



Achievement Strategies in Facing Communication Breakdown Used by the Learners in the Basic Speaking Class of *Kampung Inggris* Jogja

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Abstract

The present study examines learners' strategies in a basic speaking class at *Kampung Inggris* Jogja to overcome communication breakdowns and effectively convey their ideas and messages to their interlocutors. Furthermore, the study aims to investigate the achievement strategies within the framework of Celce-Murcia et al. (1995) in the classroom interactions among the learners at *Kampung Inggris* Jogja. A qualitative methodology, specifically discourse analysis of spoken interactions, was utilized to analyze the collected data. Data was gathered through observation of the learners' interactions and recording of their conversations. The investigation revealed that the learners at *Kampung Inggris* Jogja utilized various achievement strategies in their interactions. However, the foreignizing strategy was not observed among the participants. The strategies most frequently employed by the learners included code-switching, literal translation, non-linguistic means, restructuring, and retrieval. Additionally, the study indicated that learning activities, topics, and environments significantly impacted the learners' communication. Internal factors, such as vocabulary mastery, knowledge of proper grammar, and motivation, played a crucial role in the learners' speaking performance. It is essential to acknowledge the limitations of this study and recognize the need for further research to build upon these findings. Nevertheless, the results of this study contribute to a more comprehensive understanding of the strategies utilized by learners to overcome communication problems and have implications for language teaching and learning in similar contexts. The study highlights the significance of the findings for future research and language education.

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INTRODUCTION

Communication breakdown frequently happens when people communicate with each other. In the case of non-native speakers who communicate in English, there will be some challenges. The English foreign language (EFL) learners in Indonesia, for instance, who get English as their foreign or third language (L3) after Indonesian as their second language (L2) and their vernacular language like Javanese, Sundanese, Maduranese, Balinese, etc. as their first language (L1) may encounter various problems in English communication.

In Indonesia, English is not spoken as a second language. Ellis (2015) points out that the context of 'second' refers to any language which is learned adjacent to the mother tongue. Hence, in the Indonesian context, English is considered as a foreign language. This fact influences the mindset and perception of Indonesian people toward English itself. As time passes, people learn English because it is required to procure an education level or a career living. Besides, since English has become an international language, they consider practicing it more seriously.

It is broadly known that there are four primary language skills: listening, speaking, reading, and writing. The learners need to develop their skills to have a good mastery of a language. In the case of learning a foreign language, the core of it is the skill or the ability to use the target language (TL). Therefore, the most crucial skill is speaking. Through speaking skills, EFL learners can communicate with the interlocutor in any communication situation. As in communication, people can deliver and receive the idea or message and even negotiate the meaning (Rubin and Thompson in Fauziati, 2017).

To build good communication, the messages which the speaker conveys should be understood by the interlocutor. The ability to speak plays a crucial role in communication. According to Safitri and Faridi (2017), communication is a way of conveying the intended meaning from one to another. Furthermore, the interlocutor should understand

the messages that the speaker intends. Unfortunately, some communication problems the speaker faces make the messages unable to be expressed maximally. The information gap between the speaker and the interlocutor: the encoded message differs from the decoded message may cause a communication breakdown. In other words, the message sent is not the message received.

To overcome those communication problems, the speaker should have good competencies and skills, namely communicative competencies. After the elaboration, revision, and development of many linguists: Hymes (1972), Canale and Swain (1980), Canale (1983), the latest framework of communicative competences' theory was proposed by Celce-Murcia Dornyei & Thurrel (1995). They brought up the concept of communicative competencies into linguistic, discourse, actional, socio-cultural, and strategic competence. Celce-Murcia then proposed a revision of the 1995 model by considering some pedagogical input for language teachers: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competence which is later known as communication strategies (Celce-Murcia, 2007).

Communication strategies can be defined as systematic attempts used by the learners to express meaning in the target language, in situations where the appropriate systematic target language rules cannot be formed properly (Faerch & Kasper, 1983). There are several taxonomies of communication strategies in order to classify the strategies used by the learner. There are Tarone, Dornyei and Celce-Murcia et al. Tarone proposed seven main categories of communication strategies: topic avoidance, message abandonment, paraphrasing, word coinage, native language switching, miming, and appeal for assistance. Meanwhile, Dornyei simplified them into two categories: avoidance and compensatory or achievement strategies. Later Celce-Murcia et al. also proposed a comprehensive set of communication strategies' taxonomy. They divided their taxonomy into five main classifications: topic avoidance, achievement, time gaining, self-monitoring and

interactional. Among all the strategies, achievement strategies have more alternative strategies than others. It can be used by learners more varied. They deal with how the speaker compensates for the communication in achieving effective communication. Galvez (2018) found that the compensatory or achievement strategies of the students affected in developing phonological competence in a language alien to them. The result showed that they had a positive impact on the student's performance. Moreover, competent speakers reportedly much more used achievement strategies than poor speakers. Therefore, its significant implication for pedagogy is that the achievement strategies are beneficial as guidance to avoid communication gaps in speaking activities (Syafryadin, et al., 2020).

Unfortunately, communication strategies got the smallest portion in English teaching and learning (Marsakawati, 2012). Teachers are not always aware of the importance of teaching communication strategies to their students, or if they are aware, they do not explicitly train their students to use them. Many teachers do not make use of these strategies in their everyday practice (Suryaningpram, 2019). It is ironic because communication strategies allow learners to use them when they have communication problems. In English language learning, the need to teach communication strategies is highly required because many Indonesians knew English just when they entered school (Widyaningrum, 2020). They still have limited knowledge and competence in communicating well in English. Hence, a genuine effort from the teacher is needed to introduce the strategies that can be used by their students when they have communication problems.

Related to the background of the problems mentioned before, the researcher was interested in observing the achievement strategies in facing communication problems used by the EFL learners at *Kampung Inggris* Jogja.

Achievement strategies are the attempts made by the learners to solve the communicative problem by expanding their communicative resources (Faerch & Kasper, 1983). Meanwhile,

Celce-Murcia et al. (1995) stated that they involve manipulating available language to reach a communicative goal. There are ten types of achievement strategies such as circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, word-coinage, literal translation, foreignizing, code-switching, and retrieval strategy. Masithoh et al. (2018) mentioned that achievement strategies happened when the learners decided to keep the original communicative goal but compensated for insufficient means or made an effort to retrieve the required items.

She wanted to elaborate on the factors that influence the learners' communication problems and the reasons for choosing the strategies. Akan (2018) found that both internal and external factors contribute to the learners' speaking performances. Internal factors were. The internal factors discovered the age, aptitude, motivation, personality, intelligence, cognitive style, experience, mother language, and gender. The external factors were the things presented in the process of teaching and learning that impersonal and changeable. These things were included in external factors such as teacher, syllabus, curriculum, class size, culture and status, encouragement, group discussion, access to native speakers, teachers' expectation, and classroom management. Meanwhile, Widagdo (2020) also discovered two types of psychological factors in students' language learning. The internal factors were the things that were mentally and spiritually concerned with anxiety, attitude, aptitude, and motivation. In contrast, he argued that external things such as the characteristic of the teacher, class, and school conditions did not influence the speaking performance of the learners.

METHOD

In this study, the researcher applied a qualitative approach exposing spoken-discourse analysis. She described and explained the application of the achievement strategies in the learners' interaction. The study

subjects were twenty-three learners at the basic speaking class of a full-day one-month program in *Kampung Inggris* Jogja. It is an English language course and practice in Yogyakarta located on Jl. Ontorejo, Ngebel, Tamantirto, Kasihan, Bantul regency, Special Region of Yogyakarta. It applied a concept of an English-speaking village that requires everyone to speak English anytime and anywhere around the area.

Twenty-four learners in the Basic Speaking Class for Full Day month program came from different backgrounds and knowledge. The data were collected through observation and interviews. This research used the taxonomy of Celce-Murcia et al. focusing on achievement strategies. After collecting the data, it was analyzed using the achievement strategies of Celce-Murcia et al. (1995) taxonomy. The interview was used to support the validity of the research. Finally, the findings were explained qualitatively.

The main instrument of this research was the researcher herself. The researcher played the role of a non-participant observer and as the interviewer in the interview section. Furthermore, four supporting instruments were used by the researcher to collect data. The first was a video and audio recorder. The second instrument was the rubric of achievement strategies. The last one was interview guidelines.

The object of the study was the learners' interaction among learners. The interactions were in utterances and taken through the learners' impromptu discussion. The unit of analysis was phrases, clauses, and clause complexes from utterances in their interaction.

RESULTS AND DISCUSSIONS

The present study finds nine achievement strategies in learners' interaction at *Kampung Inggris* Jogja. They are explained in the table below.

Circumlocution Strategy

A circumlocution strategy is the first achievement strategy identified in learners' interaction. It is the effort of the learners to

replace a particular object or action by using the synonym term which has the closest meaning to it. The tutor realized the example of the circumlocution strategy. Instead of using the appropriate terms in the TL, she chose to express a specific Indonesian slang, "akamsi," which referred to "native people". The term "akamsi" was constructed from the three different words; "anak kampong sini". People then made an acronym of that terms to be "akamsi". It was the Indonesian slang word that commonly used in a non-formal context of interaction. It was used among the group of people that quite close each other.

Approximation Strategy

An approximation can be the replacement of a particular term with a word with a close meaning. The present study found that the learners rarely used this strategy in communication.

The findings show that only one example of approximation strategy is realized in learners' interaction. It was the term "special time". The context of the communication was when the learner discusses how long a child should be allowed to use a gadget in one day. He wanted to emphasize a specific time for a child being exposed to the gadget, but instead of using the particular term "specific," he chose to use "special", which did not match the term stating time. It showed that the learner substituted the word with another word with a close meaning.

Non-Linguistic Means Strategy

Non-linguistic means as the learners' clue to the interlocutor to show the intended message. In other words, non-linguistic means are the ways the learners in gesturing part of the body to express a word they did not know in the TL.

There are many non-linguistic means strategies found in the learners' interaction. They include "pointing somewhere", "shaking the head", "shaking hand roundly", "snapping the fingers", "nodding", "waving the hand", "imitating an activity" and "frowning the forehead".

Learners used non-linguistic means very often partially in gesturing hands. That gesture had various meanings and functions, such as decreasing nervousness while speaking, giving a sign of asking help to the interlocutor, saying "no", acting or imitating particular activity, and pointing out somewhere or something. When the learners nodded, it was mostly a statement of agreement or understanding. Their forehead sometimes frowned due to the lack of knowledge of their partner's words. As has been mentioned by Dahl and Ludvigsen (2014) that learners tended to gesture their bodies for some reasons; asking for help, stating for understanding and confusion, stating for rejection and acceptance.

Restructuring Strategy

The learners restructured most on the sentences they feel they are in a wrong grammar, diction, or noun-phrase. It can be analyzed through the data like "I have special someone" "I playing guitar" "You can tell me to later" "My hobby is listen music". Most of the learners were not really aware of how they convey the term in proper sentences since they were beginners. A few learners who had a better knowledge of English helped the other who had mistakes in their communication. The tutor also had a crucial role in helping the learners correcting and restructuring their wrong sentences.

Word Coinage Strategy

The use of word coinage was not really often in the learners' interaction. Meanwhile some words were identified such as "we can *provide* our family and keep open communication with the family", instead of using term *protect*, a learner used the term of *provide*. Many learners having problem in pronouncing some words and finally uttered them wrong such as "river by raiver", "recycle by raisekl", "impact by aimact", "fifteen by fiveteen" etc. Basically, it was a strategy applied by creating non-existing L2 word based on a supposed rule. Learners were making their own terms based on their linguistic knowledge.

Literal Translation

One of the most dominant type of the strategy that used by the learners was literal

translation. When the learners or speakers found difficulties to express a certain term to the interlocutors, finally, they need to make a literal translation from their first language to the target language. The term was not appropriate to the structure of the target language. For instance, in the datum "...food traditional are *nasi goreng Magelangan*, *kupat tahu*, and *sego godog*. Drink traditional is *wedang kacang ijo*. Musical instrument from Magelang is *trutug*. Dance traditional from Magelang is....." and "Thanks for attention, brother, sister, father-father, mother-mother."

Retrieval Strategy

The use of retrieval strategy was quite common in the learners' interaction. It mostly happened when the learners tried to recall memory of what they were intended to say before. They tended to take a longer time to repeating syllable, word or phrase to acquire the correct ones. For instance, from the data "Next, the local ku... kui... cuisine." and "...technology is a science or knowledge eee... or knowledge... put into practic eee... part eee... partic... eee partical... eee practical problem solving."

However, the use of fillers followed by the repetition of some terms were found in the learners' interaction. It could be noted as the realization of this retrieval strategy since the speakers had the same problem in recalling word, or sentence. The example of the use of other retrieval strategy could be seen from this data "It is also harmful to plant in... plant in... the forest" "it's about eight... eight... eee... eight tons plastic waste for every year" and "...for short term time eee... if like... like... eee... this season in eee... raining season... rain season..." etc.

Code Switching Strategy

Code-switching was the dominant used strategy in the learners' interaction. Mostly, the learners switched their language to the L1 due to the lack of vocabulary. That problem lead to the use of mixed language in communication. The learners including the tutor did switch the languages to make the messages of their statements easier to be understood each other.

Some examples of the realization of the strategy could be seen in these data “Am I clear? *Jelas nggak? Jadi, jelas yah?*” “But every day you *nyanyi-nyanyi* eh... singing *terus...* always singing.” “Although there are disaster, *biasanya orang Indonesia tetep nggak sadar...*” “Can I... *aku aja yang jawab bisa?*” etc.

All-purposes Word strategy

The strategy named all-purpose word was almost unrealized in the learners' interaction. The finding showed that only one word refers to the function of the strategy to replace a certain word, thing, or term that the interlocutors mostly understand because it is quite common in daily use. In this present study, the term “blablabla” is usually used to say “et cetera.” It is generally used at the end of a sentence. The function was to mention “other similar things” related to the communication topic.

Achievement strategies employed were the impact of many communication difficulties faced by the learners. Especially in the context of real conversations, learners realized the factors that placed them in the situation that forced them to apply the strategies (Hua, et al., 2012). Besides, based on the observation and interview, the researcher discovered some factors that influence them in realizing the strategy to maintain their communication. The researcher generally grouped them into two groups; internal and external factors.

The interview result showed that the learners have their own factors that influenced them in maintaining communication breakdowns.

First, is the learners' Educational Background. The experiences of EFL learners in interacting and communicating in English determined their foundation for speaking. How often someone is exposed to a foreign language influences their learning habits. The outcome was different for those who are frequently exposed to English versus those who are not. The members of the basic speaking class of the full-day one-month program in *Kampung Inggris* Jogja had different educational backgrounds, such as senior high school students, gap year students,

university students, graduate students, professional workers, and job seekers. Most of them who came to the course intended to improve their speaking skills, but their different educational background gave them a different start.

Second, is the learners' cultural background. The variation of the members gives consequences to the interpretation of the cultures in that community. The language was a product of culture. In a group of different cultural backgrounds, cultural understanding became important because culture changes people's values and habits and affects people's language and behaviors (Kuo, M.M. & Lai, C.C 2006). In language acquisition, learners need to acculturate to learn a language. In the context of speaking learning interaction in *Kampung Inggris* Jogja, the learners' cultural backgrounds affected their familiarity with new words. Some words emerge as they become identified with particular cultural activities. The whole learners might not understand the slang words used in their interactions. The same thing happened to the specific terms used only by certain traditions in the learners' hometowns. It is influenced by ethnic background, gender, race, and religion. Hence, the researcher discovered that culture affected the learner's speaking.

The third factor is the motivation of learning. Learners saw motivation as vital to their desire to attend the speaking class. Most of them wanted to improve their skills, especially speaking skills, to support their dream job and education. This is in line with a study conducted by Bakhtiar (2022). He found that learners' motivation came from the inside and outside. Things that were coming from within a person such as demanding work, recognition, and responsibility as the inside motivation. Meanwhile, the things such as praise, reward, punishment, and advise from teachers, friends and parents were considered as the outside motivation. Next, learners' personalities also influence their speaking performance. There were two kinds of learners, extrovert and introverted, in learning communication and interaction at *Kampung Inggris* Jogja. The extroverted learners

were more expressive and not afraid of making mistakes. They were brave enough to take a risk and keep on learning. Mujahadah (2018) mentioned that extroverted students used more strategies than introverted students.

Next, lack of confidence becomes a factor that influences the learners. Some learners felt shy, worried, and nervous in their communication. So, it influenced their speaking performances. As learners said in the interviews, their worry and nervousness can break their focus and make them feel unconfident. The shyness, nervousness, and worry made them overthink and afraid of making mistakes, so it broke their concentration. This was in line with a study by Dewi (2021) who found that learners did not believe in themselves when speaking English. They did not relax because they were afraid of making mistakes. Besides, some others felt pressure whenever their partner asked and spoke to them.

Ellis (2015) discovered the external factors that influence learning achievement are social factors, input, and interaction. Kondo (2018) found that the environment, peers, and teacher played a role in students' English-speaking performance. In line with Kondo, the researcher in the present study found that those things influence the learners' speaking performance in *Kampung Inggris* Jogja.

Kampung Inggris Jogja provided the speaking area that obliged the learners to speak English around the speaking camp program. It brought a homey and friendly learning environment because it allowed learners to practice more outside the classroom. Hence, the English-speaking area affected the learners' progress in speaking in a good way. Learners enjoyed practicing with their friends in the camp to increase their learning process. As stated by Bima and Adi (2021) that learning environment had a big influence on the learners' achievement of their educational outcomes because it covers the aspects that make learners enjoy studying and practicing. Moreover, the area of *Kampung Inggris* Jogja; the office, classroom, canteen, and the camp included the English area where the learners should speak English. Hence, the

learning environment in *Kampung Inggris* Jogja supported the learners' speaking practice.

The human resources of *Kampung Inggris* Jogja were energetic, young, and cheerful people. Those characteristics gave an impact on the learning process. The age gap not too far from the learners made the learning process more enjoyable. Learners acknowledged that the role of the tutor really helps them in practicing speaking. The tutor helped them in correcting and giving them solutions to their problems. It was in line with a study conducted by Areta and Purwanti (2021) who found that feedback from tutors contributed to learners' speaking performance. The feedback from the tutor during speaking activities helped the learners in identifying and correcting their mistakes.

The tutors' learning methodology, especially *Kampung Inggris* Pare's adopted methods, brought the typical learning nuance. Generally, the basic-speaking class at *Kampung Inggris* Jogja implemented thematic peer conversations every day. So, the tutor gave the topics and clues of what they should mention in conversation before they practiced speaking. During and after the practice, the tutor gave feedback and evaluation about the learners' conversations. The interviews with the learners discovered that some learners enjoyed the technique. However, other learners, wanted to experience learning speaking in other ways. They said that the methodology needs improvement and variation. They wanted to experience techniques that facilitated them to be more active.

The data from the interviews showed that the learners agreed that learning topic has a big contribution to their speaking performance. The learners considered the topic and the tutors' clues before the practice helped them construct what they wanted to speak. However, other learners revealed the opposite opinion about the learning topics. She considered that some topics were not the daily topics she needed to learn.

CONCLUSION

According to the analysis and the interview of how the learners of the basic speaking class at

Kampung Inggris Jogja use achievement strategies in delivering their ideas and overcoming communication breakdown, nine types of achievement strategies were realized. The most dominant and the rarest strategy, are: literal translation, code-switching, restructuring, retrieval, non-linguistic means, word-coinage, circumlocution, and approximation.

The classification was based on the taxonomy of the achievement strategies proposed by Celce-Murcia et al. (1995). The learners used those strategies for several reasons. Actually, the learners employed some communication strategies, but sometimes they did not realize it. For instance, they employed a literal translation strategy to make their message more understandable. Code-switching was realized because they had a problem in the middle of communication, so to reach the goal of communication, they switched languages. When the learners were gesturing their bodies, it was supposed to be how they gave the interlocutors some clues and signs to keep their communication going. Meanwhile, since they were beginners in speaking English, they were unaware of their grammatical mistakes. They repeated some words or terms followed by the fillers to take longer to think of the proper words they wanted to say.

Based on the interviews, it could be concluded that their communication breakdowns came from their lack of vocabulary, unfamiliarity with the proper grammar use, confidence in performing in front of their partner or the public, and motivation to engage in the activity on the class. Those were included in the internal factors influencing the learners' speaking performance during class. On the other hand, some points from the learners had influenced the speaking performance. They are the class activity, the learning method, the discussion topic, the study's setting, and the relationship between the learners and the tutor.

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