test learners' communication strategy use was developed by Nakatani (2006). The study included eight categories of strategies for coping with speaking problems and seven categories for coping with listening problems during communication. Students with high proficiency identified using more of the following three strategy categories than students with low proficiency: social affective, fluency-oriented, and sense negotiation when speaking strategies. They were aware of the importance of using strategies to manage affective factors to keep the dialogue flowing. This current study will only elaborate the identification the possible difference of communication strategy among the participants shifts in speaking performance.

Communication strategy also been used in performing informal debate tasks by Chinese English-as-an-Additional-Language graduate students in electrical engineering and education. This study, that was investigated by Zhou (2014) explained that the participants used eight categories of communication strategies with *fluency-oriental strategies* the most frequently used strategy category and *translation* at least frequently used strategy category. He revealed that advanced and high intermediate level participants used a variety of techniques to achieve the informal debate tasks. Because there are large variances in communication strategy use among participants in this study, Zhou suggested to language educators to be

more focus on increasing learners' knowledge of communication strategy use and improving the effectiveness of their strategy use.

Lam (2010) on his study reported that teaching communication strategies were positively affected low-proficiency students more than high-proficiency students. This supports with Canale & Swain (1980) assumption that low-level students could gain the benefit from learning effective communication strategies including paraphrasing, gesturing, and asking questions for clarification. Once they are taught the strategies, learners will receive both communicative practice and opportunity to acquire a general concept of English linguistic expressions. As a result, learning to use communication strategies has the opportunity to assist learners study a language. Lam's study concludes there are three ways contributed to the understanding of learning strategies. First, it would be necessary to help low-proficiency learners in developing strategic competence. Second, it would be beneficial to embrace high-proficiency students' skills to improve the quality and flexibility of strategy used. Finally, implementing mixed groupings to promote peer assistance in strategy use would be helpful, as low-proficiency learners might gain from cooperating and collaborating with their high-proficiency counterparts.

Seeing the importance of English as an international language and a language of science, the Indonesian government has decreed that English become one of the compulsory subjects from junior high school to university. Yet, students rarely use English outside the classroom. Beyond the classroom, they speak Indonesian or mother tongue that affected to their ability to communicate in English. This also stated by most of teenagers of English Massive Program that they

have written task more often than speaking activities in the classroom. Those make them decrease in improving their oral communication skill and cause speaking issues encountered during communication. Exley (2005) revealed that Indonesian students take these more passive, conforming, and uncritical learner characteristics. They often do not participate in the class actively, even though they are already encouraged by the teacher.

Speaking challenges have been one of the main issues for students in classrooms. According to Brown (1987) learners' challenges in speaking are due to the fact that they must concern on the language's forms and functions. When it comes to overcome linguistic issues, communication strategies could be very beneficial for second language learners. Willems (1987) suggested a number of communication strategies instructional tasks such as practicing paraphrase and approximation. He believes that rather than pushing for perfection, teachers should encourage students to develop communication strategy skills. He argues that learners will make mistakes, but that these can be compensated as through effective use of communication strategies in interactions (351-364). When learners have difficulties acquiring information, they can conduct understanding information input by engaging communication strategies. These are giving them a chance to increase their own target language acquisition. The success of strategy used suggests the importance of teaching and practicing communication strategies in English as a foreign language classroom. It possibly contributing to a more supportive English as a foreign language pedagogy Cole (2018). In a brief, communication strategies are learners' attempts to solve problems and produce

target language in order to achieve communicative goals in real interaction. Here, teachers' ability to develop better learning materials and activities has been enhanced.

Communication problems can also happen to graduates who challenge to communicate in English during job interviews. In reality, in a highly competitive environment, poor English communication during a job interview could lead to a huge number of unemployed graduates in Indonesia Aeni et al. (2017). If L2 learners didn't know the target language, the majority of them disapproved of shifting or leaving the communication. They all stated that they would express their point in a variety of strategies in order to express their message. This shows their willingness to keep attempting to deliver their message despite linguistic problems. It also helps them in keeping the conversation flowing. The learners' responses to ideas about communication strategies show that they have a set of beliefs that are associated with what is perceived to be the most effective communication strategies in the study Erlenawati (2002).

From these studies, English learning is more focused on improving oral communication skills as the main purpose. Yet, there has not been adequate research on oral communication strategies as well as the use at English course. Therefore, the use of communication strategies by “English Massive” Program teenagers in performing speech has gained an attention in this research. Moreover, only a few research have investigated into the relationships between communication strategies and disciplines. Moreover, English Massive Program in Kediri focuses on oral communication skills that needs the participants able to

speak English spontaneously. Considering the importance of oral communication strategies in improving oral communication skills, there should be a research identifying the use of oral communication strategies at English Massive, including students' perception on speaking challenges they confront in academic settings or communication. Based on the research framework, depth analysis of English Massive teenagers' communication strategy used in speaking English during speech performance is required to fill these research gaps.

English Massive program is the research setting in this study. It is managed by Department of Education in Kediri and is underwritten with consideration of authorization by and for the society which serves free English learnings for all citizen in Kota Kediri. This program tends to be one of nonformal education in Kediri which concerns in speaking skill. It attends for all target learners, they are adult level (age 23- 80 years old), young adult/teenager level (12-22 years old) and children level (age 4-11 years old). The purpose of this program is developing the capability of the participants or the learners in speaking skill supported by other skills to be more applicable in real-life situation and reinforce the actual practice into the quality of education. The module used were designed and written in references to CEFR (Common European Framework for Languages) to address the language needs of learners. The topics are chosen to support learners with basic until advanced communication competence. The main focus of the activities in each topic are created to allow learners to engage in speaking tasks both individually and in group.

The program concerns about the interactive learning outside the formal school. It offers 180 minutes for learners to learn speaking skill each week. The initiation to make the students enjoy the learning process by creating the right environment, such as having an art performance for all teenage level, or training for adult level. It has special curriculum refer to elementary to advanced level which is mentioned as simple to advanced daily conversation and so that the process of interaction and the strategy how they gain the speaking skill become the focus of attention in learning activity in every meeting. The tutors try to make a habit of English speaking and speak English spontaneously in every occasion to the learners. Students have to learn to speak without any pressure so the classroom environment will be comfortable.

This research attempts to analyze the communication strategy used by the teenager participants applied during speech performance. Also, identifying the speaking challenges and problems they encountered in academic settings or communication. The subject of this research is teenager participants of “English Massive” Program in Kota Kediri who became the finalists of a speech competition held by English Massive. For the needs of the students and teacher related with speaking skill, the researcher tries to identify and describe the oral communication strategies used in performing speech by teenagers of English Massive program in Kota Kediri.

1.2 Problem of the Study

This study attempts to answer the following questions.

1. What oral communication strategies are used by teenager participants of English Massive in performing speech?
2. How do the teenager participants perceive about the speaking challenges encountered in communication?

1.3 Objectives of the Study

The objectives of this exploration are:

1. To explore and analyze the oral communication strategies used by teenagers in performing speech
2. To acquire information on how the teenagers perceive communication problems and their corresponding solutions.

1.4 Scope and Limitation of the Study

This study focuses on identifying and exploring the use of communication strategies during speech performance. There are 10 participants on the final round of the speech competition held by English Massive Program. This competition was held with the theme of “Covid 19”. This study is limited about the OCSI questionnaire, individual strategy observation and interview. The OCSI questionnaire focuses on the use of oral communication strategies, which are the

strategies used while having speaking problems. There will be no exploration on the listening strategies.

1.5 Significance of the Study

The present study analyzes how various communication and communication strategies utilized by teenager participants during speech performance. The success of the use of these frequently strategies suggest the usefulness in learner's success or failure of implementing school reform in student achievement. Also, this study is significant in providing evidence the prominent roles of communication strategies by successful learners. Thus, this may contribute evidences of the importance of communication strategy to be used by English second language (L2) learners. Furthermore, this research may enrich big theory of communication strategy.

The significance of this study also could underwrite in enlightening the quality of teaching speaking of English. The result is beneficial for teachers, learners and further researchers to engage the result as orientation in the learning and teaching speaking English through communication strategies:

1. For teachers

This research results can be used as reference for the teacher about her teacher's communication strategies with learners' positive strategy and negative strategy, so that the teacher can improve their communication strategies in teaching process. These are also expected to be the

consideration to find out the suitable communication strategies in teaching–learning process. At least the other teachers can apply this teaching-learning pattern and strategies in their class as to use English language learning more meaningful and significant. This research can improve and develop the researcher pedagogy skill about the teacher communication strategies using positive strategy and negative strategy.

2. For learners

The result of the study acknowledged to help the learners to compensate for their target language deficiency. Moreover, communication strategy can improve the effectiveness of speaking by exploring their ability in using certain communication strategy.

1.6 Definition of Key Terms

English as a Foreign Language (EFL)

EFL refers to the use of English language which is studied and learnt by non-native speakers. In this case, English is neither the dominant language nor the mother tongue.

Oral Communication Strategies

Oral communication strategies are strategies used by the second language (L2) learners to fill the gap between their linguistic competence and the performance of language tasks. Communication strategies can be applied when the learners face linguistic problems in delivering meaning in the target language and their interlanguage structures are limited to be expressed

Speech



Speech is defined as an expression of thoughts in a formal or informal address delivered in spoken words to an audience.



CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

This present study aimed at investigating the use of communication strategies in performing speech used by teenagers of English Massive program Kediri. For the researcher, this is the first research to investigate at the importance of the communication strategies used and the observation of speaking skill in completing speech performance. The results of this study provide the researcher and participants with information on self-reported communication strategy used, as well as the frequencies of individual strategies and categories of communication strategies derived while performing speech and the exploration of data interview. Even though there are many variations in communication strategy used between the two language proficiency levels, it was discovered that high level participants and low-level participants used a wide range of strategies to complete the speech performance. The frequent use of social affective and negotiation of meaning strategy used by participants suggests that participants are well aware of the importance of delivering message of speech, so that the listener could gain the same ideas in conversation. The findings present that learner with higher linguistic competence are prepared to handle their anxiety, communicate with others, overcome communication problems through social affective, negotiation, and correcting for preciseness of words when faced with difficulties managing speaking

tasks. So that, low-level participants need more motivation in communication than high level students. In other words, it seems that learners with higher levels of linguistic competence are prepared to handle their anxiety, interact with others, overcome communication problems by negotiation, and change their manner of speech when facing difficulties maintaining speaking tasks

Furthermore, this research went beyond previous communication strategy studies, such as Zhou (2014), which relies mainly on OCSI questionnaire and post-task communication strategy recall questionnaire to conduct their research. The results of the qualitative OCSI questionnaire, as well as the individual strategy observation provided insight into both learners included on and the instrument design in studies of communication strategies. Finally, despite the fact that communication strategy uses connected participants' speech performance, the problem of whether the participants' behaviors in this study accurately reflected their academic performance requires further investigation. Therefore, further study into participants' communication strategies in natural classroom settings should be conducted.

6.2 Suggestion

As stated previously, the findings of this study suggest that communication instruction may have a good influence on the students' use of communication strategies. However, the findings of this study are far from conclusive due to the limitations. As a result, more investigation is required. I would suggest provided

language learners' attention on achievement strategies; performance goals may also contribute to learners' speaking performance. It's worth looking at how students use this type of strategy effectively in the communication process. The results can be used for the further researchers which focus on improvement speaking skill through communication strategies in any tasks will be used.



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