

Students' Communication Strategies in an EFL Classroom

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Abstract :

The objectives of this research were (1) to identify and describe the students' communication strategies in EFL classroom revealing the dominant and the effective communication strategies at Business English Communication Study Program, Universitas Negeri Makassar, and (2) to determine and describe the factors which support and inhibit the students' communication strategies in an EFL classroom. The research applied descriptive qualitative research method. The subjects were the second semester students at Business English Communication Study Program, English Department FBS UNM. To collect the data, direct observation by using video recording, observation checklist, field notes, and interview questions were utilized. The results showed that there are four types of communication strategies which the students of Business English Communication Study Program adopted from Faerch and Kasper in their English communication, namely *Code Switching*, *Based Strategy*, *Cooperative Strategy*, and *Non-Linguistic Strategy*. *Code Switching* and *Non-Linguistic Strategy* are the dominant strategies used by the students. On the other hand, *Code Switching*, *Based Strategy*, and *Functional Reduction Strategy* are the effective strategies to smoothen and ease the students' English communication. The factors influencing the students in their English communication are their opposite speakers/listener (mostly the lecturer and their fellow students), the availability or non-availability of English exposure (English material, learning activities), and the students' hesitation. The supporting factors are their English environment and English material, the English practices, Facilities, and the students' internal motivation. Meanwhile, the inhibiting factors are the lack of mastering the use of English vocabulary, the lack of English vocabulary, the inability to understand the opposite speakers, and the students' hesitation. Based on the results, it is suggested that the lecturers or the teachers of English to design more various English learning activities to facilitate and train the students' real English communication, and that the students of Business English Communication Study Program, to practice more the use of English in real communication and to study further about the usage and use of English.

Key words: *Students' communication strategies, supporting factors, inhibiting factors*

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Introduction

It is known that the use of language is very crucial in our life. Language is used to communicate, to interact socially, to entertain and to inform. Moreover, language is the primary communication system for human being although it is not the only way to communicate. During communication, people either consciously or unconsciously transmit ideas or knowledge. They use a language which their surroundings understand them. One of the most used languages particularly in international communication in a larger scale is English.

Specifically, English as a world language is used by people for international communication. Ramelan (1992) states that English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example in tourism, business, science or technology.

Nowadays, there are many reasons why men and women learn English for communication, for professional life, for seeking job, and also because English is a major school subject. At the end of the learning process, men and women are expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary and language skills. Communication is important as a basis, vehicle and goal of teaching English as a foreign language communication presents various and essential concepts in language teaching. As Kumaravadivelu (1993: 12) suggests: "Curriculum planners are preoccupied with communicative syllabus design". In relation to this, communication refers to the process of transferring or sharing ideas from one to another. The success in communication is achieved whenever messages are conveyed and transferred clearly and understandably. Hua, Nor, and Jaradat (2012, p. 832) state that communication "permeates virtually in all human interaction activities". In addition, the process of communication, especially for humans is undoubtedly complex. This complexity is due to the fact that humans communicate cognitively, emotionally, and socially. This shows that communication holds important roles in human life. To gain successful communication, problems during the communication process should be avoided. The process of transferring information, sharing ideas, and transmitting knowledge may vary depending on many different aspects. Individuals, of course, have their own ways in doing all they say in communicative activities. In addition, nobody speaks the same way, although they are speaking the same language. Furthermore, investigation of the psychological literature on communication shows that the way people speak is a complex and elusive phenomenon, and that there are many different varieties, levels and definitions of communication process in speaking activity.

Harmer (1992) points out there are three reasons why people communicate. First, they want to say something. Want refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Secondly, they have some communicative purposes. By having some communicative purposes, the speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: the message they wish to convey and the effect they want it to have. They select it from their language store. The third reason is consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second

reason). As they have language storage, they will select language expression appropriate to get messages across to other people.

Mortensen (1972: 14) defines communication as the mechanism by which power is exerted. Fisher (1978: 8), adds that communication is a name for the overall system of relationships people develop between each other and with the community and habitat in which they live.

Based on these two definitions, through communication, people can transmit and embody their powerful messages and automatically interact with other people. This is also one way to define and to bond their relationship. However, communication and interaction process is always unpredicted, particularly in context of English as a foreign language classroom. That is why, Krumm (1981) assumes that, from the past until now, there are no any detail knowledge about the structure of interaction and communication in the foreign language classroom.

Specifically, one of the gaps to see how interaction and communication is structured in the foreign language classroom is by employing the students' communication strategies. Communication strategies are attempts to bridge the gap between the linguistic knowledge of the students of EFL and the linguistic knowledge of their interlocutor in real communication situations. Studies have found that communication strategies, unconsciously used in the first language, do not automatically transfer to the second language. Actually, communication strategies need to be explicitly taught for students to improve their accuracy and fluency (Dörnyei, 1995). Studies on the use of communication strategies conducted in classroom interaction by foreign language learners are scarce. Moreover, teachers are not always aware of the importance of interaction communication strategies to their students or, if they are aware, they do not explicitly train their students to use them. They do not use the strategies themselves to serve as a model to their students. Rodríguez (2012) found that most often, language teachers abandon the message or switch to the first language to avoid communication problems in the classroom, Faerch and Kasper (1984) respond that to solve communication problems, a learner does not only cooperate with his or her interlocutor, but also finds a solution without the help of others. This view led to learners' internal mental activities, such as communication strategies use for solving lexical problems (Poulisse, 1987).

Faerch and Kasper (1984) elucidate two types of communication strategies namely: Achievement strategies and Reduction strategies. (1) Achievement strategies allow learners to have an alternative plan to achieve reaching an original goal using the resources that are available. They consist of compensatory strategies and retrieval strategies. Compensatory strategies include codeswitching, interlingual transfer, interlanguage based strategies, cooperative strategies, and non linguistic strategies. Retrieval strategies are used when learners have difficulties in retrieving specific interlanguage items. (2). Reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying an original message. They consist of formal reduction strategies (using a reduced system to avoid producing non fluent or incorrect utterances) and function reduction strategies (giving up on sending a message or avoiding a specific topic).

Communication is a language form and knowledge that enables a person to communicate functionally and interactively (Brown, 1941: 196). It is the ability to share information with people and to understand what information and feelings are being conveyed by others. In

relation to the context that happens in EFL classroom, the main problem when the English students are presenting or discussing in EFL classrooms of Business English Communication (BEC) of the second semester at State University of Makassar, they tended to employ hands movement to build their confidence, and also to diminish their anxiety. Most of the time, they asked "how to say in English?" as a code when they do not know the English words or their pronunciation. Another is, they tended to request "can you repeat again?" to get the point clearer. Besides, they tended to do backchannelling just to keep continuing communicating their ideas. These communication strategies were all supported by the use of non-verbal forms, such as various hands movements, facial expressions, and gestures.

Researchers agreed that the strategic competence that speakers develop in their first language could be freely transferable to their second language use (Bongaerts & Poulishse, 1989; Kellerman, Ammerlaan, Bongaerts, & Poulishse, 1990). Kellerman (1991 :158) affirms that if the cognitive processes are familiar from the L1, there was no point in teaching these strategies, and concludes there is no justification for providing training in compensatory strategies in the classroom. Teach the learners more language and let the strategies look after themselves.

Based on the explanation above, it is noteworthy that the study about communication strategies used by the students in EFL classrooms is still highly demanded.

This research conducted to find out and answer the questions about: (1) What are the students' communication strategies in an EFL classroom?; (a) What are the dominant communication strategies used by the students?; (b) What are the effective strategies used by the students?; (2) What are the factors influencing the students' communication strategies in an EFL classroom?; (a) What are the factors which support the students' communication strategies in an EFL classroom?; (b) What are the factors which inhibit the students' communication strategies in an EFL classroom?. Based on the research questions, the study of this research was aimed to: (1) Identify and describe the students' communication strategies in EFL classrooms, revealing the dominant and the effective communication strategies; (2) Determine and describe the factors which support and inhibit the students' communication strategies in an EFL classroom.

Method

The method used in this research was qualitative research. A qualitative research was referred to a survey research, determines and describes the way things were.

The subjects of this research was the second semester students of Business English Communication (BEC) Study Program. Nine students in the second semester were chosen purposively under the considerations of the highest score in Speaking and Listening classes, and of the highest frequency of capability to communicate in English.

Business English Communication, Diploma IV, Study Program was first administered since August 2019. It is the escalating level of Business English, Diploma III, Study Program. BEC Study Program is one of the Study Programs in English Department, Faculty of Languages and Literature, Universitas Negeri Makassar. The study Program offers five concentrations to prepare the students to be the most available and ready-used applicants or workers in the professional world. The five concentrations are English (which is the main skill mastered

by the students to communicate professional topics in the Study Program), Computer, Accounting, Management, and Communication.

To collect the data of this research, five kinds of instrument were used namely: (1) Researcher: In this research, the researcher himself acted as a non-participant observer who watched and observed directly the students' performance in English communication but did not involve and interact with the students; (2) Observation checklist: Data on the students' communication strategies were examined using the observation checklist. The observation checklist was designed based on the classification from Faerch and Kasper (1984); (3) Video recording: Data on the students' utterances in their communication activities were used to classify the type of communication strategies. The students' utterances were recorded using videorecordings; (4) Field notes: To corroborate the students' performance in utilizing their communication strategies, the field notes were used. The researcher utilized this instrument to describe how the students' use of communication strategies designed in certain communicative activities and what factors supporting and/or inhibiting them. The instrument contained two basic items of information: a) Descriptive information directly described the students' visual performance and the students' utterances during the learning process; b) Reflective information described unexpected phenomena about the students' use of communication strategies during the learning process; (5) Interview questions: Interview questions were used to confirm the students' responses towards the use of communication strategies in communication activities. In this research, semi-structured interview was used to dig more responses from the students. The researcher interviewed the students based on the prepared-structured questions and then improvised each question to gain more accurate and comprehensive responses.

To analyze the data, the model of Miles and Huberman data analysis (2014:33) was used as described below:

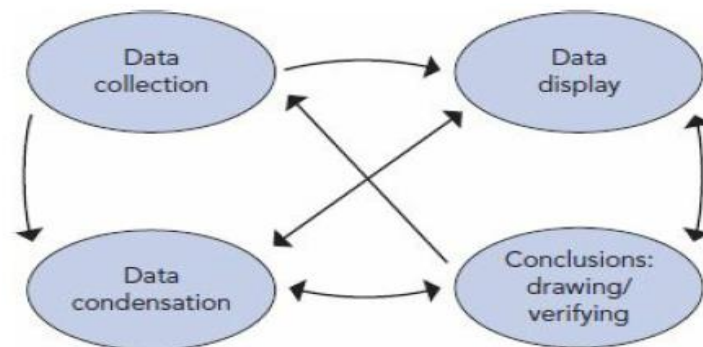


Figure 3.1 Components of Data Analysis: Interactive Model

Results

Research question 1:

What are the students' communication strategies in an EFL classroom?

Answer: Based on the types of communication strategies adopted from Faerch and Kasper (1984), the classification of the students' communication strategies are as follows:

a. Code Switching

In communication in which a foreign language is involved, there always exists the possibility of switching from L2 to either L1 and another foreign language. The strategy can be seen in the extracts below :

Extract 1 (see appendix 2, meeting 1) :

NR 1 : How do you speak your classmate who don't speak English well? describe!

NR 2 : ...I, (.).I think so easy and I like because, ... ,**apa tadi**, give knowledge, ..., know you speak louder, and then, **apa pi**,

NR 1 : Why you say, ...speak English. **Lain lagi tadi ini, msih yang ini ji tadi.**

NR 2 : Because we learn for ... pronunciation, ...**apa tadi.**

NR 1 : Are you say, ... you, ... apa, know like pronunciation but according to me, ... is not easy because you know,... if we learn pronunciation, ...your, ...mouth, ...like that, distance , **kekya, itu kenapa kalau pronunciation ki, itu kekya ada strek dibawah.**

Extract 2 (see appendix 2, meeting 1):

Lecturer :What is your ambition? Mau jadi apa sih?

IK : ...**pertama dulu mau jadi arsitek dulunya**

Lecturer : architect, why do you want to be architect.

IK : and now,... I, **((pause))** I want to be a teacher, because my mom a teacher, ...in my village.

Extract 3 (see appendix 2, meeting 1):

AL : What is your ambition ?

F : In my life, ... it'sn't, ... in this year, ... the, it's start from practice, ... actually in practice it, ... sometime with my, I have, ... have some, ... activity in the sometime, first, ...in another place, ... and the activity is about, ...my scholarship, the, ...cause I didn't choose my, ...I didn't choose my activity in my scholarship at, ...my scholarship activity, but I choose my activity in malino and then, the,...it make me, ... **hampirdicabut gara-gara because the activity.**

Extract 4 (see appendix 2, meeting 1):

YAI : I'm gonna ask the first question, what do you do to reach your ambition ?

AM : My ambition is English language, right, ...**ini ko' ?**

YAI : **Ambisi.**Yes, **your ambisi**

AM : **Ambisi, cita-cita begitu ?** you know what, ...I wanna be businessman, and the, so choose English communication that it's real, ... we can got jobs, I think it is my a reason to choose English communication.

Extract 5 (see appendix 2, meeting 2):

NR 1 :...if you have, ...why you try like that ?

NR 2 : Because, ... I no see, ...people walking, **apa namanya itu ...ndag sopan ka begitu e**, don't see people, I don't see person, so I'm impolite.

Extract 6 (See appendix 2, meeting 2):

NIP : ...**have** you ever been backstreet ?

SNK : ...yes I have, when I'm in trouble and I will ...**apa mi bilang tadi itu**, to ask for her help and she leave me alone.

Extract 7 (See appendix 2, meeting 2):

Lecturer :Why don't you have best friend?

IK : ...I'm not, ((pause))**ndag terlalu close**

Lecturer :Why you are not close to your friends ?

IK : ... I dont' know mam, (.)**klu yang dekat sekali, ndag sampai dekat sekali mam.**

b. Based Strategies

By using their inter-lingual system, students may have several ways of coping with communicative problems, such as generalizing, paraphrasing, coining new words or restructuring. The strategy can be seen in the extracts below :

Extract 1(See appendix 2, meeting 3):

YAI : ... I in my leasure time, I used to do my hobbies, my hobby is reading in English and listen to the music.

AM : **Okey**, ...if you're listener music, what kind the music, you always listen ?

Extract 2(See appendix 2, meeting 3):

YAI :I love riana gronders, I think the gender of that music is pop, I love seller self you and grap, and, (.)I think so much gender I like.

AM : **Okey ...you think about seller**, seller sweet yeah, right.

Extract 3(See appendix 2, meeting 3):

SNK :How do you speak to your classmate who don't speak English well ? describe!

NIP : ...**speak standard, ... the same level.**

SNK :...**oiya, what example**, ...they'e speak with the same level ?

NIP : ...example, ...when other, **other people nothing influence, ...doesn't influence speak English, ... doesn't influence.**

Extract 4(See appendix 2, meeting 4):

SNK : ...I, (.) I always, ...reach my ambition with the learn and listen, listen activate, and, ... always take prayer to get something for easy, and ...I always try to-try to, what I want to.

NIP : **So, ...what is your ambition ?**

SNK : My ambition is, I will, ...in the future I will be, ...**be interpreneur.**

Extract 5(See appendix 2, meeting 4):

NR 1: Are you say, ..., you, ...**apa**, know like pronunciation but according to me, ..., is not easy because you know,...**if we learn pronunciation, ...your, ... mouth, ... like that**, distance, kekya, itu knp kalau pronunciation ki, itu kekya ada strek dibawah.

Extract 6 (See appendix 2, meeting 4):

F : How do you study English ?

AL : I learn study English, ...in my freetime always in my home, ... **actually always in campus of course**, because in my major in English **yes of course, yes** everytime I learn English.

F : ...How about you, ...when you choose in English course, what the different, after you choose and before you choose English course.

AL : ... **different before and after, yes**,...I feel it's not bad because in my course, I feel enjoy, **and ...I think that.**

AL : in weekend what do you do in the morning ?

F : in weekend, ...**I just , yeahh** ... cooking.

Extract 7 (See appendix 2, meeting 4):

YAI :... are your ambition is your got in future make a English teacher?

AM :... **English teacher, ... , yahh**..I think, I think it is interested but you know what, ...tobe a teacher in makassar is very difficult, **so yah** , my ambition I wanna be a rich, (.) rich man, businessman, ... tobe a richman, so it is reason for all of people tobe a rich person. Itu juga hal yang. Wanna be to a teacher yah, it is interested but ...**for me yah**,... **surely** I wanna focus on in my future, wanna be a businessman not a teacher.

c. Cooperative Strategies

Although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to the students to decide whether to attempt a solution themselves or to signal their problems to their interlocutor and attempt to get the problem solved on a cooperative basis. If they decide to resort to their interlocutor whom they experiencing a communicative problem and that they need help, they make use of the cooperative communication strategy ofappealing. Appeals can be characterized as “self-initiated other-repairs”.The strategy can be seen in the extracts below :

Extract 1 (See appendix 2, meeting 5):

AM : What do you do in a leasure time in your life ?

YAI : ...I in my leasure time, I used to do my hobbies, my hobby is reading in English and listen to the music.

AM : **Okey**, ... if you'r listener music, what kind the music, you always listen ?

YAI : I love riana gronders, I think the gender of that music is pop, I love seller self you and grapp, and, ...**I think(.) so much gender I like.**

AM : **Ok.**

Extract 2 (See appendix 2, meeting 5):

SNK : What do you do in a leasure time in your life ?

NIP : Study, ...yes, study, and ((pause))

SNK : **Only study ?**

NIP : ...yes only that.

Extract 3 (See appendix 2, meeting 5):

F : ...to maintain a good relationship with my friends, the first is maybe we must ...make weel thing charge, ... if I have a friends, I need, ... I want she's trust with me, ...trust me, and believe me, cause if she's don't trust or don't believe me, I think I am not difference.

AL :**Okey, you said** you not different, why ?

Extract 4 (See appendix 2, meeting 5):

NR 1 : What do you do to reach your ambition ?

NR 2 : I think, always for, ... I mean, list to study, and I, (.)

NR 1 : **What is your ambition ?**

Extract 5 (See appendix 2, meeting 5):

YAI : The unforgettable moment in my life, when I falt on the terast my house.

AM : **Yah I think it is** the bed experience, but you know what, ... I think it is can be forget is experience, but why you can't to forget it in your life, why ?

YAI : **I think is**, because I still remember untill now.

Extract 6 (See appendix 2, meeting 5):

SNK : How do you speak to your classmate who don't speak English well ? describe !

NIP : ... speak standard, ...the same level.

SNK :... **oiya**

Extract 7 (See appendix 2, meeting 5):

F :...to maintain a good relationship with my friends, the first is maybe we must ...make weel thing charge, ...if I have a friends, I need, ...I want she's trust with me, ...trust me, and believe me, cause if she's don't trust or don't believe me, **I think I am not difference.**

AL : **Okey**, you said you not different, why ?

d. Non-linguistic Strategy

Non-linguistic strategy means the strategy which students use to replace alexical item or an action. In Englishcommunication in the classroom, the students often use nonlingusitic strategies, such as mime, gesture and sound-imitation.The strategy can be seen in the extracts bellow :

Extract 1 (See appendix 2, meeting 6):

NR 1 : How do you speak your classmate **who don't speak English well** ? describe !

NR 2 : ...I ((pause)) **I think so easy and I like**

Extract 2 (See appendix 2, meeting 6):

AM : What do you do in a leasure time **in your life** ?

YAI : ...I in my leasure time, I used to do my hobbies, my hobby is reading in English **and listen to the music.**

AM : Okey, ...**if you'r listener music, what kind the music**, you always listen ?

YAI : I love riana gronders, I think the gender of that music is pop, **I love seller self you and grapp, and, ... I think (.)so much gender I like.**

Extract 3 (See appendix 2, meeting 6):

SNKA : ... what do you do to rich your in English ?

NIP : Study, ...yes, study, and ...

SNKA : **Only study ?**

NIP : **Yes, study , study and study**

SNKA : **How do you study ?**

NIP : In night, when I, ...aft ... **before I am go to sleep everynight.**

Extract 4 (See appendix 2, meeting 6):

NR 1 :**How do you speak to your classmate who don't speak English well ? describe !**

NR 2 :... **according to me,...it's not good because, ...we, ...learn, ...learning English everyday and I think, ...if we, ... speak English everyday maybe.**

Extract 5 (See appendix 2, meeting 6):

F :...How do you speak **to your classmate who don't speak English well ? describe!**

AL : If I have friend **can't speak English in the class**, I teach with the **social media maybe, ...youtube channel from the good speaker, because the learn speak English we can learn everywhere**

Discussion

Based on the results of the findings, this study has adopted four types of communication strategies from Faerch and Kasper (1984), namely: *Code Switching*, *Based Strategy*, *Cooperative Strategy*, and *Non-Linguistic Strategy*, which were used dominantly and effectively by the students in Business English Communication Study Program. However, the students did not use frequently other types of communication strategies, such as: *Inter-Lingual Transfer*, *Formal Reduction Strategies*, and *Functional Reduction Strategies*. This study has also shown three factors affecting the students in their English communication, namely: to whom the students talk to (mostly the lecturer and their fellow students), the availability or non-availability of English exposure (English material, learning activities), and the students' hesitation. These factors also indicate the support and inhibition of the students when they communicate in English.

1. The students' use of Communication strategies

The four communication strategies which the students adopted in their English communication are the basic and natural ways performed by the students who study English as a foreign language. The students in Business English Communication focused on mastering English as a foreign language to communicate, either oral or written, matters in relation to professional topics, such as: the use of English in specific purposes, content in computer, accounting, management, and ways of smooth communication. It is undeniable that the students produced more ways in *Code Switching*, *Based Strategy*, *Cooperative Strategy*, and *Non-Linguistic Strategy* in order to smoothen and ease the English communication.

The utilization of Code Switching in their communication strategy is based on the purpose of effectiveness in communication. Cenoz and Genesee (2001) stated that code switching is used to describe either bilingual speakers or language learners' cognitive linguistic abilities, or to describe classroom or learner practices involving the use of more than one language. Also, Dörnyei and Scott (1997: 197) classified one of the direct strategies in communication is code switching, which is the most dominant use of language learners to communicate smoothly. In relation to the results of this study, the students use code switching from English to Bahasa Indonesia as an effective way to smoothen the communication by giving more accurate meaning in Bahasa Indonesia. In addition, the students felt hesitated to speak in English because they assumed their English utterances were incorrect. Besides, they could not express their thought using appropriate English vocabulary and this leads to the misunderstanding with their opposite speakers. That is why, they tended to use code switching from English to Bahasa Indonesia.

The utilization of Based Strategy in the students' communication strategy is based on the necessity to make the communication flows smoothly. Tarone (1977) pointed out that Based Strategy can be used by employing the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features by modifications. This is in conformity with the results of this study, where the students apply paraphrasing, generalizing, or constructing structure within the English utterances.

The utilization of Cooperative Strategy in the students' communication strategy is based on intelligibility and shared understanding between the students and their opposite speakers. Groenewald (1998) used the term 'corporate communication' which is increasingly being used in communication practice to describe the management function that is still referred to as 'public relations' in the body of knowledge. The students use certain code, either oral or by gesture to show that the communication goal has been reached.

The utilization of Non-Linguistic Strategy in the students' communication strategy is on the basis of mutual understanding. Gonzaga (2003) stated that facial expressions have evolved for signalers to convey information about their emotional or intentional states to others. This is also in harmony with the concept of non-linguistic strategy by Faerch and Kasper (1984) that speakers would vary their facial expressions to emphasize their meanings to opposite speakers or listeners. In the observation, the students did not do many physical activities. Most of the learning situation has been performed by sitting. So, the communication is relatively set to speak with certain hands movement, facial expressions, and eye contact.

The students in Business English Communication Study Program perform the only four types of communication strategies adopted from Faerch and Kasper (1984). The other three are not played that much because the students' level of English competence did not vary in advance in the usage and use of English in real communication. The students felt that they still need more exposure to help maintain the use of English in the communication because they still experience the lack of English vocabulary mastery and less motivation to speak English.

According to Wei (2011), EFL students prefer to use reduction strategies such as topic avoidance, message abandonment, meaning replacement more than achievement strategies such as generalization, paraphrase, literal translation although they know that the achievement strategies are very important during their communication. In relation to this, the students in this research preferred to explore their ideas by employing reduction strategies, *Code Switching*, *Based Strategy*, *Cooperative Strategy*, and *Non-Linguistic Strategy*, because of the limitations, either they experienced from their inability to understand English or they were not supported and were not facilitated by full exposure of English knowledge and English learning activities.

Sprongberg (2011) stated that the most frequently strategies in communication used by students were responses such as asking for confirmation, classification, rephrase or repetition. The results of this study also proved one of these responses. In the recent study, the students employed asking for information. This kind of response is the dominant communication strategy. In addition, Jamshidnejad (2011) pointed out that using communication strategies is promoting meaning transfer in communication, promoting accuracy of language in communication, and keeping the interaction going. These purposes are also in line with the students' aims to employ certain types of communication strategy. To embody the meaning transfer, the accuracy of language, and the smooth interaction, basically, the students utilized kinesics (hand movements and gestures), oculosics (use of eye contact), vocalics (tone, pitch, timber, volume, and speed of the voice), facial expressions (flat, serious, grinning, and curious).

2. Factors influencing the students' communication strategies

In English communication, particularly in English as a foreign language class, the students are influenced by various factors to support and to inhibit their English communication. Based on the results of the study, the students' opposite speakers or listeners, in this case their lecturer and their fellow students, the availability or non-availability of English exposure, particularly the English material and the learning activities, such as : discussion, presentation, and dialoguing, and the students' hesitation play an important role in influencing the students' use of communication strategies. If they talk to the lecturer or their classmates who are more excellent than them they feel hesitated.

Kikuchi (2009) and Nishino (2008) have found four causes of students' reluctance or hesitance to speak English in the classroom, namely: teacher behaviour, cultural classroom norms, students' hyper-sensitiveness, and manipulative understanding code. As the teacher or lecturer and the more excellent classmates become the opposite speaker, the students experience inferiority, which leads to the nervousness and manipulation code to show they understand. The students in this study were influenced normally with the basic and natural situations and condition. In an English as a foreign language class, they have been guided and facilitated with various English learning activities, such as debating, role play, or speech, to build their confidence and to be accustomed with various English atmosphere. However, the regular practices are still in highly demand to familiarize the students with direct situation and condition to communicate in English.

Conclusion

1. There are four types of communication strategies which the students of Business English Communication Study Program adopted from Faerch and Kasper in their English communication, namely *Code Switching*, *Based Strategy*, *Cooperative Strategy*, and *Non-Linguistic Strategy*. *Code Switching* and *Non-Linguistic Strategy* are the dominant strategies used by the students. On the other hand, *Code Switching*, *Based Strategy*, and *Functional Reduction Strategy* are the effective strategies to smoothen and ease the students' English communication.
2. The factors influencing the students in their English communication are their opposite speakers/listener (mostly the lecturer and their fellow students), the availability or non-availability of English exposure (English material, learning activities), and the students' hesitation. The supporting factors in the students' English communication in the classroom are their English environment and English material, the English practices, Facilities, and the students' internal motivation. Meanwhile, the inhibiting factors which hinder the students' English communication in the classroom are the lack of mastering the use of English vocabulary, the lack of English vocabulary, the inability to understand the opposite speakers, and the students' hesitation.

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