

**An Analysis of Strategic Competence in WIUI's Podcast:  
*NATIONALISM: Can You Love Your Country but Not Feel  
Proud of it?***

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**Abstract**

English speaking skill is considered an important skill as it can help people to communicate with other people around the world. However, this skill cannot be mastered by students at ease. There are many students who have encountered a lot of speaking problems, which actually can be resolved with strategic competence implementation as one of the solutions. The objectives of this study are (1) to analyze the strategic competence used in a podcast and (2) to find out the reasons for the implementation of those strategic competences by the speakers in the podcast. This research applied a descriptive qualitative approach with a content analysis method to investigate the strategic competence used in the podcast. By employing Celce-Murcia's theory, in total, there are 253 utterances of strategic competence found in the podcast. This result revealed that there are 11 subcategories of strategic competence implemented in it, with stalling/time gaining as the most used strategy. Therefore, this research is expected to provide an understanding to the readers about the implementation of strategic competence in communication.

**Keywords:** strategic competence, communicative competence, speaking skill, EFL

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**INTRODUCTION**

The purpose of most people in learning a new language, especially English, is to be able to communicate well with others using the language. In accordance with Akhter (2021), people need language to share their ideas, feelings, thoughts, and even problems, and to fulfill that, they need to use speech in communication. He also added that to do the speech smoothly, people should have a speaking skill. The interlocutors will understand what we mean by having good speaking abilities to convey our message through communication. Speaking skill is also necessary in many things, such as students who want to study abroad or even people who want to get better jobs. According to Rao (2019), speaking in learning English is the most crucial skill for students to build confidence, join activities related to communication, and get better career opportunities. Another study by Zannah and Hidayanti (2023) also indicated that the ability to speak English could improve careers after graduating, allow them to communicate with others from various countries, and develop their value as well-educated people. Along these lines, learning English and mastering its speaking skill is really important and can give a lot of benefits for the learners.

Despite its significance, many people find that speaking is a challenging skill that makes most people reluctant to try it. Even though they are good at other skills, but sometimes their speaking is not as good as their other skills because of its difficulties. As stated by Inayah and Lisdawati (2017), the recent phenomenon is that many learners who are able to understand English excellently, but then think that speaking is something that is hard. They feel awkward and doubt when they try to express their ideas. It happens because they fear other people will judge or even laugh at them if they make speaking mistakes. This fear of speaking English can be categorized as anxiety. Many studies revealed that students have high anxiety and nervousness when it comes to speaking English, such as in a study by Rumiati & Seftika (2018) and Putri et al. (2019). Therefore, the difficulties in speaking English and the fear of making mistakes cause the students to be anxious and nervous.

Aside from that, other reasons for the hesitation to speak English are also found, such as they are not good enough in English, lack of vocabulary, or do not know how to construct the correct grammar. The study by Alqurashi & Althubaiti (2021) discovered that the reasons for the students' unwillingness to speak English

are the low level of English proficiency, lack of vocabulary and knowledge, and incorrect pronunciation. It is also in line with the study by Marewangang et al. (2024) that explained a similar topic, which they divided into two categories: psychological and linguistic factors. The psychological factor indicates that the highest reason is a lack of confidence, then followed by fear of mistakes, shyness, lack of motivation, and anxiety. Meanwhile, in the linguistic factor, there is a lack of vocabulary, a lack of grammatical pattern knowledge, and incorrect pronunciation. From these two studies, it can be inferred that linguistic factors such as the lack of vocabulary, grammar, and pronunciation are problems that can hinder the improvement of students' English-speaking skills.

Those struggles of the students should be overcome to help them speak English confidently. In fact, there are some ways to solve these problems, and one of them is to know and practice communication competence. This competence can be used to overcome the problems of the students when they are not good enough in English. In a study held by Park (2024), the communication strategies could increase students' self-confidence and willingness to speak. Similar findings in a study by Ostovar-Namaghi et al. (2022), communication strategies are helpful and allow students to overcome communication problems and enhance their speaking ability. Another study by Yonata & Saptani (2019) also pointed out that communication strategies could be used with the goal of negotiating intended meaning and complementing breakdowns in English speaking. For that reason, knowledge about strategic competence and its communication practice is necessary to be taught and learned in learning English.

Based on the background study above, the researcher aims to analyze the strategic competence used in a podcast, as a podcast is one of the ways to learn English with various topics according to our interests. Furthermore, the researcher is also looking for the reasons for the implementation of those strategic competences by the speakers. Hence, with this analysis, the researcher hopes to give insight to the readers about the implementation of strategic competence in communication.

## **METHOD**

In conducting this research, the researcher employed a descriptive qualitative approach with a content analysis method to explore the strategic competence applied in the podcast. According to Preiser et al. (2021), the goal of qualitative content analysis is to identify patterns of sense-making and meaning creation in the language's communicative which focuses on the content and underlying themes and meaning that appear in the text. On that account, it is a suitable method for this research to assist in achieving the goal of the study and explaining the results of the research with a podcast as the content.

The data for this research was taken from a YouTube podcast entitled "NATIONALISM: Can You Love Your Country but Not Feel Proud of it?" that was uploaded by What Is Up, Indonesia? YouTube channel. Accordingly, this podcast will be the main focus of this study and analyzed using Celce-Murcia's (2007) theory of strategic competence.

For data collection, in the first place, the researcher watched and listened to the podcast while trying to catch the topic and context of the conversation to help understand the podcast. Then, the data was transcribed with the help of a transcription tool on YouTube, which later it was re-read and reviewed several times by the researcher to cross-check the data of the transcription. Thus, this transcription is the primary data for this study.

After obtaining the transcription, the data were analyzed using the theory explained by Celce-Murcia (2007) about strategic competence. The analysis was conducted by highlighting with different colors and marking the utterances to find each component of strategic competence applied in their conversation. The identified transcription of the podcast, later on, is categorized into the table of strategic competence components, then it is converted into the percentage of each category, followed by deciding which one is the most and the least. To avoid any bias in the data, investigator triangulation was applied for this study. The researcher was assisted by other researchers to review the data to enhance the credibility and validity of the results. After that, the researcher explained the strategic competence used in the podcast by interpreting the reasons for the utterances.

## **RESULT AND DISCUSSION**

### **Strategic Competence Used in the Podcast**

The results of the analysis show that out of five categories, there are four categories of strategic competence used in the podcast, which are achievement, time gaining or stalling, self-monitoring, and interacting strategy. Then, for category achievement, it is divided again into sub-categories such as message abandonment, circumlocution, code-switching, restructuring, and miming. Meanwhile, in the category of interacting, the researcher found four subcategories, which are appeals for help, appeals for clarification,

confirmation check, and comprehension check.

As seen in table 1, it reveals that in total, there are 253 utterances using strategic competence found in the podcast. In detail, there are 89 achievements (35.2%), 99 stalling/time gaining (39.1%), 47 self-monitoring (18.6%), and 18 interacting (7.1%). Based on the results, it is known that the most used strategic competence in the podcast is stalling/time gaining, with a total percentage is 39.1%, then followed by code-switching in the category of achievement with a total of 22.5%, self-monitoring 18.6%, restructuring 4.7%, message abandonment and confirmation request which has the same percentage of 3.6%, miming 2.8%, circumlocution and appeals for help with each has 1.6%, comprehension check 1.2%, and the least one is the use of appeals for clarification which has only 2 utterances with percentage of 0.8%.

Table 1. Strategic Competence Used in the Podcast

No	Strategic Competence	Total	Percentage
1	Achievement	89	35.2%
	a) Message Abandonment	9	3.6%
	b) Circumlocution	4	1.6%
	c) Code-switching	57	22.5%
	d) Restructuring	12	4.7%
	e) Miming	7	2.8%
2	Stalling/Time Gaining	99	39.1%
3	Self-monitoring	47	18.6%
4	Interacting	18	7.1%
	a) Appeals for Help	4	1.6%
	b) Appeals for Clarification	2	0.8%
	c) Comprehension Check	3	1.2%
	d) Confirmation Request	9	3.6%
	Total	253	100%

### The Implementation of the Strategic Competence

The implementation of the strategic competence can indeed support the speakers in communication when facing a speaking breakdown, so the communication can run well and the interlocutors understand the message conveyed. As mentioned above, there are four categories of strategic competence implemented in this podcast, which surely have different functions. Then, the purpose of each strategy will be further explained in this section.

#### 1) Achievement

##### a) Message Abandonment

Dornyei & Scott (1997) explained that it is implemented by leaving the sentence unfinished.

##### Excerpt 1

Andovi : "Of course. Like it's an in- innate natural thing, but that doesn't mean they're naturally proud of them."

Abigail : "Exactly!"

Andovi : "That's I think the what- okay, got it, got it, got it. Yeah, yeah, yeah, yeah, yeah."

Abigail : "And when they ... um...—"

##### Excerpt 2

Andovi : "What other things do diasporas in Melbourne who don't have the opportunity to go back, that fuels their sense of connection and belonging to Indonesia. Is it as simple as like- like-okay. What about all the guys people always forget, what about the people in abroad who send money back home?"

From the excerpts, the speaker did not have any idea what he wanted to say to continue his message, which made him switch his utterance to other things and leave the previous sentence unfinished. It indicates to the interlocutor that the speaker is unable to keep up with the previous utterances.

##### b) Circumlocution

Dornyei and Scott (1997) defined it as a strategy that uses an illustration or description of the target object.

**Excerpt 3**

Andovi : “My number three my last one—”

Abigail : “Okay.”

Andovi : “—is where you put a pencil down your bottom—”

Abigail : “OH... it- masukin ke botol, yeah.”

Andovi : “—right, and then put it to the bottle.”

Abigail : “Yeah, yeah, yeah.”

**Excerpt 4**

Andovi : “Second, clearly, guys. It's that thing where you have to lick the coin of chocolate from the alpukat, apa namanya?”

The crew: “Semangka.”

Andovi : “Semang-, eh bukan semangka.”

Abigail : “Huh? What?”

Andovi : “No, it's—”

Abigail : “Bro, what? Uh.”

Andovi : “—the coin, you don't know the game. Ada koin, the thing and then it's filled with chocolate and you have to get the coin.”

The crew: “Iya, semangka, ya.”

Abigail : “Oh...”

From those two excerpts, circumlocution was used in the conversation when the speaker was not sure with the term of the word, in this context was the name of the games in English. The speaker tried to describe the words by explaining how you do the games and what things are used to play the game to make the interlocutors get the point of the word, which can lead to the smoothness of communication. The result is similar to the study by Santoso & Taufiq (2021), where this strategy can be implemented when the speaker forgets or does not know the terms of the word by rephrasing it to get attention from the audience or the interlocutor.

c) Code-switching

In this strategy, the speakers use another language word, usually their mother language, in place of the English word. It can be only one word or even a whole sentence. In this podcast, this strategy becomes the second most-used strategy.

**Excerpt 5**

Andovi : “And- and pride is and pride is difficult, Abigail, *karena*... eh sorry, because- because, blablablah, what if you're over proud, it's dangerous.”

From this excerpt, code-switching is sometimes used in communication because of the spontaneous or habitual use of the mother language. It is not because the speakers lack vocabulary, but they automatically switch to their first language. In excerpt 5, the speaker realized that he switched to his first language, and then straightaway, he used English again as a replacement for the first language word.

**Excerpt 6**

Andovi : “I think- it's- uh- cause- oh *kalo kita* compare, if we compare with Malaysia, Malaysia is very good like there's *bangsa* Malay, *ada bangsa Melayu, ada ada*—”

Abigail : “Hm... yeah, yup.”

Andovi : “It's very- very clear. Indonesia, we don't say *bangsa Jawa*.”

Abigail : “*Suku*.”

Andovi : “We say *suku*.”

Abigail : “And what's interesting we say- we don't say- uh... *suku* uh Chinese-Indonesian, *tapi keturunan*.”

There are other reasons why code-switching is used in the sentence. The speakers in the podcast use it as they do not know what the exact word is that has the same meaning as in their first language word. In this case, they mention “suku” and “bangsa”, which are quite similar in meaning, as it actually can be said as “ethnic group”, but in Indonesian, it cannot be used interchangeably. Thus, the speakers were not sure of the right vocabulary in English, so, they used code-switching instead. This finding is also in line with Batthi et al

(2018), Namaziandost et al (2019), and Sholikhah & Isnaini (2024), which claimed that code-switching is inevitable and necessary as it can make meaning obvious.

d) Restructuring

Restructuring is somewhat similar to the message abandonment strategy, yet instead of leaving the sentence unfinished, this strategy enables the speakers to adjust their utterance with a different one, but still have the same point.

**Excerpt 7**

Andovi : “So, we have uh- we have a- there's five definitions of nationalism, right.”

Abigail : “Yup, yup.”

**Excerpt 8**

Abigail : “But with Indonesia, like we're so diverse and people say that it can be a strength, it can be.”

Andovi : “Right.”

Abigail : “If it's managed well, but it is the potential of- it's our biggest challenge as well.”

The speakers used this strategy as they felt that the statement they expressed was quite hard to continue, as they did not have any idea of the suitable word, then they chose to create another sentence with the same point as the previous one.

e) Miming

Miming is applied to explain something nonverbally as a substitute word.

**Excerpt 9**

Andovi : “*Tapi pakai yang Indo, yang ini, ini, ini* (using gesture rock paper scissor Indonesia version).”

**Excerpt 10**

Abigail : “Okay, okay. My number two *itu* uh... what is it? (using gestures of people walking with her fingers). *Bakiak ya? Lomba bakiak.*”

The use of miming as a nonverbal communication strategy by the speakers in those excerpts is to support their ideas without using any sentences, as they hardly express the words that are appropriate. In those two contexts, they did not recognize the English word for the games, then they tried to use this nonlinguistic strategy to explain the words. In excerpt 9, the speaker used his thumb, index finger, and little finger to explain the rock-paper-scissors game in the Indonesian version. Then, in excerpt 10, the speaker used a gesture of a person walking by using her fingers.

2) Stalling/Time Gaining

As the most used strategic competence by the speakers in the podcast, with the percentage of 39.1%, this strategy allows the speakers to have some time for thinking about what utterance they should tell the interlocutor to maintain the communication channel open. Mostly, this strategy is used as a hesitation tool.

**Excerpt 11**

Abigail : “You- you love Indonesia.”

Andovi : “Love it.”

Abigail : “-but are you proud of it?”

Andovi : “.....(silence) Certain aspects, yes. The reason why we're doing this podcast is—”

Abigail : “Yeah.”

**Excerpt 12**

Abigail : “Right, and I said, I feel like the same with you, you know, like... I feel like love, love is a choice, and it's something that wells up naturally, like it- it's where you grew up. I grew up in Indonesia and then I- I went abroad, but I- it's- it's the place where I grew up, and I- I love the jokes, I love the people, like that's where my family is, so I- I love Indonesia, despite its shortcoming, but I'm not proud of it, and my friend was- was taken a back like my friend was



quite I think offended by it, cause uh... I think we were taught to all we need to be proud of our nation despite its shortcoming, but I feel like we conflate love and pride.”

In the podcast, stalling/time gaining can be in the form of a silent pause or the use of unnecessary words such as “like”, “uh”, or repeating the same word several times. This strategy is actually not only applied as a hesitation tool, but sometimes it can also be a means that leads the interlocutor to still pay attention to the speaker, such as the use of the word “you know”. This finding supports the previous study by Aliyah & Hestrian (2021) that stalling/time gaining can function as think time, a hesitation tool, spontaneity, or even to get attention from the interlocutor.

### 3) Self-monitoring

Self-monitoring is a strategy where the speakers are aware of their mistakes in the sentence, usually grammatical errors, and then immediately make self-corrections in their speech.

#### Excerpt 13

Andovi : “It's very nuance. Sorry, that's that. That's very nuance, right. What does- what is- What does- what does contribution mean?”

#### Excerpt 14

Abigail : “There's a lot.”

Andovi : There's a- a lot of diplobrats.”

Abigail : “There's a lot, I brat- I bet, yeah. And I guess the term nationalism uh for me and a lot of the WIUI community, .... Going university abroad, so, basically, they identify with more than on- just one culture or they identify with the Indonesian culture differently, because of how they're- they grew up and the term nationalism having pride in your country gets a bit tricky-”

This strategic competence is also applied several times by the speakers in the podcast. From the excerpts, the speakers were aware that they made some grammatical errors in their sentences, subsequently, they repaired the sentences right away to prevent a misinterpretation. In this strategy, the speaker should be aware of their own mistake in their statement, which can be in the form of a grammatical error, such as in excerpt 13, the speaker directly correct the interrogative form and excerpt 14 in the middle of the conversation, the speaker changed the statement as she felt she has made incorrect form, or it can also slip of the tongue as in excerpt 14 in the first sentence of the utterance when the speaker wanted to say “I bet” but instead she said “I brat”. However, this finding differs from the study by Ariyani et al (2024), which claimed that the most common reason for the use of self-monitoring is pronunciation. It is because of the difference in the English level of the participants, as in their study, the participants are students who sometimes still do not know how to pronounce some words correctly.

### 4) Interacting

#### a) Appeals for Help

This strategy can be defined as requesting information from the interlocutor to help when a speaking breakdown occurs by asking a question. Here are some examples of appeals for help in the podcast.

#### Excerpt 15

Abigail : “When we won uh what was it the- the badminton...(silence)”

Andovi : “Yeah. Uh... uh...”

Abigail : “When was it? (asking the crew)”

Andovi : “Uh... uh...”

The crew : “Olympics.”

Andovi : “Olympics.”

Abigail : “Olympics, yeah, yeah, yeah.”

#### Excerpt 16

Andovi : “Second, clearly, guys. It's that thing where you have to lick the coin of chocolate from the *alpukat*, *apa namanya?*”

The crew: “*Semangka.*”

Andovi : “*Semang-, eh bukan semangka.*”

In the podcast, this strategy can assist the speaker when they do not know the expression they should use and try to ask the interlocutor about it. It can be because of the knowledge gap, as they do not know how to say it in English, or it can also be that the speaker forgets about something or the expression. Thus, this strategy effectively compensates for communication problems by getting help from the interlocutor, and the interlocutor can still follow the conversation.

b) Appeals for Clarification

The least-used strategy in the podcast is appeals for clarification. In this strategy, the speaker is allowed to ask an unfamiliar word to the interlocutor.

**Excerpt 17**

Andovi : “And because of that, me personally, I, because of my mo- because my mom being a diplomat, I'm a diplobrat, because of tha-”

Abigail : “Diplo-diplobrat?”

Andovi : “-brat. There's a proper reference and there's many diplobrats in Indonesia.”

**Excerpt 18**

Abigail : “And he says that there is another type of nationalism, which is a long-distance nationalism, and this is kind of like can be set as the diaspora types of nationalism.”

Andovi : “Okay. I wanna dig into that. Okay, let's talk about the long-distance nationalism.”

Abigail : “Yeah, yeah, yeah.”

Andovi : “Okay, so can you please describe long-distance nationalism? Is there- is there a definition of this? While we're looking at the notes guys, Wuiboos has a lot of notes and paragraphs.”

From excerpt 17, it can be known that the speaker has just heard the term “diplobrat”, and she wanted to clarify the term. In this context, she employed a question repetition on the word that she did not know. This strategy also has the same function as in excerpt 18, where he did not know the definition of “long-distance nationalism” and requested an explanation. In this excerpt, a question repetition was not employed, instead, he applied the expression of “can you please describe ...”. Thus, any form of question can be applied in order to the implementation of appeals for clarification on the condition that they do not know the term spoken by the interlocutor and we try to request of explanation about that word. This result has the same finding as the previous studies by Sato (2022 and Acarol (2024), which explained that the most common cause of the application of appeals for clarification is the unknown word, and it is used to ensure understanding through negotiating of meaning.

c) Comprehension Check

Comprehension check is defined by Dornyei & Scott (1997) as giving questions for the interlocutor to ensure the interlocutor still sticks to the speaker's utterance.

**Excerpt 19**

Andovi : “Okay, I think we got- we got to touch on that. We've sort of talked about it in our *bule* nation episode on *bongkar*, remember that?”

Abigail : “Yes.”

**Excerpt 20**

Andovi : “Okay, well I'm old, okay. But we're in the same- okay, never mind. So, I grew up watching Dragon Ball. So, this- this is one scene. Do you- do you know Piccolo? The green guy.”

Abigail : “I don't! I don't watch it.”

The speakers in those two examples apply a comprehension check by asking “remember that?” and “Do you know .....?” to check whether the interlocutor gets the point of what the intended message given by the speaker or not. The expression for this strategy can be in other forms as long as it still functions to make sure the interlocutor can follow the conversation.

d) Confirmation Request

This strategy is used by requesting confirmation about something correctly.

**Excerpt 21**

Andovi : “So this is to three, three-three.”

Abigail : “Three?”

Andovi : “Three-three.”

**Excerpt 22**

Andovi : “If Indonesians that are perceived as, like us, okay, and people dislike us for it, right, if there's a percept- there is a negative stereotype of people like us in the world, right. I'm not gonna—”

Abigail : “In the world?”

Andovi : “—in Indonesia, sorry. I'm not gonna name names. But there is a perception, okay. What and that perception is totally justified in my opinion.”

From the excerpts above, it can be concluded that ask for clarification is applied when they are not sure about what they heard and try to ask back to the interlocutor to make sure their utterances are clear and avoid misunderstandings. The expression used in the podcast as the implementation of this strategy is by asking questions in the form of repeated questions about the thing that has been conveyed by the interlocutor, such in the excerpts when the speaker asked “Three?” and “In the world?” which refers to the previous interlocutor's statement.

**CONCLUSION**

Strategic competence remains the foundation of effective communication in EFL contexts. It is an essential component of communicative competence that enables EFL students to keep communication regardless of speaking breakdown and enhance their language use to face the limitations. As explained in the previous sections, strategic competence covers compensatory and interactional strategies that support speakers in negotiating meaning, maintaining communication, and repairing communication breakdown. This study attempts to reveal the implementation of strategic competence in a podcast entitled *NATIONALISM: Can You Love Your Country but Not Feel Proud of it?*. It is shown in the podcast that there are 253 utterances of the implementation of strategic competence, with the most used strategic competence is stalling/time gaining, with a percentage of 39.1% and the least one is appeals for clarification, with a total percentage is only 0.8%. Because of its crucial role in communication, EFL students should be taught with this strategy to make them familiar with it, so that they can speak confidently in English as they have the tools to navigate their communication breakdowns.

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