

COMMUNICATION STRATEGIES EMPLOYED BY HIGHER EDUCATIONAL STUDENTS IN ORAL PRESENTATION OF DAYAK NGAJU LANGUAGE

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Article Info	Abstract
<p>Article History Received: January 2020 Revised: February 2020 Published: April 2020</p> <p>Keywords Communication strategies; Dayak Ngaju; Oral presentation;</p>	<p><i>In an oral presentation of a second language, higher education students commonly face some problems in communication. To overcome these problems, communication strategies are necessary to be employed. In the speaking class of the Dayak Ngaju language course, especially in oral presentation in History of Islamic Civilization Study Program at IAIN Palangka Raya, the students employed communication strategies to overcome the problems in communication. However, most of the students tended to employ certain types of communication strategies in the oral presentation of the Dayak Ngaju language. Furthermore, there were no research reports which had been published regarding the types of communication strategies employed by the students of Dayak Ngaju language as a second language. Thus this study was intended to describe the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation of Dayak Ngaju language. A descriptive qualitative design was employed in this study. Observation sheets, video recordings, field-notes, and interview guides are the instruments employed in this study. The results of this study showed that the students employed four of five types of communication strategies based on Celce-Murcia's taxonomy, namely achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. The most frequent type employed was an achievement or compensatory strategies. Moreover, the most frequent subtype was code-switching.</i></p>
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INTRODUCTION

Speaking is a productive oral skill which includes producing systematic verbal utterances to express meaning (Bailey, 2005). In a second language teaching and learning, speaking is considered as an important part. Garbati & Mady (2015) argued that speaking in L2 is the most important language skill. Many second language classes spend much time to develop the students' speaking skill. The students' ability to communicate easily in L2 plays an important role in L2 learners' success in school and even in social life. Therefore, it is necessary for students to achieve communicative competence in L2. The communicative competence in L2 involves both pieces of knowledge of linguistics elements and knowledge required for appropriate L2 use in different contexts (Saville-Troike, 2012:179). The knowledge required by L2 learners includes communication strategies. Dörnyei & Scott (1997) define communication strategies as the verbal and non-verbal devices which are employed to overcome the problems in communication and to achieve the goals of communication. Each L2 learner may employ different strategies in coping with the problems in communication. In defining and clarifying communication strategies employed by L2 learners, various taxonomies of communication strategies are suggested by the researchers.

Celce-Murcia et al. (1995) classify communication strategies into five types, namely avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. According to Hadi (2020), the avoidance or reduction strategies refer to some sub-types of avoidance or reduction strategies including message replacement, topic avoidance, and message abandonment. It can help students manage their communication in practice (Aprianoto & Haerazi, 2019). In addition, the compensatory strategies are circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, word-coinage, literal translation from L1, foreignizing, code-switching and retrieval. The third type is stalling or time-gaining strategies. The sub-types of stalling or time-gaining strategies include fillers, hesitation devices and gambits as well as self and other-repetition (Lingga, Simanjuntak, & Sembiring, 2020).

The importance of communication strategy that should be paid attention to is self-monitoring. According to Suadiyatno et al. (2020), the sub-types of self-monitoring strategies include self-initiated repair and self-rephrasing. In the speaking practice, students can prepare themselves with some proper vocabulary before speaking to the interlocutors. When students communicate, students can negotiate using interactional strategies. According to Suryadi and Muslim (2019), interactional strategies appeal for help and meaning negotiation strategies. It is in line with Tarone in Saville-Troike (2012:178) who classifies communication strategies into five types, namely avoidance, paraphrase, conscious transfer, appeal for assistance, and mime. The first type is avoidance. The sub-types of avoidance are topic avoidance and message abandonment. The second type is the paraphrase. The sub-types of paraphrase are an approximation, word coinage, and circumlocution. The third type is conscious transfer. The sub-types of conscious transfer are literal translation and language switch. The fourth type is an appeal for assistance. The last type is the mime. These strategies are used to help students to acquire communicative competences easily.

Dayak Ngaju language is one of the native languages of Dayak people in Central Kalimantan. At IAIN Palangka Raya, Dayak Ngaju language is one of the compulsory courses in the History of Islamic Civilization Study Program. Two credits of the Dayak Ngaju language course are offered in the fifth-semester. The L2 skills taught include reading, writing, and speaking. The most frequent activity implemented in the speaking class of the Dayak Ngaju language course is an oral presentation. Amirian & Tavakoli (2016) state that oral presentation has long been employed by university teachers in higher educational contexts for various pedagogic purposes. These include developing students' confidence in speaking in front of the audience, having the chance of practicing the specific presentation skills and communicating information to the fellow members of the class, having ownership of the classroom subject matter, and sharing information from the personal experience, research and textbooks.

Based on the result of preliminary observation conducted in the speaking class of the Dayak Ngaju language course, especially in an oral presentation, it was found that the students faced some problems to communicate in oral presentation of Dayak Ngaju language. The problems commonly came from the lack of necessary vocabulary and the lack of self-confidence. It is in line with Haerazi et al. (2018) and Haerazi & Irawan (2020) who state the common problems faced by language learners are vocabulary mastery. To overcome the problems, communication strategies were employed by the students. However, most of the students tended to employ certain types of communication strategies in the oral presentation of the Dayak Ngaju language.

Some previous studies investigated the types of communication strategies employed by L2 students. Ervin (1979) investigated the types of communication strategies employed by American students of Russian. The taxonomy employed in his study was suggested by Varadi

(1973) and Tarone (1977) and modified slightly for his study. The result of his study showed that the most widely employed type of communication strategy was avoidance strategies. Meanwhile, the most widely employed sub-type of communication strategies was topic avoidance. Moreover, Latif Uгла et al (2012) investigated the types of communication strategies employed by Malaysian ESL students at Universiti Sains Malaysia. Dornyei & Scott's taxonomy was employed in his study.

The result of their study showed that the most frequent type of communication strategies employed was interactional strategies. Meanwhile, there were two sub-types most frequently employed, namely response: repair and asking for clarification. Furthermore, Idrus (2016) investigated the types of oral communication strategies employed by Malaysian students at a private university in Malaysia. The taxonomy suggested by Nakatani (2006) was employed in his study. The result of his study revealed that some sub-types of communication strategies highly employed were social affective strategies, nonverbal strategies, and fluency-oriented strategies, and accuracy oriented strategies which were categorized as an achievement or compensatory strategies type.

All of the previous studies found and mentioned previously only investigated the types of communication strategies employed by the students of ESL and the students of Russian as a second language in class. Unfortunately, no reports had been published regarding - the types of communication strategies employed by the students of Dayak Ngaju language as a second language. -. Thus, the result of this study was expected to contribute to the existing body of knowledge and the teaching-learning process of the Dayak Ngaju language as a second language in higher education. Based on the background of the study stated previously, this study was intended to describe the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program in oral presentation of Dayak Ngaju language.

Review of literature

Communication Strategies

Tarone in Saville-Troike (2012:177) argues that one of the parts of communicative competence needed by L2 learners is knowledge of how to cope with limitations in their L2 linguistics resources, namely communication strategies. Moreover, Dörnyei & Scott (1997) define communication strategies as the verbal and non-verbal devices employed to cope with the problems in communication and to reach the aims of communication. Furthermore, Ellis (1997) argues that problems in communication are faced by L2 learners because of the inadequate knowledge of L2. It is in keeping with Haerazi, Vikasari, & Prayati (2019) who the L2 learners may find out some ways to overcome their problems in communication. One of them is applying communication strategies. Furthermore, Kasper & Kallerman (2014:2) define communication strategies as mental plans employed by the L2 learners in response to the internal signals of the imminent problems. Based on all definitions of communication strategies stated earlier, it can be inferred that communication strategies are verbal and non-verbal means employed by L2 learners in response to the problems faced in communication.

Taxonomies of Communication Strategies

There are various taxonomies suggested by the researchers in defining and clarifying communication strategies. Celce-Murcia et al (1995) classify communication strategies into five types. The first type is avoidance or reduction strategies. The sub-types of avoidance or reduction strategies are message replacement, topic avoidance, and message abandonment in tailoring one's message to one's resources. The second type is an achievement or

compensatory strategies. The sub-types of achievement or compensatory strategies are circumlocution (e.g., employing the description “*the thing to open bottles with*” to refer to the word “*corkscrew*”), approximation (e.g., employing the word “*fish*” to refer to the word “*carp*”), all-purpose words (e.g., employing the word “*thingy*”), non-linguistic means (employing mime & gestures, pointing, and drawing pictures), restructuring (e.g., *the bus was very ... there were a lot of people on it*), word-coinage (e.g., employing the word “*vegetarianist*” to refer to “*vegetarian*”), literal translation from L1, foreignizing (e.g., employing L1 word with L2 pronunciation), code-switching to L1 or L3, and retrieval (e.g., *bro ... bro ... bronze*) in manipulating available language to reach communicative aims and to cope with linguistic deficiencies. The third type is stalling or time-gaining strategies. The sub-types of stalling or time-gaining strategies are fillers, hesitation devices and gambits (e.g., employing the filler “*well*”) as well as self and other-repetition. The fourth type is the self-monitoring strategies. The sub-types of self-monitoring strategies are self-initiated repair (e.g., *I mean...*) and self-rephrasing (over-elaboration) (e.g., *This is for students ... pupils ...when you're at school ...*). The last type is the interactional strategies. The sub-type of interactional strategies are appealing for help in which the learner exploits his/her interlocutor's knowledge either directly (e.g., *What do you call...?*) or indirectly (e.g., *I don't know the word in English ... or puzzled expression*), and meaning negotiation strategies which are the ways of indicating a problem (e.g., *What do you mean by ... ?*), responding to such an indication by repetition, rephrasing, expansion, reduction, confirmation, rejection and repair, and making comprehension checks (e.g., *Am I making sense?*).

Meanwhile, Tarone in Saville-Troike (2012:178) classifies communication strategies into five types. The first types are avoidance. The sub-types of avoidance are topic avoidance and message abandonment. Topic avoidance is avoiding reference to a subject because of the lack of necessary vocabulary. The second types are paraphrase. The sub-types of paraphrase are an approximation, word coinage, and circumlocution. The approximation is employing an incorrect word, but that refers to a similar object or event. Word coinage is making up a new word or phrase to refer to an event or object. Circumlocution is describing an event or object instead of employing appropriate vocabulary. The third type is conscious transfer. The sub-types of conscious transfer are literal translation and language switch. The literal translation is translating sentences or text word by word from L1. The language switch is inserting L1 words or phrases into L2. The fourth type is the appeal for assistance. Appeal for assistance is asking a native speaker, looking up a word in a dictionary, or consulting some other authority. The last type is the Mime. Mime is employing gestures or other non-verbal means to refer to an event or object.

RESEARCH METHOD

Research Design

Since this study was intended to describe the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation of Dayak Ngaju language, descriptive qualitative design was employed in this study. In collecting the data, the researcher observed the students' performance in the oral presentation of the Dayak Ngaju language. In conducting the observation processes, the observation sheet, video recordings, and field-notes were employed. After that, a semi-structured interview with the students was conducted. In conducting the interview, interview guides, and field-notes were employed. Finally, the data was analyzed and interpreted.

Research Subject

The subject of this study was the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in the academic year 2018/2019. There was only one class consisted of 7 students who programmed the Dayak Ngaju language course. The native language of each student involved in this study was not the Dayak Ngaju language. The native language of the students was Javanese (5 students), Banjarese (1 student), and Madurese (1 student).

Instruments

To gather the data needed in this study, the instruments consist of an observation sheet, video recording, field notes, and interview guidelines. The observation sheet was employed when doing the observation. The content of the observation sheet was adopted from Celce-Murcia's taxonomy of communication strategies. The observation sheet was employed to find out the types of communication strategies employed by the students in the oral presentation of the Dayak Ngaju language. During the observation, the students' performance in the oral presentation of Dayak Ngaju language was recorded by using a video recorder. The recorded data was important for the data transcribing process.

Field-notes also were employed in observation and interview. In observation, field-notes were employed to avoid the possibility of losing the recorded data because of the problems in the video recorder. Moreover, field-notes were employed to note down the situation and condition during the oral presentation of Dayak Ngaju language in class which could not be recorded. In the interview, field-notes were employed to note down what the interviewees said regarding - the types of communication strategies frequently employed by the students and the reasons for employing those strategies.

In the interview guide, some questions were written to guide the interview. Since this study employed a semi-structured interview, the prepared questions in the interview guide were possible to be developed when the interview was done. The interview guide was employed to gather more information from the students regarding the types of communication strategies frequently employed by the students and the reasons for employing those strategies.

Data Analysis

To analyze the data of this study, the model of data analysis procedure suggested by Miles & Huberman (1994) was employed in this study.

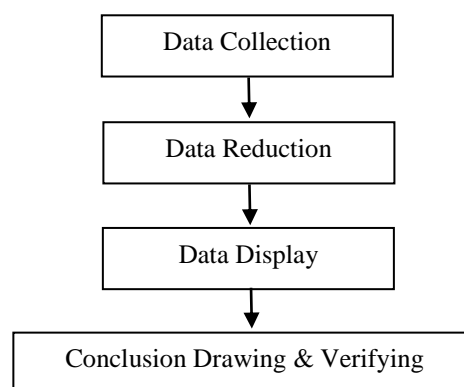


Figure 1. Miles & Huberman's Analysis Model (1994)

In data collection, the data were collected using observation and interviews. The observation was employed to observe the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation of Dayak Ngaju language. In conducting the observation, observation sheets, video recordings, and field-notes were employed. After that, interview in

the form of semi-structured interview with the students was employed to gather more information regarding - the types of communication strategies frequently employed by the students and the reasons for employing those strategies. In conducting the interview, interview guides and field-notes were employed. The result of data collection was the raw data.

Data reduction involved the process of selecting, simplifying, and organizing the data which were relevant to this study. It focused on the data directly to solve the problem of the study. In this study, the raw data relevant to this study were transcribed, selected, and classified based on Celce-Murcia's taxonomy. In other words, the relevant data was included; meanwhile, the irrelevant data was excluded. The result of data reduction was the transcribed data relevant to this study.

In data display, the data were displayed in the form of table and description, as the result of the data reduction written systematically which could be understood and reasonable. The data displayed in the form of table and description were the frequency of each type of the communications strategies employed by the students and the students' utterances which contained the types of communication strategies based on Celce-Murcia of taxonomy. The result of data display was the data in form of table and description regarding - the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation of Dayak Ngaju language.

All the data which have been processed by the researcher were concluded. The conclusion was verifying by looking back to the data reduction and data display after collecting the data. It aimed to get the credible data which supported the valid data. The final conclusion was drawn after knowing that the data displayed has already solved the problem of the study. The result of conclusion drawing & verifying was the final data in the form of a short description regarding - the conclusion of the types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation of Dayak Ngaju language.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The types of communication strategies employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya in oral presentation sessions of Dayak Ngaju language based on the result of observation were presented on the following table.

Table 1
Frequency of Communication Strategies

Typology	Frequency	Rank
1. Avoidance or Reduction Strategies		5
a. Message replacement	0	
b. Topic avoidance	0	
c. Message abandonment	0	
	0	
2. Achievement or Compensatory Strategies		1
a. Circumlocution	0	
b. Approximation	0	
c. All-purpose words	0	
d. Non-linguistic means	2	
e. Restructuring	0	
f. Word-coinage	0	
g. Literal translation	0	

h. Foreignizing	0	
i. Code switching	50	
j. Retrieval	3	
	55	
3. Stalling or Time-gaining Strategies		2
a. Fillers, hesitation devices and gambits	18	
b. Self and other-repetition	28	
	46	
4. Self-Monitoring Strategies		4
a. Self-initiated repair	9	
b. Self-rephrasing	0	
	9	
5. Interactional Strategies		3
a. Appeals for help	14	
b. Meaning negotiation strategies	0	
	14	
Total	124	

The result of observation showed that 124 utterances of communication strategies were found. There were four of five types of communication strategies employed by the students in oral presentation of Dayak Ngaju, namely achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies.

Based on the data displayed in Table 1, the most frequent type employed was an achievement or compensatory strategies. The students employed achievement or compensatory strategies 55 times. The sub-types of achievement or compensatory strategies employed by the students were code-switching, retrieval, and non-linguistics means. Code-switching (2i) was the most frequent sub-type employed by the students. The students employed code-switching 50 times. This strategy was registered when the students included L1/L3 words in L2 speech as in the following example:

S7 : Talawang ayun panjang **sekitar** ije sampai **dua** meter dengan lumbah maksimal lime puluh sentimeter.

Translation in English :

S7 : Talawang has the length approximately **one** meter until **two** meters and the maximum width is fifty centimeters.

From the example above, the student (S7) included Indonesian words “*sekitar*” and “*dua*” in Dayak Ngaju language speech. The second sub-type employed was retrieval (2j). The students employed retrieval 3 times. This strategy was registered when the students attempted to retrieve a lexical item saying a series of incomplete forms before reaching the optimal form as in the following example:

S3 : Helu Dohong ingguna akan mandup atawa **mang ... mangge manggetem ...**

Translation in English :

S3 : In the past Dohong was employed for hunting or **far ... farm ... farming ...**

From the example above, the student (S3) attempted to retrieve a lexical item saying a series of incomplete forms “mang ...mange” before reaching the optimal form “manggetem”. The third sub-type employed was non-linguistics means (2d). The students employed non-linguistics means 2 times. This strategy was registered when the students attempted to accompany a verbal strategy with a visual illustration as in the following example:

S3 : Uluh Dayak mahapan ... **(pointing to the picture of Talawang)** ...

Translation in English :

S3 : Dayak people employ ... **(pointing to the picture of Talawang)**

...

From the example above, the student (S3) attempted to accompany a verbal strategy by pointing to the picture of Talawang.

The second type employed by the students was stalling or time-gaining strategies. The students employed stalling or time-gaining strategies 46 times. The sub-types of stalling or time-gaining strategies employed by the students were fillers, hesitation devices and gambits, and self and other-repetition. Self and other-repetitions (3b) were employed more frequently than fillers, hesitation devices and gambits (3a). The students employed self and other-repetition (3b) 28 times. This strategy was registered when the students repeated a word or a string of words immediately after those words were said as in the following example:

S4 : **Dohong ... Dohong ... Dohong** iete sanjata tradisional je imercaya gawi uluh Dayak akan sanjata paling bakas.

Translation in English :

S4 : **Dohong ... Dohong ... Dohong** is a traditional weapon which is believed by Dayak people as the most ancient weapon.

From the example above, the student (S4) repeated a word “Dohong” immediately after that word was said. Meanwhile, fillers, hesitation devices and gambits (3a) were employed by the students 18 times. This strategy was registered when the students employed fillers to gain time as in the following example:

S2 : Talawang iete senjata tradisional yang ingguna akan ... **emm** ... ingguna akan untuk melengkapi Mandau.

Translation in English :

S2 : Talawang is a traditional weapon which is employed to ... **emm** ... is employed to complement Mandau.

From the example above, the student (S2) employed the filler “emm” to fill a pause and to gain time to think what to say.

The third type employed by the students was interactional strategies. The students employed interactional strategies 14 times. The sub-type of interactional strategies employed by the students was only appeal for help (5a). This strategy was registered when the students attempted to elicit help from other students by expressing the lack of the needed L2 vocabulary nonverbally as in the following example:

- S5 : Dohong iete sanjata tradisional je imercaya ... je imercaya (**puzzled facial expression and long pause**) e ... (**looking at S4 for help**)
- S4 : gawi uluh Dayak
- S5 : gawi uluh Dayak akan sanjata paling bakas.

Translation in English :

- S5 : Dohong is a traditional weapon which is believed ... which is believed (**puzzled facial expression and long pause**) e ... (**looking at S4 for help**)
- S4 : by Dayak people
- S5 : by Dayak people as the most ancient weapon.

From the example above, the student (S5) indirectly elicit help from another student (S4). The student (S5) kept silent with puzzled facial expressions when she did not know certain words in Dayak Ngaju language but her facial expression showed that she needed help from another student (S4). Therefore, another student (S4) tried to help her (S5) by saying “gawi uluh Dayak”. Then, she (S5) continued her utterances by saying “gawi uluh Dayak akan sanjata paling bakas”.

The last type employed by the students was self-monitoring strategies. Compared to other types, self-monitoring was the least frequent type employed by the students. The students employed self-monitoring strategies 9 times. The sub-type of self-monitoring strategies employed by the students was only self-initiated repair (4a). This strategy was registered when the students make self-initiated corrections in their own speech as in the following example:

- S2 : Talawang ayun panjang **sekitar** ... **sakitar** ije sampai due meter dengan lumbah maksimal lima puluh sentimeter.

Translation in English :

- S2 : Talawang has the length **approximately** ... **approximately** one meter until **two** meters and the maximum width is fifty centimeters.

From the example above, the student (S2) repaired the word “sekitar” to “sakitar due to her consciousness in using incorrect use of the word.

Furthermore, the result of the interview with the students showed that to overcome the problems faced in communication, especially in oral presentation of Dayak Ngaju language, the students frequently employed code-switching, self and other-repetition, fillers, hesitation devices and gambits, and appeals for help. Those strategies were employed because those strategies tended to be easy to employ and help them to overcome the problems faced in communication. Moreover, the students stated that code-switching was the most frequent strategy employed. This strategy was employed when they could not recall certain words in the Dayak Ngaju language. Since all fellow members of the Dayak Ngaju language class understood Indonesian, they switched to Indonesian to make what was said understandably. Furthermore, other strategies were not employed because those were not familiar to the students.

Discussion

The finding of this study revealed that four of five types of communication strategies based on the taxonomy suggested by Celce-Murcia (1995) were employed by the students in the oral presentation of the Dayak Ngaju language. Those types were achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. The most frequent type employed was an achievement or compensatory strategies which included three sub-types.

The first sub-type was code-switching. Code-switching was employed by including L1/L3 words in L2 speech. The code-switching happens because the students need time to think and they fail so they produce a code-switching strategy (Syahid & Hadi, 2018). The second sub-type was retrieval. Retrieval was employed by retrieving a lexical item saying a series of incomplete forms before reaching the optimal form. This strategy is used some speakers to remind what they have thought previously. Because they failed to remember it so they retrieve some lexical items since speaking. It is line with Lail (2018) who states that speakers retrieve some lexical items when they say a series of complete language forms. This phenomenon can make students remember the vocabulary they learned. Besides, the last sub-type was non-linguistic means. Non-linguistics means was employed by accompanying a verbal strategy with a visual. It is in line with Ermirawati (2018) who conducts a study in story recitation in which students perform the verbal strategy with visual in communication. Besides, Wahyuningsih (2018) also noted that the self-monitoring with the self-initiated repaired type employed by students frequently in communicative strategy.

Self-initiated repaired was employed by making self-initiated corrections in L2 speech. The finding of this study confirmed the finding of another study by Idrus (2016) that achievement or compensatory strategies were the types of communication strategies that were highly employed by L2 students. This study further revealed that code-switching was the sub-type most frequently employed by the L2 students compared to other sub-types. McKey in Muin (2011:267) states that code-switching happens when two or more languages exist in a community. The speakers frequently switched from one language to another when they can speak at least more than two languages. Moreover, it should be considered that the interlocutor can understand what they say if they switch to another language. Furthermore, Habibah (2015:17) states that when speakers employ code-switching, the speakers attempt to make the message understandable. The finding of this study also revealed that the students employed code-switching when they could not recall certain words in the Dayak Ngaju language. Since all fellow members of the Dayak Ngaju language class understood Indonesian, they switched to Indonesian to make what was said understandably.

CONCLUSION

Four of five types of communication strategies under Celce-Murcia et al's taxonomy were employed by the fifth-semester students of History of Islamic Civilization Study Program at IAIN Palangka Raya to overcome the problems in oral presentation of Dayak Ngaju language. Those types were achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. The type of communication strategies most frequently employed was an achievement or compensatory strategies. The achievement or compensatory strategies were employed by manipulating available language to reach communicative aims and to cope with linguistic deficiencies. The sub-types of achievement or compensatory strategies employed by the students were non-linguistic means, code-switching, and retrieval. Code-switching was the most frequent subtype of communication strategies employed. It was employed to make the message understandable by other fellow members of the Dayak Ngaju language class.

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