USING COMMUNICATION STRATEGY IN LEARNING SPEAKING ABILITY AT *ENGLISH BOARDING HOUSE*

(Case Study at Islamic Boarding School of Sumber Payung Sumenep)

THESIS

Presented to state Islamic university of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department

UNIVERSITAS ISLAM NEGERI
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J E M B E R

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STATE ISLAMIC UNIVERSITY OF
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It has been examined and approved by the board examiners in partial fulfillments of the requirement for the bachelor degree of education (S.Pd)
Education and Teacher Training Faculty
English Education Department

Day: Tuesday

Date: 23rd of November 2021

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MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ۗ

Surely Allah will not change the fate of a people except the people themselves who change what is in themselves (Q.S Ar-Ra'd: 11)[1]

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[1] Kementrian Agama, *Al qur'an,(*Semarang, PT Karya Toha, 2016), 13:11.

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DEDICATION

Praise and thanks to Allah who has given all the mercies and blessings. The writer would dedicate this thesis to the people whom he loves yesterday, now and tomorrow ever after

1. My beloved parents he loves (Ahmad and Kiptiyah) who have supported and prayed the writer in finishing this thesis
2. My brother, Muhammad Khoirurrahman who has always accompanied him in conducting this thesis
3. My classmate brilliant class who has supported the researcher
4. My beloved friends; Riza Umami, Muhammad Kamaluddin, Andini, Azwar M, and all who have given motivation and support. He is so thanks full
5. All of my friends in Madura community who have motivated him in finishing this thesis
6. All the EFL students in English boarding house of Islamic boarding school of sumber payung who have helped the writer by joining the actions.
7. All my friends united in English student association of state Islamic university of KH ACHMAD SIDDIQ Jember who have motivated the writer to finish this research.

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PREFACE

First of all I would like to say Alhamdulillahirobbil'alaamiin, all praises be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe, has given him his blessing, grace, charity who has blessed the writer with beautiful things in his life, so that it is possible for the writer to finish this thesis entitled *Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep)* as one of the requirements to gain bachelor degree in English Education. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution

In completing this thesis, the writer realizes that he cannot finish it without help, support, guidance, and assistance of so many participants. Therefore, he would like to express his gratitude to them who helped him in completing this thesis:

1. Prof. Dr. Babun Suharto, SE., MM. as the rector of state Islamic university of Kiai Haji Achmad Siddiq jember who has provided all campus facilities and activities in this collage
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the dean of teacher and training education faculty who has given approval to this research.
3. As'ari, M.Pd.I as the leader of English education department in this university who has assented the tittle the researcher chosen
4. Suparwoto Sapto W, M.Pd as the advisor who has advised and guided the writer in conducting till finishing this research

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5. The head of library of UIN KHAS Jember who has given opportunity for me to borrow some books
6. KH. Ahmad Sa'duddin as the leader of Islamic boarding school of Sumber Payung who has permitted the researcher to conduct the research.
7. K.Moh Afifi, S.Pd.I.,M hum, The leader of English boarding house who has given the researcher permission and support in conducting this research.

Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion

Jember, July 21th, 2021

Writer

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ABSTRACT

Muhammad Ihsan, 2021: *Using Communication Strategy in Learning Speaking Ability at English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep).*

KeyWord: speaking ability, communication strategy.

The importance of learning English cannot be separated from mastery of speaking. Speaking skill is the most essential skills for all learners, especially for EFL students in English boarding house of Sumber Payung. All members were obligated to speak English, they implemented communication strategy where requisite meaning was really forbidden to be applied. The tutor and students provided communication strategy to avoid speaking problem, the students able to interact each other by using English language which contained from communication strategy.

The research questions in this research were: 1) How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?,2) How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?. The goals of this research were: 1) To describe the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung, 2) To describe the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung

This research used qualitative descriptive. The participants were four tutors and thirty five students at the English boarding of Sumber Payung. The data collection methods that has been used were observation, interview and document review.

The findings of the research were, 1) The implementation of learning speaking ability through communication strategy at the English boarding house of sumber payung was implemented in the classroom and outside of classroom activities. Some steps to conduct communication strategy in learning speaking ability were greeting from tutor, explaining the material, making students in group, asking student to make conversation material, asking students to conduct conversation practice. The materials in the classroom consisted of introduction, asking and answer question, invitation, daily conversation, describing something, asking for clarification, etc. The communication strategy used were appeal for assistance, word coinage, Mime, circumlocution and language switch. 2) The evaluation of learning speaking ability through communication strategy at the English boarding house of Sumber Payung was oral form, they conducted storytelling that was done every week. It was done every Thursday night. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident

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CHAPTER I

INTRODUCTION

This chapter covers five important points: the first point is background of research, the second point is the focus of research, the third point is objective of research, the fourth point is significance of the research, and the last one is definition of key term.

A. Background of Research

The English language is spoken all over the world and it has attained the status of the global language. English is used widely when a person has a high level of English mastery. One will be able to access information and broaden the knowledge more easily and more widely. Realizing that mastering English is needed by many people for this era, they learn English for a job, academic or to have communication with other person. Harmer (1998) stated that the important of English is to absorb and develop science, technology, culture, and to improve the international era[2]. That is why many persons force themselves to be English expert.

English is the important language that all students have to be expert of it, it is as one of the requirement lesson that must be known by all students to pass their formal education. Kusuma (2018) stated that the first foreign language which was taught in education of Indonesia is English[3]. The importance of learning English cannot be separated from mastery of speaking,

[2] Jeremy Harmer, *the practice of English language teaching* (London:Longman, 1998), 37.
[3] Chusnu Syarifa Diah Kusuma, "Integrasi Bahasa Inggris Dalam Proses Pembelajaran", *Jurnal Efisiensi – Kajian Ilmu Administrasi,* 2 (agustus 2018), 44.

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it to deal with daily life communication. Allah said in the Holy Quran in At Taha verse 44-45:

فَقُولَا لَهُۥ قَوۡلٗا لَّيِّنٗا لَّعَلَّهُۥ يَتَذَكَّرُ أَوۡ يَخۡشَىٰ ٤٤ قَالَا رَبَّنَآ إِنَّنَا نَخَافُ أَن يَفۡرُطَ عَلَيۡنَآ أَوۡ أَن يَطۡغَىٰ ٤٥

And speak unto him (Fir'aun) a gentle word that peradventure he may heed or fear. They said: Our Lord! Lo! We fear that he may be beforehand with us or that he may play the tyrant[4]

According to verse above that communication is really needed to share our idea or to have someone who speaks with us. We can learn from those verses that without communication Musa will not be able to subdue Fir'aun and all his soldiers.

According to Rao (2019), speaking skill is the most important skill to acquire foreign or second language learning among the four key language skills[5]. Speaking skill is the most essential skills for all learners who wish to learn English to enhance their career, build confidence levels, improve business, get better job opportunities, attend interviews, make public speeches, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world.

The important of speaking skill caused by the special aspect to exchange information and to express the idea to another people, especially in

[4] Kementrian Agama, *Al qur'an,(*Semarang, PT Karya Toha, 2016), 2۰:44-45.
[5] Parupalli Srinivas Rao, "The Importance of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ),* 2 (7,2019), 8.

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this Globalization era that force people to update much information not only national, but also international information to build their creativity, it will be useless when they do not understand English as the global communication used in many other countries.

Weal (2018) explained that speaking skill is productive skill [6]. Productive skill means that speaking probably needs to be practiced and produced. As the productive skill, speaking is the priority for English as second or foreign language, sometimes students evaluate their English based on their spoken form. They will feel confidence when they able to speak and practice their English well in the real life situation. During speaking is a productive skill, it involves the ability of communicative competence; consist of vocabulary, intonation, pronunciation, fluency, and grammar competence.

There are lots of problem that faced by students during learning process. Some researches stated that students find difficult to speak English, they are confused on how to arrange the word into sentence. Moreover they are still in not quite fluent in delivering their speech. Suarini (2019) stated that the big problem that still goes on in learning speaking ability is not confident to express student's minds[7]. That unconfident caused by some aspects, those they have limited English knowledge and difficulties to initiate, maintain in conversations due to lack of linguistic knowledge. Some students may be satisfied with the material presented in class, but there are some who want

[6] Ahmad Wael, "Exploring Students' Learning Strategies In Speaking Performance", *International Journal of Language Education*, 1(2018), 66.
[7] Ni Wayan Suarini, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha*,01(2019), 49.

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more and practice in another time. They did not satisfy when they got material just in the class with limited time. It makes them also seek the activity which can enhance their speaking skill, for example as living in non-formal education that obligate to speak English.

Rao (2019) stated that speaking is one of the most difficult skills language learners have to face[8]. That was proofed by students who graduated from their school cannot perform English well, despite English as the requirement lesson in the senior or junior high school. The difficulties of speaking which are faced by students because several reasons, some of the reasons are due to the previous teaching strateegy which were less effective.

Regardless of its importance, learning speaking skill has been undervalued and most of the English teachers conducts their teaching speaking skills just as memorize dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the students based on the proper strategy, so that they will improve their abilities in speaking and perform well in real life situations.

Realizing, that English speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years, they find it difficult to speak in real situations when it is demanded. Besides less effective of the methodology that used, there are also some reasons to overcome it. First of all, the students should understand

[8] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*, 2 (7,2019), 8.

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the importance of speaking skills and they try to acquire them as they need to compete in this competitive world. The methodology that is applied was the teacher centered with a focus only on reading or writing. Grammar was considered of primary importance and was often taught through a separate grammar book. Vocabulary teaching consisted mainly of memorizing. Writing lessons consisted of writing of model composition that is combined with grammar and vocabulary exercises. Speaking skills were not dealt with seriously in any way. That is the reason why speaking is the skill which students do not like it, their vocabulary is only used for their memorizing section without practicing in the real communication.

Definitely, mastering speaking refers to mastering communication. According to Wahono (2018), speaking is common mean of communication within the community[9]. Meanwhile, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Having good communication is the passport to get better employment opportunities. Someone practices to speak English to communicate with other people, moreover they live in different language or the different region. Perfect communication is not possible for people without using a language. Moreover, English speaking is really different with mother language that can be produced automatically and directly, this skill needs interaction, communicative competence and strategy to build continuously practice and opportunities.

[9] Suparwoto sapto wahono, "The of English lectures in developing students' attitude and English speaking of English department students at IAIN Jember", *journal of TURATS,* 1(Sep, 2018), 103.

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Communication strategy becomes one of the strategy of communicative competence that relates to the way both speaker and interlocutor to cope any kinds of communication problem. Communication strategy is an important thing and one of the effective way which are used in learning speaking skill because it has a function to bridge the gap between the interlocutors regarding with their misunderstanding in communication. The process of learning speaking skill will be more effective if the teacher and students also use communication strategies

A study conducted by Rachmajanti (2016) about Communication Strategies Employed by EFL Learners in a Speaking Class, found that Communication strategies have been an extremely important topic of discussion when it comes to second and foreign language learning, particularly in oral communication[10]. Other study conducted by Maleki (2010) about Techniques to Teach Communication Strategies, found that the use of communication strategies is conductive to language learning and communication strategy training should be incorporated into school syllabuses[11]. The important of communication strategy because it can make both teacher and students are able to speak in English effectively.

Having done observation in English boarding house of sumber payung that all members were obligated to speak English, they implemented communication strategy where requisite meaning was really forbidden to be

[10] Sri Rachmajanti, Communication Strategies Employed by EFL Learners in a Speaking Class, *Jurnal Pendidikan Humaniora*, 2 (Juni, 2016), 65.
[11] Ataollah Maleki, Communication Strategies Employed by EFL Learners in a Speaking Class, *Journal of Language Teaching and Research*, 5 (September 2010), 640.

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applied. The tutor and students provided communication strategy to avoid problem in speaking activity, the students able to interact each other by using English language which contained from communication strategy. They used any effort to make the interlocutors understand what he means or he wanted to say. That is interesting to know how the implementation of communication strategy is running well and able to make students active to speak English. Therefore the researcher conducted the research under the title "**Using Communication Strategy in Learning Speaking Ability at English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep)"**

B. Focus of Research

Having the background has been described above, it can be determined that the problems which can be discussed in this research are:

1. How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?
2. How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?

C. Objectives of Research

Based on the focus of research above, there are two objectives of research. Those are:

1. To describe the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung

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2. To describe the evaluation of learning speaking ability trough communication strategy at English boarding house of Sumber Payung

D. Significances of Research

The significances of this research divided as theoretical and practical knowledge, those are explained as follows:

1. Theoretical Significance

   The benefit of this research hopefully can enhance much knowledge about learning speaking and communication strategy

2. Practical Significance

   a. For English Tutor of this English Boarding house

      Every teacher or tutor would like to have good strategy to transfer their knowledge to the students, this is done to make student understand well about the material they shared. Speaking is the skill which needs interesting and good strategy. This research as the media where tutor able to use the strategy in learning speaking ability

   b. For Further Researcher

      Every researcher needs references in conducting their research. This study can be new insight, knowledge and experience using communication strategy in learning speaking ability

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E. Definition of Key Term

There are two terms which are provided to be defined in this research:

1. Learning Speaking

   Learning speaking is the process where people conduct speaking as something they have to know with all the form of speaking they learn

2. Communication Strategy

   Communication strategy is mutual attempts of two persons between speaker and hearer to agree on a meaning in situations where requisite meaning do not seem to be applied

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CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter covers two important points; those are previous research and Theoretical framework.

A. Previous Research

There are four relevant researches which are chosen by the researcher in this research.

1. Thesis which was written by Riana Eka Budiastuti (2017)[12], with the title "The Application of Communication Strategies In the English Department of Universitas Muhammadiyah Semarang (Unimus)".

   The population of this research was the students in the English education department of Muhammadiyah university Semarang, with the sample were 5th semester students and 2 lecturers of English Education Study Program of Unimus in the academic year of 2017/2018. The findings of this research showed on how the writer counted many percent of the type of communication strategy used by the lecture in the classroom, she mentioned that Mime 32% and Language Switch 28 %. After that, the use of Approximation and Literal Translation strategies are 6% each. It is then followed by the Message Abandonment 8% appearance. While for the second class, the most frequent used strategy is Circumlocution 23.5 %.

   This research observed the communication strategies used during the Genre Based Writing and Language Teaching Method by analyzing the

[12] Riana Eka Budiastuti, *'The Application Of Communication Strategies In The English Department Of Universitas Muhammadiyah Semarang (Unimus)'* (Thesis, Universitas Muhammadiyah Semarang, 2017).

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teaching learning exchange that happened in 5th semester of English students in Muhammadiyah University of Semarang

The similarities of this research were using communication strategy in English communicating practice. Both the researchers used qualitative method.

The differences of this research are the object of the research and the subject of the research.

2. Thesis which was written by Intan Nur Charina (2013)[13], with the title "Improving Students' Speaking Skills Using Communication Strategy: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy".

The population of this thesis was the Abe's class, a pre-intermediate class of English Made Easy, with the samples were 10 students of Abe's class, a pre-intermediate class of English Made Easy. This thesis focused on improving speaking ability. The finding of this research that the students have problem in learning speaking ability through some reason, first because the teacher use uninteresting method in learning process, such as in the previous teaching method, most of the activities were of the traditional modes, such as reading the dialogues, reading texts and doing written exercises. Besides that, almost all important examinations did not consist of an oral test, which caused both the teachers and students to neglect oral English. That technical teaching

[13] Intan Nur Charina, *"Improving Students' Speaking Skills Using Communicative strategy: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"* (thesis, State University Of Yogyakarta, 2013).

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makes students think that English is the bored and the laziest lesson in the class that makes them lack of responsiveness, fluency, accuracy, self-confidence and cooperation in practicing their speaking.

This research found some reasons based on identified problems of students' speaking. The first was the teacher. The teacher had not fulfilled the criteria of a good teacher. She did not give clear guidance to help students reach the target language function. The activities in the class were not well designed and the tasks, such as reading the dialogue aloud, identifying the expressions from the dialogue, and memorizing the dialogue were insufficient to give the students assistance with the difficulties that arouse. The second was the students. Some students showed positive behaviors. Some of them were attentive and they were not reluctant in communicating using English although they still had difficulties in speaking. However, some students did not show positive behaviors. They did not really pay attention to the teacher's explanation. The last one was material and teacher's media. The materials used during the class were not various, the students were not equipped with any course book. Instead, the teacher gave some handouts to the students. The handouts were related to the materials that they learnt in that meeting. The handouts contained the written exercises and the speaking tasks. Besides that, the teacher also seldom to use facilities in the school as LCD and DVD to give more visual input and to help students understand easier.

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Only sometimes do the teachers make use of the media such as pictures and cards.

Based on the problem found in this research, this research conducted communication strategy to overcome the problem of student's speaking and improving speaking ability. Communicative competences are the skill which is really needed in speaking practicing, as to develop students' effectively and their confidents in speaking English. Some ways were offered in developing communication strategy in this research. The activities could be in the form of asking and answering questions, role playing, playing games.

The similarities of this research were to find out the communication strategy as the right strategy in facing many problems in learning speaking ability.

The differences between is the research object and subject. And this research also used game as the main action

3. Thesis which was written by Muhammad Isa (2017)[14] with the tittle "A Study of English Oral Communication Strategies Used by Students at Smk N 1 Salatiga".

The population of this thesis was students from SMK N 1 Salatiga, with the samples were 90 students from the 11th grade from 6 different departments. This thesis focused on the using oral communication strategy to cope speaking and listening problem for Students at SmkN 1 Salatiga.

[14] Muhammad Isa, "*A Study of English Oral Communication Strategies Used by Students at Smk N 1 Salatiga*" (Thesis,Kristen satya wacana university of salatiga,2017)

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The finding of this research was the most common challenge and solution the students had was associated with a lack of vocabulary and how to improve

Besides, this thesis categorized some problems in students' English speaking, it appeared that the students tended to have many problems in learning English, mainly in speaking and listening skills. Mostly, they seemed to be lack of the necessary vocabulary needed to communicate using English. Another problem they hold was about their performance in comprehending the English structure. There found many students who still confused on how they arrange their vocabulary to be phrase and sentence. They also did not have many opportunities to practice English and mostly being hesitant to speak English. Most of them ended up using their native language

The aim of this study was to identify the good strategies based on the students' perception which has helped them to understand English communication. It also expected to make a more comfortable and engaging English class where the chosen strategies were applied and understood by the students. It was also believed that learners could improve their underestanding proficiency by developing an ability to use specific communication strategies that enable them to compensate for their target language deficiency

The similarities of this thesis were focusing on how the students able to speak English fluently with always practicing more.

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The differences between are research object, research subject and this thesis also used role play in conducting communication strategy

4. An article which was written by Ni Wayan Suarini, Ketut Seken and Ni Nyoman Padmadewi (2019)[15]. The title of this article is "The Use Of Communication Strategies By The Teacher As A Technique of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation".

   The research in this article conducted a study in BCF (Bali Children Foundation). Bali Children Foundation is a training center that helps children to provide community education in remote areas of Bali that is located in Banjar village. This article focused on how important using communication strategy in learning English speaking, moreover for student. There were three mean reasons why teacher or guide must use communication strategy in learning speaking skill which were mentioned in this research. Firstly, the teacher applied the communication strategies because they wanted to help students to understand the meaning of English utterances. Secondly, to help the students memorize the word in English, third was to help the students mastering a topic, to improve students' motivation and the last was to help the students comprehend the lesson

   Some problems of speaking skill mentioned in this article, such as not confident to express their minds through their limited English

[15] Ni Wayan Suarini, Ketut Seken, Ni Nyoman Padmadewi, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha,*01(2019).

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knowledge and have difficulties to initiate and maintain in conversations due to lack of linguistic knowledge. So, young learners need good motivation and support in order to understand new language especially English. The teacher should implement many techniques to help the students understand what the teacher is going to say in the classroom. Teacher has already used various teaching technique to make students understand and can respond what the teacher ask to them. According to problem above, teaching communication strategies can be a technique to this problems, it can improve learners' communication skills, increase their motivation and can pave the way for learners to become more successful in learning English.

The similarities were conducting communication strategy in learning speaking ability.

The differences between were research object and research subject.

Table 2.1
The Similarities and the Differences Between Previous Research and This Research

No	**Title of The Research**	Using Communication Strategy In Learning Speaking Ability At English Boarding House. (Case Study at Islamic Boarding School of Sumber Payung Sumenep)	
		The similarities	**The differences**
1	Thesis written by Riana Eka Budiastuti, "The Application of Communication Strategies In The English Department of Universitas Muhammadiyah Semarang (Unimus)	a. Both researchers conducted the research about communication strategy b. Both the researchers used qualitative methode	**a.** The subjects of Riana's research were English students and lecture of Muhammadiyah University). While this research used English boarding

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			house students and tutor as the subject of the research **b.** Riana's research conducted to fulfill Master's degree, while this research conducted to fulfi bachelor's degree **c.** Riana's research focused on the type of communication strategy, while this research focused on the steps and type of communication used. **d.** Riana's research focused on writing communication, while this research focused on oral communication.
2	Thesis which was written by Intan Nur Charina, "Improving Students' Speaking Skills Using Communicative Activities: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"	a. Both the researchers conducted communication strategy as the right strategy in facing many problems in learning speaking ability b. Both the researcher conducted speaking skill as the object of research	a. The subject of carina's research conducted in Abe's Class, A Pre-Intermediate Class Of English Made Easy, while this research conducted in English boarding house b. Carina's research used classroom action research, while this research used qualitative research c. While Carina's research used game as the main action
3	thesis which was written by Muhammad Isa, "A Study of English Oral Communication	a. Both the researchers conducted the	a. The previous research focused on how to cop

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	Strategies Used by Students at Smk N 1 Salatiga"	research by using qualitative method b. Both the researchers focused on how the students can speak English fluently with always practicing more	problem of speaking and listening, while this research focused on how to cop speaking skill b. The subject of Isa's research was the students of Smk N 1 Salatiga, while this research used English boarding house students as the subject of the research
4	Article which was written by Ni Wayan Suarini, Ketut Seken and Ni Nyoman Padmadewi, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation"	a. The previous research and this research used qualitative method b. Both the research conducted communication strategy in learning process c. Both the researcher collected the data by using observation and interview	a. The previous research in BCF (Bali Children Foundation). While this research conducted in English boarding house of sumber payung Islamic boarding school b. Wayan's research focused on the type of communication strategy used, while this research focused on the steps and type of communication used.

The research gap in this research was the previous research did not mention the steps to conduct learning speaking ability through communication strategy, they just focused on the types of communication strategy used. Besides, the previous research focused only on the teacher used

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communication strategy in teaching English. Meanwhile, this research not only focused on the types of communication strategy used, but also the steps on how to implement communication strategy used by teacher and students in learning speaking ability. It can be implemented in any other education.

B. Theoretical Framework

1. English Speaking Skill

a. Definition of Speaking Skill

The important of English does not escape from the important of English speaking. Speaking is an activity which involving two or more people in which the participants are both the listeners and the speakers that having to act what they listen and make their contribution at high speed. From this we can conclude that speaking refers to Communication, and Communication has an important role in human's life because by doing it, they can express their idea or feeling to other people. Moreover speaking is the key for people to have relation between the one and others, most of people today try to learn speaking skill in English. According to Rao Speaking is the skill that the students will be judged upon most in real life situations[16]. Speaking also as the process of expressing idea, opinion or anything we want to share. Speaking is the productive skill and it could be separated from listening, so it is a media that connects us with others people in social relationship and friendship.

[16] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ),*2(2019),8.

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b. Components of speaking skill

Component is part of a whole thing. There are five components in speaking skill[17], those are:

1) Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Comprehension means understanding to what the speaker said in the communication. For communication, it certainly requires a subject to respond the speech as well. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speaker and listeners

2) Vocabulary

Vocabulary refers to the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in their speaking. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Having limited vocabulary is also a barrier that precludes learners from learning a language

3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process

[17] Azlina Kurniati, Eliwarti, Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru*",jurnal online mahasiswa*, 2(2015),5.

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on how sound is produced. Pronunciation also as a vital role in order to make the process of communication easy to be understood

4) Grammar.

Grammar is needed for students to arrange a correct sentence in conversation. Someone who mastering grammar will know how to arrange word in sentences, the correct tenses will be used etc., So that grammar is one of components to create a good sentences

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in learning speaking is the aim of many language learners. The Signs of fluency include a reasonably, fast speed of speaking and only a small number of pauses, These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message

c. Types of speaking skill

Speaking skill has some types which have been mentioned by Brown in his book. The types of speaking are imitative, intensive, responsive, transactional (dialogue), Interpersonal (dialogue) and extensive (monologue)[18]

[18] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Fransisco: Longman, 2001), 271.

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1) Imitative

This type includes the ability to practice the intonation and that is just imitating a word, phrase or sentence. Pronunciation is the important thing for this type

2) Intensive

This intensive type goes one step beyond imitative to include any speaking performance. The students' speaking performance that is practicing some phonological and grammatical aspects of language

3) Responsive

This type as short replays to the teacher or student initiated question or comment. Responsive type includes interaction and test comprehension but at the some limited level of very short conversation. At lease it includes greeting and small talk, simple request and comments

4) Transactional (dialogue)

This type is carried out for the purpose of conveying or exchanging specific information, and it is the extended of responsive type.

5) Interpersonal (dialogue)

This type is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information

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6) Extensive (monologue)

Finally the students at intermediate level to advance level are called on to give extended monologue in the form of oral report, summaries or short speech. In other word, when the students in this last type, they can have conversation or event speech.

d. Principles In Learning Speaking Skill

The important of learning speaking skill does not escape from some principles of learning speaking itself. The following are some principles of learning speaking skills[19]:

1) Encourage students to speak right from the first day.
2) Tolerate the students if some of them simply repeat what they say.
3) If a student gives one word answer to any question, have to improve it
4) Let the learners speak actively with whatever English knowledge they have
5) Propose structures/phrases/words.
6) Encourage back-chaining technique (the teacher pronounce the last syllable and the students repeat it, then the teacher continuous working backward from the end to the beginning of the syllable)
7) Organize role play and supervise the learners to correct the active ones and the passive ones.

[19] Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom", *International Journal of Media, Journalism and Mass Communications (IJMJMC,*3 (2017),15.

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8) Be well prepared in advance in terms of lesson planning, activities and tasks.

9) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner

10) Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention

e. Characteristics of Speaking Activity

The students of speaking activities should be designed between fluency and accuracy achievement. Fluency and accuracy are important elements of communication strategy. Speaking as the way in sharing information must be accurate and fluency to clear what speaker want to say. The first characteristic of speaking activity is fluency.[20] Fluency is the purpose of teachers in teaching speaking skill, fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Zyoud (2016) defines it as the ability to respond coherently within the turn of conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in real time[21].

[20] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education* ,2 (2017),36.
[21] Munther Zyoud, "Theoretical Perspective On How To Develop Speaking Skill Among University Students", *an international multidisciplinary journal,*1(Mar, 2016),5.

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The second characteristic of speaking performance is accuracy[22]. Accuracy is the extent to which students' speeches match what people actually say when they use the target language. To select suitable words in the suitable contexts, learners sometimes use similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

f. Fluency and Accuracy Speaking

A good speaker will speak language fluently and accurately. Fluency is an ability to speak with good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation. There some activities that focused on fluency and accuracy in learning speaking ability[23]:

1) Activities focusing on fluency
    a) Reflect natural use of language
    b) Focus on achieving communication
    c) Require meaningful use of language
    d) Require the use of communication strategies
    e) Produce language that may not be predictable
    f) Seek to link language use to context

[22] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education* ,2 (2017),36.
[23] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York:2006),14

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2) Activities focusing on accuracy

a) Reflect classroom use of language

b) Focus on the formation of correct examples of language

c) Practice language out of context

d) Practice small samples of language

e) Do not require meaningful communication

f) Control choice of language

g. Principles of Speaking Skill As The Communication Activity

The important of communication cannot be separated by some principles of speaking skill as the mean of communication activity. There are some principles of speaking that were delivered by Wahono, Those are[24]

1) Speaking and listening are two reciprocal activity
2) Speaking is an individual process in communicating
3) Speaking is creative expression
4) Speaking is behavior
5) Speaking is learned behavior
6) The wealth of experience influences speaking
7) Speaking is a mean in smoothing the horizon
8) Linguistic ability and environment are closely related
9) Speaking is personal emission

[24] Suparwoto Sapto Wahono, "The of English lectures in developing students' attitude and English speaking of English department students at IAIAN Jember", *journal of TURATS,* 1(Sep, 2018), 103.

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h. The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information. According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are[25]:

1) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

3) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

4) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words

[25] Yenny Rahmawati,Ertin, "developing assessment for speaking", *journal of IJEE,*2 (2014),202.

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5) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

6) Task

Task deals with finishing the command given during the speaking test.

2. Communication Strategy

a. Definition of Communication Strategy

Ommunication strategies not only play an important role in communication or speaking activity, it also contributes to second or foreign language acquisition. Communication strategies (CS) can help to keep the communication channel open because the learners are given a chance to deliver their speech. If we try to refer what strategy is, strategy means problem-solving which was carefully chosen by the users because it was successful to overcome their problem and gain a solution where they felt most comfortable with. The relation with communication strategy (CS), Communication strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared and focus on exploring alternate ways of using what does not know for the transmission of a message[26]. Kasper (1983) defined communication strategies as potentially conscious plans for

[26] Gabriel Kasper, *Communication strategies: psycholinguistic and sociolinguistic perspective*, (Routletge, New york, 2014),1.

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solving what to an individual presents itself as a problem in reaching a particular communicative goal[27].

We know that both speaker and hearer are successful interlocutors in the communication, When the participants are aware of that they do not understand each other, they will resort to number of techniques, perhaps, paraphrase, transfer or many others. The other definition, Yani stated that communication strategy is a systematic technique employed by a speaker to express his meaning when faced with some difficulty[28]. While Scott (1995) extended the concept of using communication strategies in the process of learning foreign language, they asserted that every potential attempt to cope language related problems in which the speaker is aware during communication course can be called as communication strategy[29].

In short, communication strategy can be said as a strategy to deliver the idea effectively and prevent misunderstanding between the interlocutors. All the above definitions reveal the same purpose of Communication strategies, namely, to solve an emerged communication problem by applying some kinds of techniques In the process of learning English speaking as foreign language. It is relevant with learning speaking that always find a lots of problem

[27] Iva Rofiatun, "Communication Strategies Used By English Teacher In Teaching And Learning Process", *2nd English Language and Literature International Conference (ELLiC),(2018),167*
[28] Zhang Ya-Ni, "Communication Strategies and Foreign Language Learning", *US-China Foreign Language*, 4(Apr 2007), 44.
[29] Iva Rofiatun, "Communication Strategies Used By English Teacher In Teaching And Learning Process", *2nd English Language and Literature International Conference (ELLiC),(2018),167.*

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that faced by the students, such as passive to express their minds through their limited English vocabulary and having difficulties to initiate and maintain in conversations due to lack of linguistic knowledge. So, young learners need good strategy and support to understand English communication.

Based on the various definitions can be simply summarized that communication strategy is potentially mutual attempts between speaker and interlocutor to agree on meaning to cope any communication problem which they are aware during the communication activity

b. Characteristics of Communication Strategy

There are some characteristic of communication strategy. This characteristics are delivered by Harmer (2001)[30], those are:

1) Desire to communicate,

It means that the students should have a desire to conduct their communication

2) Communicative purpose.

Communicative purpose means that the students should have a purpose for their communicating

3) Content not form.

It Means that students should be focused on the content of what they are saying, they do not too focus on the form of the word

[30] Ibid. 39.

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4) Variety of language,

Variety of language means that students should use a variety of language rather than just one language structure

5) No teacher intervention,

It means that the teacher will not intervene to stop the communication activity

6) No materials control.

It means that the materials the teacher relies on will not dictate what specific language forms the student use either

c. Types of Communication Strategy

According to Tarone, Some types of communication strategy used in speaking activity. The types of the communication strategy are[31]

1) Paraphrase

Paraphrase includes three subcategories:

a) Approximation: The student uses a single word which has some common semantic features with the desired item even if she knows that it is not right in the context. Excusing pipe for water pipe

b) Word coinage: The learner's creation of a new word in order to communicate a desired concept. example *airball* for balloon

[31] Gabriel Kasper, *Communication strategies: psycholinguistic and sociolinguistic perspective*, (Routletge, New york, 2014),4.

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c) Circumlocution: The speaker describing the characteristic or elements of an object or action

2) Transfer

Transfer has two sub elements in it, those are:

a) Literal translation: the learner's translating word for word from the native language

b) Language switch: the learner's using the native language term without bothering to translate

3) Avoidance

This type has two sub elements, those are:

a) Topic avoidance: The students prefers not to talk about the subjects which they think that their linguistic capacity is not enough

b) Message abandonment: The student starts talking about a topic but when she comes to a dead end in making himself understood, she simply stops in mid utterance

4) Appeal for assistance: the speaker asks for the correct term or definition to his/her partner.

5) Mime: the learner uses nonverbal strategies (as body language in transferring what the speaker mean) in place of a meaning structure

These achievement strategies above detailed by Tarone used for this analysis in the present study.

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Table 2.2
Types of communication strategy
Delivered by Tarone

1	Paraphrase	Approximation
		Word coinage
		Circumlocution
2	Transfer	Literal translation
		Language switch
3	Avoidance	Topic avoidance
		Message abandonment
4	Appeal for assistance	
5	Mime	

d. Steps To Conduct Communication Strategy

There are some steps where communication strategy conducted in speaking activity. Those are[32]:

1) Divide the class into teams of four or five students
2) Ask students to have pen and paper handy
3) List target language vocabulary on the blackboard which share semantic features with the main items to be taught during the session.
4) Write examples of vocabulary items identified with their approximations
5) Ask students to identify main items according to their approximations listed on the blackboard
6) Ask members of each team to compare their identified items with those of other team members and to resolve their differences on discussion

[32] Ataollah Maleki, "Techniques to Teach Communication Strategies", *Journal of Language Teaching and Research,5*,(September ,2010),642.

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7) Ask a member of each team to read out the identified items agreed upon within the team
8) Have the class discuss, compare, and prepare the final list of the main items
9) write the final list on the blackboard for all class to see
10) Have each team write two sentences one with the main item and the other with its approximation
11) Have teams read their written sentences and correct them

e. Procedures of Conducting Communication Strategy

There are some procedures to conduct communication strategy that were delivered by Cervantes [33]. Those are:

1) Raising learner awareness about the nature and communicative potential of communication strategies
2) Encouraging students to be willing to take risks and use communication strategies.
3) Providing second language models to conduct communication strategies through demonstrations, listening materials videos, and getting learners to have communication activities
4) Highlighting cross-cultural differences in communication strategy usage because English languages has some kinds of style
5) Teaching communication strategies directly by presenting linguistic devices to verbalize them.

[33] Carmen A. Rodríguez Cervantes, "The Use of Communication Strategies in the Beginner EFL Classroom", *Gist Education and learning research Journal*,6,(Nov, 2012),115.

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6) Providing opportunities to practice in strategy use is necessary because communication strategies can only fulfll their function as immediate if the speaker practice to speak using target language

f. Communication Strategy Activities

There are some activities that can be used in conducting communication strategy to learn speaking ability which encourage the students to be able to use English language to communicate. Those are as follows[34]:

1) Question and answer

Questions and answers are often used as warming up of speaking activities. We can conclude that the purposes of conducting warming up activities are to get to know each other a little at the beginning and to get students into the right mood before starting their conversation

2) Games

Game as the suitable to mastering speaking as well as relaxed in learning speaking.

a) Information gap activity

Information gap activity is an activity where student should talk each other to get information and they have to have partner in their communication

[34] Intan Nur Charina, *"Improving Students' Speaking Skills Using Communicaton strategys: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"* (thesis, State University Of Yogyakarta, 2013):46

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b) Conversation

Conversation is an activity which provides content for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of interaction such as introducing new topics and many others. This activity can give more chances for students to express their own personality and experiences in the target language

c) Telling stories

The purpose of this activity is to make students have longer connected text and develop imagination, so they can produce longer speech.

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CHAPTER III

RESEACRH METHODS

A. Research Design

The design of this research is qualitative research. Qualitative research is research concerned with the meaning people attach to things in their lives[35], such as behavior, perception, motivation, action, etc. Generally, qualitative researcher empathizes and identifies with people the researcher study in order to understand how those people see things. Besides, qualitative research is the Central to the phenomenological perspective and understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative research also refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be studied. Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation

The type of this research was descriptive qualitative. Descriptive qualitative is a label used in qualitative research to study what are descriptive in nature[36]. Besides, descriptive qualitative also as the label of choice where a straight description of phenomena is desired or information is sought to develop and refine questionnaires or interviewers.

[35] Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),7.
[36] Hyejin, "characteristic of qualitative descriptive studies", https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5225027/, (30 sep 2016).

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The researcher used descriptive qualitative because the researcher would like to describe clearly the use of communication strategy in learning speaking ability at English boarding house of Islamic boarding school of sumber payung sumenep.

B. Research Location

This research was conducted in English boarding house of Islamic boarding school of sumber payung which the located at Guluk-guluk Street, Bataal Barat, Sumenep Regency, east java Indonesia. The place was chosen by the researcher because it is one of the English boarding house which implemented communication strategy in their learning speaking.

C. Research Subject

Research subject refers to the informant who became the research source. The informant reported the information which related to the research focus on this research.

Having subject of the research, the researcher used purposeful sampling. Purposeful sampling is qualitative sampling technique which the researchers intentionally select individual and sites to learn or understand the central phenomena[37]. Purposeful sampling also as the selecting information rich cases for the most effective use of limited resources with must be consistent with the aim and assumption that use in the research

The subjects in this study were the four English tutor and thirty five students of English boarding house at Sumber Payung. The English tutor and

[37] John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 206

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student of the English boarding house were interviewed and observed by the researcher.

D. Data Collection Techniques

This research conducted some data collecting techniques, those techniques explain below:

1. Observation

Observation is a technique which people use in their natural settings in order to understand social life from the perspective of the participant[38]. Observation can be called as a technique in which the researcher used in taking field note of individual behavior and activities of the research site. This research used participant observation where the researcher participated in the student's activity of their learning speaking ability while becoming observer. The observation was conducted to get the data about the implementation of communication strategy in learning English, especially in the speaking skill which was obligated in the English boarding house of Sumber payung

2. Interview

According to Taylor, interview is favored digging tool of social researcher[39]. Interview is as the cheerful data collector with the role involves getting people to relax enough to answer the predefined series of question completely.

[38] Patricia leavy, *Research design* (new york: the Guilford press,2017), 134
[39] Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),102

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This research used in-depth interviewing (open ended interviewing) as this qualitative research method. By in depth qualitative interviewing, the researcher did this interviewing in face to face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words deeply at the English boarding house. The researcher took this type of interview because this type was so flexible, despite the researcher could add and improve the question so that it made the information which was gotten complete and valid. The data that the researcher was obtained from this interview was about the application of communication strategy in learning speaking ability at the English boarding house of Sumber Payung.

3. Document review

During the proses of the research, the researcher did not only use interview and observation to get the accurate data, but also used document review. Document is data consist of public and private data that qualitative researcher obtain about a site participant in the study[40]. Document also as a sources provide valuable information in helping researchers understand central phenomena in qualitative studies, these example of public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).

[40] John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 223

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In this research, some documents that have taken:

a. The data of the members in English boarding house
b. Data schedule of the activities in the English boarding house
c. Data about the evaluation sheet
d. Photos of learning English process

E. Techniques of Data Analysis

Analyzing that the data in conducting research, usually consuming much time because sometimes the researcher faces massive field note, such as audio recording, video transcription and many others. All of them must be examined and interpreted. The researcher used a descriptive study of qualitative research. As using technique, the researcher collected the data, arranged data then present data to know the learning process of learning speaking ability through communication strategy at the English boarding houses of Sumber payung

In this research, there were three steps of analyzing the data, they were data reduction, data display, also drawing and verifying conclusion[41].

1. Data Reduction

Data reduction is a process of selecting, focusing, simplifying and transforming the data that appear in the written up field note and transcription. The data that were selected in this reduction were interview, document and other empirical materials. Data reduction los as transforming process which continues after fieldwork until the final report finished.

[41] A.micheal huberman, *Qualitative Data Analysis, Second Edition* (London: sage publication, 1994), 10.

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The researcher took the data about the implementation of communication strategy in learning speaking ability.

2. Data Display

The second technique of analysis data from this research was data display. Data display is an organized, compressed, assembly of information that permits conclusion drawing and action[42]. This technique helps us to understand what was happening and to do something either analyze further or take action based on that understanding.

In this research, the researcher displayed the data and then analyzed it. Analyzing the data which was taken in field research and the researcher presented the data about the implementation of communication strategy in learning speaking ability.

3. Drawing and Verifying Conclusion

The last stream of analysis activity is drawing and verifying conclusion, from the start of qualitative analysis is beginning to decide what things mean and interpret patterns, explanation, possible configuration, causal flows and proposition. Verification is the brief as a fleeting second through crossing the analysis mind during writing with short excursion back to the field note and it also the elaborate with lightly argumentation[43].

[42] Ibid., 11
[43] Ibid., 11

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In this research, the researcher gave the result of the analysis based on the things happened in the field, then drew conclusion after presenting the data and analyzed the data.

F. Validity of The Data

For all kinds of research, including qualitative research, possibly the key quality control issue deals with the validity of a study and the findings. Validity is referring to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account. A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that was studied[44]

To accurate the data, the researcher must converse with the participants on two or more occasions about his view. So in this research used source triangulation and method triangulation. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research[45].

1. Source Triangulation

Source Triangulation is assessing the credibility of the data by checking the data that has been obtained through several sources

[44] Robert K. Yin, *Qualitative Research From Start To Finish* (New York: The Gulford Press, 2011), 78
[45] John W. Creswell, *educational research*, 4th edition (united states: person educationinc,2012), 259

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2. Method Triangulation

Method Triangulation is assessing the credibility of data through checking the same data by various methods (it may consist of Observation, Interview and documentation).

This ensures that the study was accurate because the information drawn on multiple sources of information, individuals, or processes. This triangulation process encouraged the researcher to develop a report the data accurately and credibility.

G. Procedures of The Research

Procedure of the research is a part which explains the research start from preface research, design development, the real research, and until report the writing or the result[46] . In this research there were three procedures that was used those are:

1. Stage of Pre-field Research

This is the first stage where it is determined what must be done before a researcher comes to the field of research object. There are six pre-field stages, those are:

a. Arranging a research plan
b. Selecting the research field
c. Managing the license
d. Exploring and evaluate the field of research
e. Selecting the participant or the informants
f. Prepare the research instrument

[46] Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

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2. Stage of Fieldwork

The second procedure after getting the research licensed was the researcher entered the informant or research object to collect the data with observation, interview and document review to get any information about the use of communication strategy in learning speaking ability.

3. Stage of Data Analysis

This is the last stage after getting the data. This stage was analyzing the data that include of data reduction, data display and drawing and verify it. Next, after the data analyzed, the last step has been done was making a research report.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers three important points. First is overview of English boarding house of sumber payung. Second is Research findings and data analysis, and the third is discussions on the result of data analysis. In the research findings and data analysis, the researcher collected the data from four tutor and thirty five students at English boarding house of sumber payung about the implementation of communication strategy used in students' learning speaking ability. Then the researcher also collected the data about the evaluation of students' learning speaking ability through Communication strategy.

A. Overview of English Boarding House Sumber Payung

The rising of sumber payung education indicated from some formal school which was built, such as elementary school, junior high school, senior high school and others. Besides, there are also some non-formal educations which built at this Islamic boarding school, such as Asrama kitab, Asrama Tahfidz and Ma'had of Arabic language. There was no only English boarding house at this education. That made some students who like English joined English course in other institution during fasting month.

Because of that reason, on 17th of August 2017, the leader KH Ahmad Sa'duddin built English area and K Moh afifi as the leader in that English boarding house. The first generations of this English boarding house were seventeen students.

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Vision

The realization of human beings who are knowledgeable of English, pious and having noble character.

Mission

1. Building students' interest in learning English intensively
2. Building students' interest in worship
3. Building the Islamic values

B. Research Findings and Data Analysis

A research should be provided with the data serving as the main of this research and the data would be analyzed. Based on the previous discussion that the researcher used observation, interview and document review which was served by collecting data using those three techniques. Researcher described, elaborated and interpreted the data till becoming whole description

Researcher elaborated the research findings based on the interview, document review and observation as follows:

1. The Implementation of Learning Speaking Ability Trough Communication Strategy At English Boarding House Of Sumber Payung

The findings showed that the used of communication strategy not only by the tutor, but also by the students at the English boarding house of sumber payung. Meanwhile, the implementation of learning speaking ability through communication strategy at the English boarding house was

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implemented in two parts, first was implemented in the classroom activity, the second was implemented outside classroom activity.

a. Classroom activity.

As the result of the observation, the researcher could know that all students at the English boarding house divided into two classes, those called as junior class and senior class, every class had different materials which taught more than one in conducting speaking ability through communication strategy[47].

It was straightened by Mr Jazuli explanation, he said:

> *"Untuk materi di speaking seperti invitation, greetings, asking information,,* speech *delivery dan yang lainya diajarkan tidak hanya satu kali, biasanya dua sampai tiga kali, santri akan disuruh praktek jika dirasa sudah mulai paham akan materi yang disampaikan oleh tutor"*
>
> "The tutor would not only teach speaking lesson such as invitation, greetings, asking information, speech delivery and many others once, but also twice or trice, then the students will be instructed to practice if they have understood the material explained by the tutor" [48]

The explanation above was supported by observation conducted in a few days, the researcher tried to observe the book used in learning speaking skill, there found some speaking materials used at the English boarding house, and it can be seen in the table below[49]:

[47] Observation, 3rd of july 2021
[48] Tutor, Interview, 3rd of july 2021
[49] Observation, 8th-10th of july 2021

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Table 4.1
The English speaking material

NO	CLASS	
	Junior class	**Senior class**
1	Greetings	Asking and giving suggestion
2	Introduction	Describing something
3	Asking and answering question	Asking for clarification
4	Asking and giving permission	Master of ceremony
5	Invitation	Speech delivery
6	Daily conversation	Being good public speaker
7	Saying goodbye	

There were two times where the students had the class in a day, first class was done in the morning at 05:30 and the second class was done in the evening at 20:30. The observation conducted in junior class at 20:30 got the result that there some steps used in conducting speaking ability through communication strategy at the English boarding house of Sumber Payung, those steps were[50]:

1. The tutor came to the class by saying salam
2. The tutor greeted students and desire them to speak English by asking their condition and their days
3. The tutor stared to explain the material, it was about *Asking and giving permission*
4. Then, the tutor asked students to find partner

[50] Observation, 9th of july 2021

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5. the students were asked to make conversation material based on the material explained
6. the tutor asked students to conduct conversation practice with the interlocutor for five minutes without stopping

Based on the observation, the researcher found that the tutor used instruction which contained by communication strategy during in the classroom:

Tutor: *Ok, now you have to make conversation material in your book with your interlocutor about asking and giving permission* (while holding a book and pen and acted like someone writes something)

Students: *(Silent), then fahrizal said "I do not know make it sir."*

Then the tutor visited him and tried to explain again the material while asking him what had been explained by the tutor.

The findings above showed that the tutor used Mime and appeal for assistance as the strategy to desire students to speak English. The students also used language switch in the conversation with the tutor. Language switch may happen to non-native speaker and they would use it to avoid conversation breakdown. The used of language switch by the students also straightened by Mr kholid explanation, he said:

> *"Santri disini miming diwajibkan berbicara bahasa inggris, hususnya bagi yang sudah tinggal lama di asrama ini. Kalau untuk yang junior, mereka boleh pakek bahasa inggris tanpa harus tersetruktur secara grammar"*[51]

[51] Tutor, Interview, 3th of july 2021

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> "all The students are obligated to *speak* English, especially for students who had been staying here for long time. For the junior students, they can speak English with Indonesian term."

From the statement above, it can be known that the junior students whose the English was lower than senior students able to speak English with their native language term.

In the other activity, the researcher got the result that the tutor were teaching students and discussed about invitation. Before dividing students into some groups, the tutor conducted Appeal for Assistance to desire students to speak English and to tell the students what he meant. He said to student "*what is it?. We always got it when our friend would like to get married"* (while holding invitation)[52]

The tutor divided students into five groups, every group was asked to make conversation material for about ten minutes with the topic *teacher and student.* Every group should have delegation to present the result of the conversation material they have made. The tutor gave five minutes to practice their speaking without stopping. The students made conversation practice with the interlocutor in front of the class based on the topic which was given by the tutor. There was a student looked confused to understand their friends, they asked to the tutor in the class. Then the tutor avoid to say the word in Indonesian, he tried to tell the student by using sentence, and also using Nonverbal strategy to explain what he mean to the student[53].

[52] Observation, 9th of july 2021
[53] Observation, 10th of july 2021

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Student: *What is the meaning uniform sir?*

Tutor: *Uniform is the cloth that usually wearied by student in school* (while holding his cloth)

The observation above also related with Mr Zain's explanation as the tutor who taught at the time. He explained:

> *"Selain untuk tetap berbicara bahasa inggris, ini juga bertujuan untuk* memotivasi *santri bahwa dalam belajar bahasa inggris kita bisa menggunakan cara-cara tanpa harus menyebutkan kata tersebut dalam bahasa Indonesia*[54] *"*
>
> "In addition constantly to speak English, this also aims to motivate students that we can use some techniques without having to mention the word into Indonesian"

The observation above was straightened by Mr Jazuli explanation. He said:

> *"Iya, karena santri bakal disuruh praktek secara berpasangan jika dirasa sudah mulai paham akan materi yang disampaikan sama tutor,"*
>
> "Yess, it because the students will be instructed to practice in a couple to the front of class if they have understood the material explained by the tutor"

Other observation showed that circumlocution paraphrase was identified in learning speaking. The tutor applied it during learning in the class. The tutor said, *"what is it? It contains of many vocabularies and we use it to look for the word in English"*. (While holding dictionary)

[54] Tutor, Interview, 3th of July 2021

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b. Outside Classroom Activity

There were some activities where the students implemented communication strategy that focused out of the class at this English boarding house. Those were:

1. Students' daily activity

Students' daily activity means the activity done out of the class during in the English boarding house of Sumber payung. English is a tool of students' communication and they used some types of communication strategy in producing speech in students' daily activity.

Based on the observation done by the researcher got the result that A large majority of students at the English boarding house of sumber payung had idea about how to cope themselves when they were confronted with some words they did not know. It showed that there were two students had conversation before eating, "*do you have big plate?* The other gave him *tray*[55].

In another observation, Language switch was also used by student in their daily activity at this English boarding house. Some students used English language which consisted of native language term. The researcher found it when students got washing clothes. A student said *have taken bath?*. The other said *"No, later"* .In other activity, a student said *wanna pray*?. The other said *"yes"*

[55] Observation, 9th of July 2021

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Based on the observation above, we can conclude that the student used Word coinage and Language switch to avoid their conversation broken. The student created new word and using native language term without using his native language in their daily speaking

2. Memorizing vocabulary

Memorizing vocabulary was also obligated for all students in this English boarding house. They had to memorize five vocabularies in a day. They should submit their memorizing in the evening before they had the class. This is to enrich their vocabulary mastery and make them easy to communicate.

In the field, the researcher found that the tutor asked students to memorize five vocabularies before starting the class. In the middle of activity, the tutor found a member did not memorize the meaning of the word. As the result, he had to go back to the seat. Then, the tutor asked him again in the last time, then M Randi memorized and constantly he could not answer the same question from the tutor, till the tutor used Word coinage to explain that word till the student understood[56].

It was also supported by Rizal Bahri as one of the student in this English boarding house of Sumber Payung, he explained:

> *"Sehabis kelas di waktu pagi, tutor mimamng memberikan vocab, dan anak-anak disuruh menghafalkanya ketika kelas malam"*[57]

[56] Observation, 3rd of July 2021
[57] student, Interview,19th of july 2021

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> "The tutor *gives* vocabulary after having the class in the morning and asking us to memorize it in the evening class"

In the other observation conducted at at 20:30, the researcher also joined the junior class. Before starting to learn speaking, the tutor conducted two steps. Those were[58]:

1. The tutor gave students question related to vocabulary they have memorized in the night before
2. The tutor explained the vocabulary by using paraphrase when there found student could not answer the question

Tutor: I will say English word and you have to say it in Indonesian. Experience?
Students: pengalaman (saying together)
Tutor: Break?
Students: Merusak (saying together)
Tutor: Walk?
Students: Berjalan (saying together)
Tutor: Advice?
Students: (No students able to answer)
Tutor: How to say advice? Then the tutor said, *Advice is the word we say when remind our friend not to do something wrong*

Based on the observation above that the tutor avoid to say the word in Indonesian, he preferred to use paraphrase to tell the word that was asked by students

. There had to be like that for all members till all had done this activity. The tutor did not say the word in Indonesian, but he

[58] Observation, 19th of July 2021

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explained the word by using Communication Strategy in students' learning activity.

3. Watching movie

Watching English movie is a routine program which was done every month. The students watched the movie by using laptop and LCD that were prepared by the committee at this English boarding house. This program had the goal to refresh students' mind after learning English in serious way. Members could learn the native pronunciation, intonation, and their dialect when they speak English. Meanwhile, the students should make note about the movie they watched, and they have to present the content of the movie in the night after.

It was explained by Mr jazuli explanation:

> *"Kegiatan yang disenangi santri disini adalah watching movie, selain dapat merefresh pikiran, mereka juga bisa belajar pronounciation serta intonation dari film tersebut. Untuk dapat melatih speaking santri, semua pengurus disni sepakat agar setiap santri harus mempersentasikan isi dari film tersebut keesokan malamnya"*[59]
>
> "The program which students like here is watching movie, this program able to refresh students' mind and they can learn how to pronounce and intonation from the movie. To be able to train the students' speaking, all tutors agreed that every student should present the content of the movie in the nigh aftert".

The statement above was straightened by observation conducted at 21:00. The researcher was a part of senior class. The students were re-telling the movie they watched at the night before.

[59] Tutor, Interview, 16th of july 2021

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The movie watched was Kungfu Panda. The students struggled to re-tell the content of the movie and used some types of communication strategy, such as mime, some students also used Language switch as the strategy to explain what he mean[60].

The main point of this activity was how the students re-tell the content of the movie in the night after. The students would get three benefits of this activity, the first is refreshing their mind after learning in serious way, the second is to learn how the native produce English word and the last is to improve students' speaking ability with the re-telling activity.

Based on the findings above, it can be concluded that the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung was divided into two parts: 1) in the classroom activity which consisted of some steps, they were The tutor came to the class by saying salam, The tutor greeted students and desire them to speak English, explaining the material, making students in group, the students were asked to make conversation material, asking students to conduct conversation practice with the interlocutor. There were some types of communication strategy used in learning speaking ability focused in the classroom activity, those were appeal for assistance, word coinage, mime, circumlocution and language switch. 2) Outside the classroom activity, it consisted of daily activity by conducting word coinage and language switch.

[60] Observation, 16th of July 2021

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Memorizing vocabulary that was conducted by two steps, those were giving students question related to vocabulary they have memorized and the tutor explained the vocabulary by using word coinage. Telling the movie which consisted of mime and language switch.

The documentation of the students' learning speaking by using communication strategy can be seen in appendix 4 as the result of what has been done in work

2. The Evaluation of Learning Speaking Ability through Communication Strategy at English Boarding House of Sumber Payung

Based on the observation the researcher did, there was no written evaluation applied at the English boarding house of Sumber Payung, the evaluation conducted was oral form which related to Communication Strategy. That evaluation was done every week.

It was delivered by Mr Kholid Readi:

> *"Kalau masalah penilaian dalam speaking, kami menerapkan story telling yang dilaksanakan setiap minggu dan semua santri bebas dalam menentukan topik*[61]*".*
>
> "Talking about evaluation of English speaking. We conducted story telling that is done once in a week and all the students are free to determine the topic of their story"

a. Story Telling Evaluation

All members of the English boarding house should joint this evaluation. Story telling was done every Thursday night at 20:30. They were free to determine the topic of their story with least time five

[61] tutor, Interview, 20th of july 2021

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minutes. The winner is a motivation for them to be serious on taking a part of learning English, especially in speaking skill. Besides, the students who spoke English well would be moved to the senior class.

The most important destination of this agenda is to build the strong self-confidence and mentality in Public Speaking. This evaluation was done in the class with the tutor of every class. This evaluation is also as a media for the tutor to evaluate how the students speak English with good perform related with all components in speaking skill. It was delivered by Mr Zain:

> *"Storytelling yang dilaksanakan setiap malam jum'at itu bertujuan untuk mengevaluasi speaking santri, seperti pronounciation, intonation, , fluency serta confident mereka"*[62].
>
> "The storytelling that is done every Saturday night to evaluate students' speaking skill, such as pronunciation, intonation, *grammatical*, fluency and their confident"

It was straightened by Mr jazuli added:

> "*Dari kegiatan story telling ini, nantinya tutor akan mengevauasi siapa saja yang sudah bisa dinaikkan kelasnya"*
>
> "From this story telling activity, the tutor can evaluate every student who able to advance the class"

The statement above told us some aspects which were evaluated by the tutor in the story telling evaluation:

1. Pronunciation
2. Intonation
3. Fluency
4. Self-Confident

[62] Ibid

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The observation done by the researcher at 20: 30 got the result that all the students told the story with the tutor in each class. The researcher was a part of senior class. The first delegation who showed the story telling was fahrizal, he told about his experience in learning English during his formal class in the school. He also used mime and sometimes language switch to make the story more active and effective[63]. The free choice of what students wanted to talk about is as the principle where students would use Topic avoidance in their story telling.

Based on the findings above, it could be concluded that the evaluation of learning speaking ability through communication strategy at the English boarding house of sumber payung has implemented Story telling evaluation which held every week. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident. The types of communication strategy used in the evaluation were Mime and language switch.

The documentation of the students' evaluation in learning speaking by using communication strategy can be seen in appendix 4 about the preparation of the students' telling story.

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[63] Observation, 22th of July 2021

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Table 4.2
The Result of Research Findings

No	Research Focuses	Findings
1	How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?	a. Steps To Conduct Communication Strategy In Learning Speaking Ability 1. The tutor came to the class by saying Salam 2. The tutor greeted students by asking their condition and their days 3. The tutor explained the material 4. Next, The tutor asked students to find partner 5. The students were asked to make conversation material based on the material explained 6. The tutor asked students to conduct conversation practice with the interlocutor for five minutes without stopping b. Materials 1. Introduction 2. Greetings 3. asking and answer question 4. asking and giving permission 5. invitation 6. daily conversation 7. describing something 8. asking for clarification 9. being good public speaker 10. master of ceremony 11. speech delivery 12. saying goodbye c. Communication strategy implemented 1. appeal for assistance 2. word coinage 3. Mime 4. Circumlocution 5. language switch
2	How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?	a. Aspects that was evaluated 1. Pronunciation 2. Intonation 3. Fluency 4. Self-Confident b. Communication strategy implemented 1. Mime 2. Language switch

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C. Discussion on The Result of Data Analysis

Discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. Discussion is also as the analyzed by the researcher about the research findings.

There are two points to discuss in this term. Firstly, the implementation of learning speaking ability through communication strategy at English boarding house of Sumebr Payung. Secondly, the evaluation of learning speaking ability through communication strategy at English boarding house of sumber payung.

1. The Implementation of Learning Speaking Ability through Communication Strategy at English Boarding House.

In this phase, the researcher would discuss about the implementation of learning speaking ability through communication strategy at English boarding house of sumber payung. There found two classified of the implementation of communication strategy in learning speaking ability. The first was applied in the classroom activity. The second was applied outside classroom activity. Here is the discussion.

a. Classroom activity

Classroom activity means the implementation of speaking ability through communication strategy that was focused only in students' class at this English boarding house. The learning speaking

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ability through communication strategy at the English boarding house of Sumber Payung which was consisted of groupings and collaborative between teacher and students to communicate was related with what Azamoosh said, She explained that implementing communication strategy in learning speaking skill could be done by grouping learners and providing each group with a specific communicative situation in which they should try to maintain the flow of communication and with collaboratively between the students with the teacher and employed part of communication strategies and their appropriate alternative used[64].

The findings showed that the students have the class twice a day and the discussion focused on how students speak English with good pronunciation, fluency and confidently. In other term, it was also related with the element of speaking itself[65]:

1) Pronunciation: Pronunciation means as the voice of the word produced to be spoken. Pronunciation can be defined as a way of how a word is pronounced to be understood by speaking partners.
2) Vocabulary: Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication.

[64] Maryam Azarmoosh, communicating in a second language: A matter of teaching communication strategy, (June, 2014), 10.
[65] Jeremy Harmer, *The Practice of Language Teaching: Third Edition, Edinburgh*, (Gate: Pearson Education Limited, 2007), 266.

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3) Grammar: Grammar as the role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the communication is understood well
4) Fluency: Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as intonation, the mastery of the vocabulary, grammar, and pronunciation

Fluency is one of the focused of student's learning speaking at this English boarding house. The used of communication strategy to expedite students' speaking skill related with what Jack C. Richard said about some activities that focused on fluency. According to Richard, there are some activities to fluent students' speaking skill, those are[66]:

1) Reflect natural use of language
2) Focus on achieving communication
3) Require meaningful use of language
4) Require the use of communication strategies
5) Produce language that may not be predictable
6) Seek to link language use to context

[66] Jack C. Richard, Communicative Language Teaching Today, (Cambridge University Press: New York:2006),14

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In other activity that the steps which were conducted in learning speaking ability through communication strategy at the English boarding house of sumber payung also related with the steps of conducting communication strategy in speaking skill that was delivered by Maleki. Those are[67]:

1. Divide the class into teams of four or five students
2. Ask students to have pen and paper handy
3. List target language vocabulary on the blackboard which share semantic features with the main items to be taught during the session.
4. Write examples of vocabulary items identified with their approximations
5. Ask students to identify main items according to their approximations listed on the blackboard
6. Ask members of each team to compare their identified items with those of other team members and to resolve their differences on discussion
7. Ask a member of each team to read out the identified items agreed upon within the team
8. Have the class discuss, compare, and prepare the final list of the main items
9. write the final list on the blackboard for all class to see

[67] Ataollah Maleki, "Techniques to Teach Communication Strategies", *Journal of Language Teaching and Research,5*,(September ,2010),642.

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10. Have each team write two sentences one with the main item and the other with its approximation
11. Have teams read their written sentences and correct them

Based on research findings that the researcher did, the elements of speaking were designed by some activities at this English boarding house, such as question and answer and conversation between students and tutor or students and many others. The students and tutor in the class always used some types of communication strategy to practice their English, such as Appeal for assistance, Circumlocution, mime and others in their learning speaking skill.

The used of Appeal for assistance, Circumlocution and mime in the classroom are needed by students to comprehend everything the teacher and students said used target language. Describing the characteristic of something he mean and using body language are the essential way to develop and to explain using students' target language without having to translate it into students' native language when the students did not understand the tutor's word.

In others research found that Circumlocution also used in students' learning speaking as the speaker's attempt to communicate meaningful content in the face of some apparent deficiencies in the interlanguage system[68]. That strategy used at the English boarding house has same relation with the research conducted by Ni Wayan

[68] Elaine Taron, " Some Thoughts on the Notion of Communication Strategy",3 (September 1981), 285-286.

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Suarini, the used of appeal for assistance conducted had some goals; First, teacher applied the communication strategies because they wanted to help the students to understand the meaning of English utterances. The second was to help the students memorize the word in English, third was to avoid a mistake, improve students' motivation and the last was to help the students comprehend the lesson[69]

Instead, the used of CS types in students' learning speaking ability related with what Farch and Kasper explanation. They recommend using communication strategy to language learners and argued that by using communication strategy explicitly, learners become aware of their implicit knowledge of communication strategy besides they learn how to use communication strategy in informal and formal situation[70].

In conclusion, the researcher agreed to say that the used of communication strategy in the class is the teacher's example of way on how the students produce English speaking when they found speaking problem in the communication activity, the students able to communicate in English although sometimes they do not know how to produce the word in English, they can use Circumlocution and word coinage to avoid speaking broken. That is the basic principle to make students familiar with speaking English in every situation. Besides, the

[69] Ni Wayan Suarini, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha*,01(2019), 53-54.
[70] Mona Khabiri, "The Effect of Teaching Communication Strategy on EFL Learners' Willingness to Communicate", *theory and practice in language studies*, 2(February, 2016), 401.

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used of communication strategy in learning speaking in this English boarding house had helped students and fixed with the formula of using communication itself. It was proofed by the students' participation when tutor asked them to practice, they speak English with good confident and it is like desired to speak English.

b. Outside the classroom activity

Outside the classroom activity means the implementation of speaking skill through communication strategy that was focused only in students' activity out of the class at the English boarding house. There were some activities that the students done through communication strategy in their speaking activity out of the class, those were daily activity time, memorizing vocabulary and watching movie.

Based on the findings, the members of this English boarding house should speak English, Whoever speaks no English have to do the punishment that they had to memorize five sentences or expressions that is given by the tutor. In other term, Jack C. Richard gave his statement related with the students' communication principle in the daily activity[71]:

1) Make real communication the focus of language learning.
2) Provide opportunities for learners to experiment and try out what they know.

[71] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York, 2006), 13.

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3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4) Provide opportunities for learners to develop both accuracy and fluency.
5) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6) Let students induce or discover grammar rules.

The researcher agreed to say that the students' daily activity is the real communication opportunity the students have without having to be controlled by the tutor. Brown in his book said that successful mastery of second language will be due to a large extent to a learner's own personal investment of time, effort and attention to the second language in the form of an individualized battery of strategies for comprehending an producing a language[72].

Based on all findings showed that the used of some types of communication strategy in students' daily activity made students speak English constantly, the used of Word coinage and mime made the students' speaking more active and effective. The used of Language switch does not mean that they did not know to speak English grammatically, it was proofed when they were doing conversation practice with the tutor and they also speak English grammatically. The communication activity should done by Allowing students to work

[72] H. Douglas Brown, *TEACHING bY PRINCIPLES an Interactive Approach to Language Pedagogy* second edition (San Fransisco: Longman, 2001), 60.

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at their own levels because Each student has individual language skills[73].

The findings showed that Communication strategy used also applied in the time of students' memorizing vocabulary and presenting the movie that the students watched. The students of English boarding house in sumber payung Islamic boarding school should memorize five vocabularies in a day, it is to enrich the students' vocabulary mastery as they realized that vocabulary becomes an important part of arranging the words to be a sentence in communication.

Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication. Non- native speakers of English must increase their vocabulary knowledge in order to become successful in their academic endeavors in English-medium educational environments[74]. Meanwhile, watching movie made students understand how to pronounce English word or sentence from native speaker that can be related with the word which the students has memorized. Besides that, there are a lot of things the students get from watching movie, such as delivered by harmer that watching movie made learners get to see language in use and this allows them to see a whole lot of paralinguistic behavior, for example, they can see how

[73] Taher Bahrani, "How to Teach Speaking Skill?", *Journal of Education and Practice,* 2(2012),29.
[74] Young-Kyung Min, "Vocabulary Acquisition: Practical Strategies for ESL Student", *Journal of International Students,*1(2013),64.

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intonation matches facial expression and what gestures accompany certain phrases and they can pick up a range of cross-cultural clues[75].

The researcher agreed to say that the most students memorized vocabularies with good pronunciation, they will get easier in doing good communication.

Regarding it, the used of communication strategy in the students' daily activity provided crucial information for teachers about the learners' struggles to tackle complications in English communication, by knowing the mismatch between the learners' linguistic knowledge and their communicative intention [76] . The implemented of communication strategy mentioned above at this English boarding house also related with the research conducted by Sri Rachmajanti about communication strategy with the discussion is to make communication running well[77].

The used of type of communication strategy shown in research findings also related with what Tarone said that if a learner lack of lexical item, he or she may use other term or syntactic structure or mime to get across to intended nation or to achieve the communicative goal[78]. In other word, requisite meaning into students' native language

[75] Jeremy Harmer, *The Practice of Language Teaching*: fourth Edition (London: Longman, 1998),308.
[76] Agus Wijayanto, Diyah Murti Hastuti, "Communication Strategies by Indonesian EFL Learners in English Conversation Class", *Jurnal Arbitrer*,1(2021),73.
[77] Syarifudin, Nur Mukminatien, Sri Rachmajanti, A. Effendi Kadarisman, "Communication Strategies Employed by EFL Learners in A Speaking Class", *Jurnal Pendidikan Humaniora*,2(Juni, 2016),67.
[78] Elaine Tarone "Communication Strategies, Foreigner Talk, And Repair In Interlanguage",2(1980),411.

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was not used. That has same relation with the technique used by the tutor when students did not memorize their vocabulary without having to translate the word into student's native language.

According to finding and the theory delivered above that the used of communication strategy in students' memorizing vocabulary and re-telling the movie has been fixed with the formula of communication strategy without having to translate the word that the students do not know into their native language, so that the used of word coinage, mime, and Language switch have been valid and it can desired students to use English as their habitual communication.

In conclusion, the implementation of learning speaking ability through communication strategy has shown on how the students produce English language. The researcher agreed to say that the used of communication strategy is much better when the students also practice it outside the class without the tutor who controls it, it gives students large chance to practice their English language and it will build students' confident to produce the language.

2. The Evaluation of Learning Speaking Ability through Communication Strategy at English Boarding House

Based on all findings above that there was no written evaluation which was applied in this English boarding house, the evaluations were oral form used, that were weekly evaluation consists of storytelling

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According to Ellis (1984) that the notion of communication strategy may be a useful one for evaluating L2 communicative performance and Teachers can obtain this assessment informally by attending impressionistically to the communication strategies the learner employs [79]. That statement showed us how important speaking skill evaluated by using communication strategy. The used of communication strategy in evaluating speaking skill could be more effective because the students able to use variety of language and they can improve their speaking performance although the students had limited skill in speaking ability.

As stated in the result of research conducted by Syafryadin that storytelling is an approach in teaching language which represent the value of practical tasks as social, motivational, and language teaching tools in the learning situation[80]. Story telling was used as the students' evaluation done once in a week at the English boarding house of Sumber payung. The used of mime and language switch were to enhance the students' ability in performing their English in front of public. Meanwhile, the result of the research conducted by Carmen A. Rodríguez showed that language switch was the most communication type used, regarding, mime was also used in that research[81]. The students at the English boarding house of sumber payung should perform with least time five minutes based on the topic

[79] Rod Ellis, "Communication strategies and the evaluation of communicative performance*", ELT journal*,1,(January, 1984),43.
[80] Syafryadin, Haryani, Salniwati, Ainur Rosyidah, Azmie Putri " Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*", International Journal of Recent Technology and Engineering (IJRTE)*, 4(November,2019),3147.
[81] Carmen A. Rodríguez Cervantes, "The Use of Communication Strategies in the Beginner EFL Classroom", *Gist Education and learning research Journal*,6,(Nov, 2012).119.

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they have chosen and the students used CS to expedite their speaking evaluation. H. Douglas Brown has written the types of test of spoken English (TSE) that can be used in learning speaking performance related with storytelling evaluation done by students in this English boarding house of Sumber Payung, those are:[82]

a. Giving a personal description
b. Describing a daily routine
c. Suggesting a gift and supporting one's choice
d. Recommending a place to visit and supporting one's choice
e. Giving direction
f. Describing a favorite movie and supporting one's choice
g. Telling a story from pictures
h. Hypothesizing about future action
i. Hypothesizing about a preventative action
j. Making a telephone call to the dry cleaning
k. Describing an important news event
l. Giving an opinion about animals in the zoo
m. Defining a technical term
n. Describing information in a graph and speculating about its implications
o. Giving details about a trip schedule.

[82] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), 163.

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This evaluation was the routine activity conducted by the tutor to all students after doing the learning during a week at the English boarding house, it also related with the brown's statement above that the students should be given a chance to tell story . All the aspects such pronunciation, intonation, fluency and self-confident which assessed by the tutor in story telling evaluation have the same relation with what nunan said. According to Nunan (1999), there are some components that should be evaluated in speaking performance. They are[83]:

a. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the

[83] Yenny Rahmawati and Ertin, "Developing Assessment for Speaking", *Journal of IJEE*, 2, (2014). 202.

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speech and able to responds specific theme without many hesitation in choosing words.

e. Pronunciation:

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test.

The evaluation of storytelling by using communication strategy can develop the self-confidence of the students in which that they had to perform the best speaking such as the pronunciation, intonation and fluency that many people will have a focus on the performance of the participants speaking. As Jack C. Richard said in his book that to arrange the syllabus of speaking learning, it should certify some aspects, one of them is the communicative events in which the learners will participate everyday situations, vocational or professional situations, academic situations and so on[84].

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[84] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York, 2006), 10.

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CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, students, and further researchers who are interested in similar research.

A. Conclusion

The conclusions of what has been discussed and analyzed in chapter IV as follows:

1. The Implementation of Learning Speaking Ability through

   Communication Strategy at the English Boarding House of Sumber Payung was implemented in two parts. The first was implemented in the classroom. The second was implemented outside of classroom activities. There were some steps to conduct communication strategy in learning speaking ability, those were the tutor came to the class by saying salam, The tutor greeted students and desire them to speak English, explaining the material, making students in group, the students were asked to make conversation material, asking students to conduct conversation practice with the interlocutor. Meanwhile, the materials in the classroom consisted of introduction, greetings, asking and answer question, asking and giving permission, invitation, daily conversation, describing something, asking for clarification, being good public speaker, master of ceremony, speech delivery and saying goodbye. Those were done by some types of communication strategy, such as appeal for assistance, word coinage,

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mime, circumlocution and language switch. The activities outside the classroom consisted of daily activity by conducting word coinage and language switch. Memorizing vocabulary that was conducted by two steps, they were giving students question related to vocabulary they have memorized and explaining the vocabulary by using word coinage. Telling the movie which consisted of mime and language switch

2. The Evaluation of Learning Speaking Ability through Communication

   Strategy at English Boarding House of sumber payung was done by storytelling evaluation which conducted once in a week. It was done in every Thursday night. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident. The communication strategy implemented in evaluation session were Mime and language switch

B. Suggestion

The findings of the research were expected to be useful for English teachers, students, and further researchers

1. For The English Boarding House of Sumebr Payung

   The tutor and students expected to use communication strategies more often because of the more strategies used, the better conversation or communication among students would appear in the English Boarding House of Sumebr Payung. Besides, the tutor at this English boarding house should also use the more varieties of communication strategy to more motivate students in learning English, especially speaking skill.

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2. For The Next Researcher

For the next researcher, there should be conducted farther topic and deeper analysis to conduct the research about communication strategy. The researcher today just focused in learning speaking ability trough communication strategy that was delivered by tarone. However, there found other expert who delivered about communication strategy.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama	:Muhammad Ihsan
NIM	:T20176043
Program Studi	:Tadris Bahasa Inggris
Fakultas	:Tarbiyah dan Ilmu Keguruan
Institute	:UIN KHAS Jember

Dengan ini menyatakan bahwa skripsi saya yang berjudul *Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study Islamic Boarding School of Sumber Payung Sumenep)*adalah hasil dari penelitian/karya saya, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya

Sumenep 25 agustus 2021

Saya yang menyatakan

Muhammad Ihsan.
T20176043

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Appendix 1.

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Using Communication strategy in learning speaking ability at English boarding house (case study at Sumber Payung Islamic boarding school)	1. Speaking ability 2. Communication strategy	• Comprehension • Vocabulary • Pronunciation • Grammar • Fluency • Paraphrase • Conscious transfer • Avoidance • Appeal for assistance • Mime	**1. Primary data:** a. The EFL students of English boarding house in the academic year of 2020 – 2021 b. Collaboration between English tutor and the researcher **2. Secondary data:** a. Literature b. Document	**1. Kind of Research** ➢ Qualitative research **2. Research Subject** ➢ EFL students of English boarding house at sumber payung Islamic boarding school **3. Type of research** ➢ Descriptive qualitative **4. Data Collecting Method** ➢ Observation ➢ Interview ➢ Document review **5. Data analysis technique** ➢ Data reduction ➢ Data display ➢ Drawing and verifying conclusion	• How is the implementation of learning speaking ability trough communication strategy at English boarding house of Sumber payung? • How is the evaluation of learning speaking ability trough communication strategy at English boarding house of Sumber payung?

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Website : www.http://ftik.iain-jember.ac.ide-mail : tarbiyah.iainjember@gmail.com

Nomor	:	B.1656/In.20/3.a/PP.00.9/07/2021	02 Juli 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala asrama bahasa inggris pondok pesantren sumber payung
Bataal barat ganding sumenep

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Muhammad Ihsan
NIM	:	T20176043
Semester	:	VIII
Prodi	:	TADRIS BAHASAINGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Using communication strategy in learning speaking ability at English boarding house(case study Islamic boarding school of sumber payung sumenep)*** selama **20 (dua puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu K Afifi.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. ketua asrama bahasa inggris
2. santri di asrama bahasa inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 02 Juli 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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YAYASAN SUMBER PAYUNG
(YASPA)
ASRAMA BAHASA INGGRIS
PONDOK PESANTREN SUMBER PAYUNG
Sekertariat: Jl. Raya Guluk-Guluk No. 63 Bataal Barat Ganding Sumenep Madura. 69462

SURAT KETERANGAN
Nomor: 37/PPSP-Ganding-sumenep/2021

Yang bertanda tangan dibawah ini kepala asrama bahasa inggris pondok pesantren sumber payung, menerangkan bahwa mahasiswa yang beridentitas dibawah ini:

Nama	: Muhammad Ihsan
NIM	: T20176043
Program studi	: Tadris Bahasa Inggris

Telah melaksanakan kegiatan penelitian dengan judul: "**Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Satudy Islamic Boarding School Of Sumber Payung)**"di asrama bahasa inggris pondok pesantren sumber payung

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Sumenep 25juli 2021

K. Moh Afifi, M hum

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JOURNAL OF RESEARCH ACTIVITIES

Nama : Muhammad Ihsan
Nim : T20176043
Title : Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study Islmic Boarding School of Sumber Payng Sumenep)
Location : English Boarding House of Sumber Payung Sumenep

No	Time	Activities	Initials
1	2nd of july 2021	The researcher given research permission while interviewing the history of the English boarding house	
2	3rd of july 2021	Observed and interviewed the class acrivities and the planning of communication strategy	
	6th of july 2021	Observed program palling conducted	
4	8-10th of july 2021	Observed and interviewed the implementation of communication strategy	
5	9th of july 2021	Observed how the students conducted communication strategy in the daily actitivy	
6	16th of july 2021	Observed watching movie program	
7	19th of july 2021	Observed the implementation of communication strategy in memorizing vocabulary	
8	20th of july 2021	Interviewed the tutor about the evaluation used	
9	22nd of july 2021	Observed story telling evaluation	

Sumenep 24 july 2021

K. Moh Afifi, M hum

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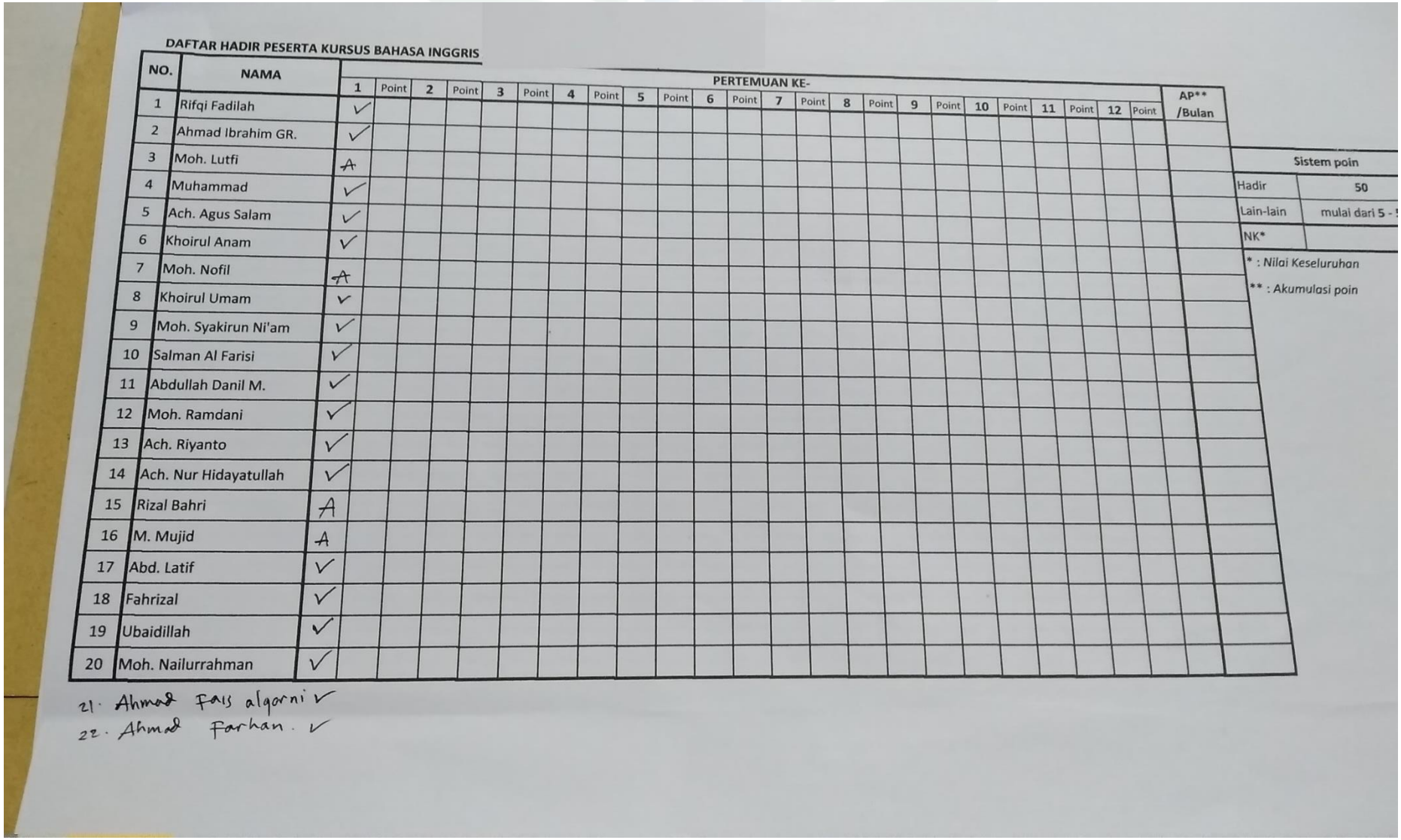

DAFTAR HADIR PESERTA KURSUS BAHASA INGGRIS

NO.	NAMA	PERTEMUAN KE- 1	Point	2	Point	3	Point	4	Point	5	Point	6	Point	7	Point	8	Point	9	Point	10	Point	11	Point	12	Point	AP** /Bulan
1	Rifqi Fadilah	✓																								
2	Ahmad Ibrahim GR.	✓																								
3	Moh. Lutfi	A																								
4	Muhammad	✓																								
5	Ach. Agus Salam	✓																								
6	Khoirul Anam	✓																								
7	Moh. Nofil	A																								
8	Khoirul Umam	✓																								
9	Moh. Syakirun Ni'am	✓																								
10	Salman Al Farisi	✓																								
11	Abdullah Danil M.	✓																								
12	Moh. Ramdani	✓																								
13	Ach. Riyanto	✓																								
14	Ach. Nur Hidayatullah	✓																								
15	Rizal Bahri	A																								
16	M. Mujid	A																								
17	Abd. Latif	✓																								
18	Fahrizal	✓																								
19	Ubaidillah	✓																								
20	Moh. Nailurrahman	✓																								

21. Ahmad Fais algarni ✓
22. Ahmad Farhan. ✓

Sistem poin	
Hadir	50
Lain-lain	mulai dari 5 -
NK*	

* : Nilai Keseluruhan

** : Akumulasi poin

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DAFTAR HADIR PESERTA KURSUS BAHASA INGGRIS

NO.	NAMA	PERTEMUAN KE-																								AP** /Bulan
		1	Point	2	Point	3	Point	4	Point	5	Point	6	Point	7	Point	8	Point	9	Point	10	Point	11	Point	12	Point	
1	Ainor Rahmat	•																								
2	Muhammad Randi	•																								
3	Abdus Syakur	•																								
4	Moh. Akif	–																								
5	Moh. Anwari	–																								
6	Zamroni	●																								
7	Holilullah Baihaqi	—																								
8	Virga Arifan Shodra	•																								
9	Saiful Bahri	–																								
10	Moh. Syauqi	•																								
11	Hammad Faroni	–																								
12	Hamdani	–																								
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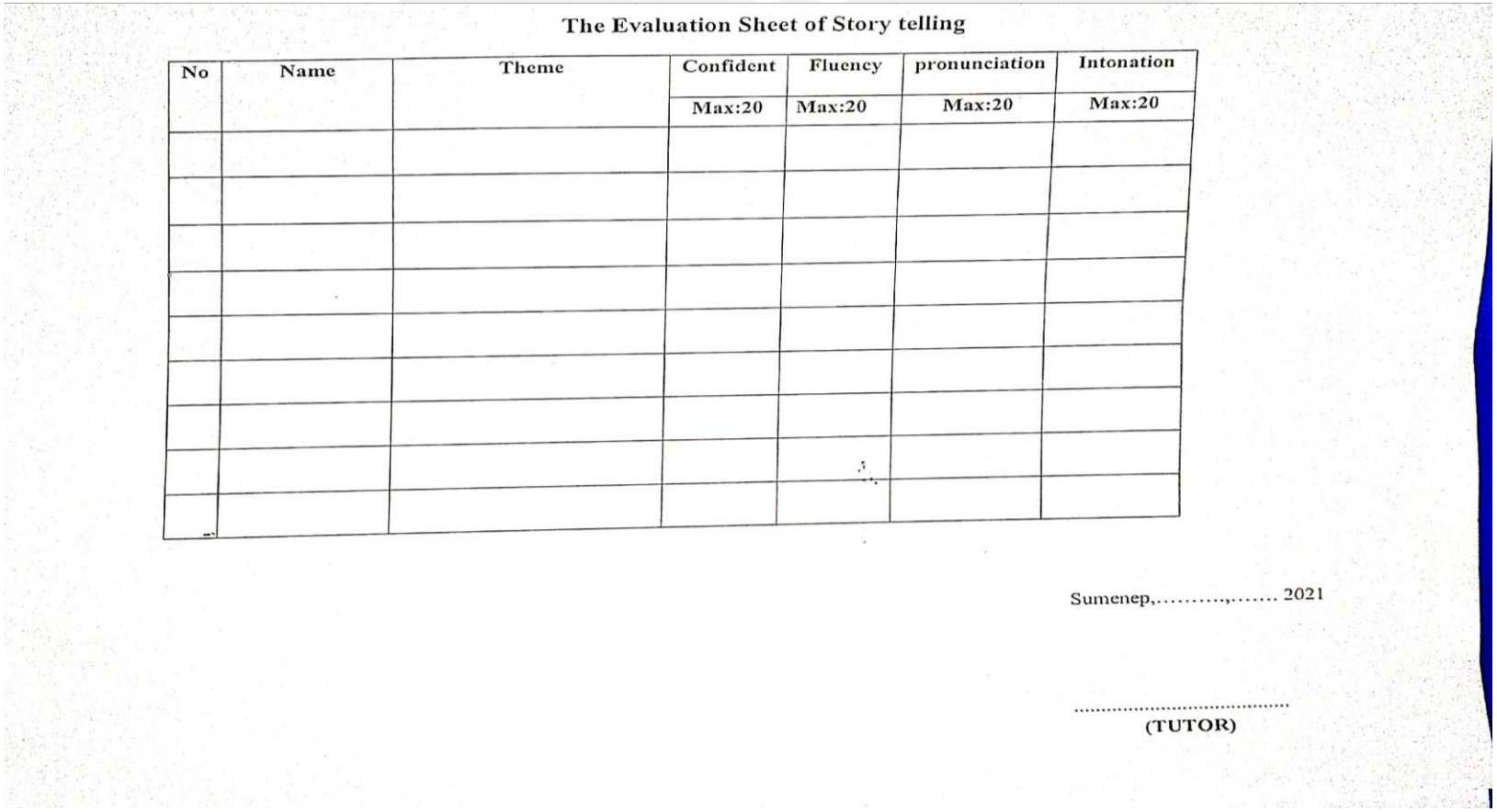
Sistem poin	
Hadir	50
Lain-lain	mulai dari 5 - 5
NK*	

* : *Nilai Keseluruhan*

** : *Akumulasi poin*

Appendix 3

The Evaluation Sheet



The Evaluation Sheet of Story telling

No	Name	Theme	Confident	Fluency	pronunciation	Intonation
			Max:20	Max:20	Max:20	Max:20

Sumenep,……,…… 2021

……

(TUTOR)

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Appendix 4

Students Activities

The Students Having the Class While Doing Conversation Practices

The Students Are Memorizing Vocabulary.

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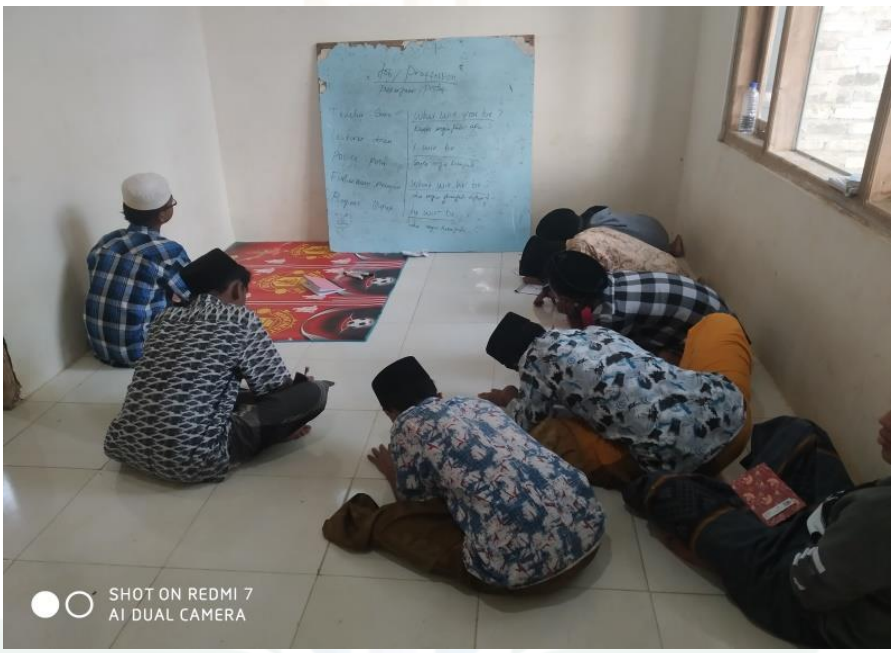
The Students Are Having Class



Preparing of Story Telling Practic

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Telling the Movie Activity

The Students Are Practicing To Speak English In Front of the Class

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CURRICULUM VITAE

Name	**: Muhammad Ihsan**
NIM	**: T20176043**
Gender	**: Male**
Religion	**: Islam**
Place, Date of Birth	**: Sumenep, 24th of September 1997**
Address	**: Lebeng Timur, Pasongsongan, Sumenep**
Department/ Majors Courses	**: English Education Department**
Faculty	**: Education and Teacher Training Faculty**
Email address	**: icankzbrilliant@gmail.com**
Education Background	**:**

a) Formal School

1. **MI Al Barokah (Elementary School)**
2. **Mts Sumber Payung (Junior High School)**
3. **MA Sumber Payung (Senior High School)**
4. **UIN Kiai Haji Achmad Siddiq Jember**

b) Informal Education

1. **Sumber Payung Islamic Boarding School**

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USING COMMUNICATION STRATEGY IN LEARNING SPEAKING ABILITY AT *ENGLISH BOARDING HOUSE*

(Case Study at Islamic Boarding School of Sumber Payung Sumenep)

THESIS

Presented to state Islamic university of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

MUHAMMAD IHSAN
T20176043

STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
NOVEMBER 2021

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USING COMMUNICATION STRATEGY IN LEARNING SPEAKING ABILITY AT *ENGLISH BOARDING HOUSE*

(Case Study at Islamic Boarding School of Sumber Payung Sumenep)

THESIS

Presented as in partial fulfillments of requirement
For the bachelor degree of education (S.Pd)
Faculty of Teacher Training and Education
English Education Department

By:

Muhammad Ihsan
NIM. T20176043

Approved By:

Suparwoto Sapto Wahono, M.Pd
NIP: 197406092007011020

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USING COMMUNICATION STRATEGY IN LEARNING SPEAKING ABILITY AT *ENGLISH BOARDING HOUSE*

(Case Study at Islamic Boarding School of Sumber Payung Sumenep)

THESIS

It has been examined and approved by the board examiners in partial fulfillments of the requirement for the bachelor degree of education (S.Pd)
Education and Teacher Training Faculty
English Education Department

Day: Tuesday

Date: 23rd of November 2021

The Board of Examiners

Chairperson

As'ari, M.Pd.I
NIP. 197609152005011004

Secretary

Praptika Septi Femilia, M.Pd
NUP. 20160390

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D. ( )
2. Suparwoto Sapto Wahono, M.Pd. ( )

Approved by

Dean of Education and Teacher Training Faculty of UIN KHAS Jember

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001

MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ۗ

Surely Allah will not change the fate of a people except the people themselves who change what is in themselves (Q.S Ar-Ra'd: 11)[1]

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[1] Kementrian Agama, *Al qur'an,(*Semarang, PT Karya Toha, 2016), 13:11.

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DEDICATION

Praise and thanks to Allah who has given all the mercies and blessings. The writer would dedicate this thesis to the people whom he loves yesterday, now and tomorrow ever after

1. My beloved parents he loves (Ahmad and Kiptiyah) who have supported and prayed the writer in finishing this thesis
2. My brother, Muhammad Khoirurrahman who has always accompanied him in conducting this thesis
3. My classmate brilliant class who has supported the researcher
4. My beloved friends; Riza Umami, Muhammad Kamaluddin, Andini, Azwar M, and all who have given motivation and support. He is so thanks full
5. All of my friends in Madura community who have motivated him in finishing this thesis
6. All the EFL students in English boarding house of Islamic boarding school of sumber payung who have helped the writer by joining the actions.
7. All my friends united in English student association of state Islamic university of KH ACHMAD SIDDIQ Jember who have motivated the writer to finish this research.

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PREFACE

First of all I would like to say Alhamdulillahirobbil'alaamiin, all praises be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe, has given him his blessing, grace, charity who has blessed the writer with beautiful things in his life, so that it is possible for the writer to finish this thesis entitled *Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep)* as one of the requirements to gain bachelor degree in English Education. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution

In completing this thesis, the writer realizes that he cannot finish it without help, support, guidance, and assistance of so many participants. Therefore, he would like to express his gratitude to them who helped him in completing this thesis:

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Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion

Jember, July 21th, 2021

Writer

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ABSTRACT

Muhammad Ihsan, 2021: *Using Communication Strategy in Learning Speaking Ability at English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep).*

KeyWord: speaking ability, communication strategy.

The importance of learning English cannot be separated from mastery of speaking. Speaking skill is the most essential skills for all learners, especially for EFL students in English boarding house of Sumber Payung. All members were obligated to speak English, they implemented communication strategy where requisite meaning was really forbidden to be applied. The tutor and students provided communication strategy to avoid speaking problem, the students able to interact each other by using English language which contained from communication strategy.

The research questions in this research were: 1) How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?,2) How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?. The goals of this research were: 1) To describe the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung, 2) To describe the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung

This research used qualitative descriptive. The participants were four tutors and thirty five students at the English boarding of Sumber Payung. The data collection methods that has been used were observation, interview and document review.

The findings of the research were, 1) The implementation of learning speaking ability through communication strategy at the English boarding house of sumber payung was implemented in the classroom and outside of classroom activities. Some steps to conduct communication strategy in learning speaking ability were greeting from tutor, explaining the material, making students in group, asking student to make conversation material, asking students to conduct conversation practice. The materials in the classroom consisted of introduction, asking and answer question, invitation, daily conversation, describing something, asking for clarification, etc. The communication strategy used were appeal for assistance, word coinage, Mime, circumlocution and language switch. 2) The evaluation of learning speaking ability through communication strategy at the English boarding house of Sumber Payung was oral form, they conducted storytelling that was done every week. It was done every Thursday night. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident

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CHAPTER I

INTRODUCTION

This chapter covers five important points: the first point is background of research, the second point is the focus of research, the third point is objective of research, the fourth point is significance of the research, and the last one is definition of key term.

A. Background of Research

The English language is spoken all over the world and it has attained the status of the global language. English is used widely when a person has a high level of English mastery. One will be able to access information and broaden the knowledge more easily and more widely. Realizing that mastering English is needed by many people for this era, they learn English for a job, academic or to have communication with other person. Harmer (1998) stated that the important of English is to absorb and develop science, technology, culture, and to improve the international era[2]. That is why many persons force themselves to be English expert.

English is the important language that all students have to be expert of it, it is as one of the requirement lesson that must be known by all students to pass their formal education. Kusuma (2018) stated that the first foreign language which was taught in education of Indonesia is English[3]. The importance of learning English cannot be separated from mastery of speaking,

[2] Jeremy Harmer, *the practice of English language teaching* (London:Longman, 1998), 37.
[3] Chusnu Syarifa Diah Kusuma, "Integrasi Bahasa Inggris Dalam Proses Pembelajaran", *Jurnal Efisiensi – Kajian Ilmu Administrasi,* 2 (agustus 2018), 44.

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it to deal with daily life communication. Allah said in the Holy Quran in At Taha verse 44-45:

فَقُولَا لَهُۥ قَوۡلٗا لَّيِّنٗا لَّعَلَّهُۥ يَتَذَكَّرُ أَوۡ يَخۡشَىٰ ٤٤ قَالَا رَبَّنَآ إِنَّنَا نَخَافُ أَن يَفۡرُطَ عَلَيۡنَآ أَوۡ أَن يَطۡغَىٰ ٤٥

And speak unto him (Fir'aun) a gentle word that peradventure he may heed or fear. They said: Our Lord! Lo! We fear that he may be beforehand with us or that he may play the tyrant[4]

According to verse above that communication is really needed to share our idea or to have someone who speaks with us. We can learn from those verses that without communication Musa will not be able to subdue Fir'aun and all his soldiers.

According to Rao (2019), speaking skill is the most important skill to acquire foreign or second language learning among the four key language skills[5]. Speaking skill is the most essential skills for all learners who wish to learn English to enhance their career, build confidence levels, improve business, get better job opportunities, attend interviews, make public speeches, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world.

The important of speaking skill caused by the special aspect to exchange information and to express the idea to another people, especially in

[4] Kementrian Agama, *Al qur'an,(*Semarang, PT Karya Toha, 2016), 2۰:44-45.
[5] Parupalli Srinivas Rao, "The Importance of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ),* 2 (7,2019), 8.

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this Globalization era that force people to update much information not only national, but also international information to build their creativity, it will be useless when they do not understand English as the global communication used in many other countries.

Weal (2018) explained that speaking skill is productive skill [6]. Productive skill means that speaking probably needs to be practiced and produced. As the productive skill, speaking is the priority for English as second or foreign language, sometimes students evaluate their English based on their spoken form. They will feel confidence when they able to speak and practice their English well in the real life situation. During speaking is a productive skill, it involves the ability of communicative competence; consist of vocabulary, intonation, pronunciation, fluency, and grammar competence.

There are lots of problem that faced by students during learning process. Some researches stated that students find difficult to speak English, they are confused on how to arrange the word into sentence. Moreover they are still in not quite fluent in delivering their speech. Suarini (2019) stated that the big problem that still goes on in learning speaking ability is not confident to express student's minds[7]. That unconfident caused by some aspects, those they have limited English knowledge and difficulties to initiate, maintain in conversations due to lack of linguistic knowledge. Some students may be satisfied with the material presented in class, but there are some who want

[6] Ahmad Wael, "Exploring Students' Learning Strategies In Speaking Performance", *International Journal of Language Education*, 1(2018), 66.
[7] Ni Wayan Suarini, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha*,01(2019), 49.

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more and practice in another time. They did not satisfy when they got material just in the class with limited time. It makes them also seek the activity which can enhance their speaking skill, for example as living in non-formal education that obligate to speak English.

Rao (2019) stated that speaking is one of the most difficult skills language learners have to face[8]. That was proofed by students who graduated from their school cannot perform English well, despite English as the requirement lesson in the senior or junior high school. The difficulties of speaking which are faced by students because several reasons, some of the reasons are due to the previous teaching strateegy which were less effective.

Regardless of its importance, learning speaking skill has been undervalued and most of the English teachers conducts their teaching speaking skills just as memorize dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the students based on the proper strategy, so that they will improve their abilities in speaking and perform well in real life situations.

Realizing, that English speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years, they find it difficult to speak in real situations when it is demanded. Besides less effective of the methodology that used, there are also some reasons to overcome it. First of all, the students should understand

[8] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*, 2 (7,2019), 8.

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the importance of speaking skills and they try to acquire them as they need to compete in this competitive world. The methodology that is applied was the teacher centered with a focus only on reading or writing. Grammar was considered of primary importance and was often taught through a separate grammar book. Vocabulary teaching consisted mainly of memorizing. Writing lessons consisted of writing of model composition that is combined with grammar and vocabulary exercises. Speaking skills were not dealt with seriously in any way. That is the reason why speaking is the skill which students do not like it, their vocabulary is only used for their memorizing section without practicing in the real communication.

Definitely, mastering speaking refers to mastering communication. According to Wahono (2018), speaking is common mean of communication within the community[9]. Meanwhile, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Having good communication is the passport to get better employment opportunities. Someone practices to speak English to communicate with other people, moreover they live in different language or the different region. Perfect communication is not possible for people without using a language. Moreover, English speaking is really different with mother language that can be produced automatically and directly, this skill needs interaction, communicative competence and strategy to build continuously practice and opportunities.

[9] Suparwoto sapto wahono, "The of English lectures in developing students' attitude and English speaking of English department students at IAIN Jember", *journal of TURATS,* 1(Sep, 2018), 103.

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Communication strategy becomes one of the strategy of communicative competence that relates to the way both speaker and interlocutor to cope any kinds of communication problem. Communication strategy is an important thing and one of the effective way which are used in learning speaking skill because it has a function to bridge the gap between the interlocutors regarding with their misunderstanding in communication. The process of learning speaking skill will be more effective if the teacher and students also use communication strategies

A study conducted by Rachmajanti (2016) about Communication Strategies Employed by EFL Learners in a Speaking Class, found that Communication strategies have been an extremely important topic of discussion when it comes to second and foreign language learning, particularly in oral communication[10]. Other study conducted by Maleki (2010) about Techniques to Teach Communication Strategies, found that the use of communication strategies is conductive to language learning and communication strategy training should be incorporated into school syllabuses[11]. The important of communication strategy because it can make both teacher and students are able to speak in English effectively.

Having done observation in English boarding house of sumber payung that all members were obligated to speak English, they implemented communication strategy where requisite meaning was really forbidden to be

[10] Sri Rachmajanti, Communication Strategies Employed by EFL Learners in a Speaking Class, *Jurnal Pendidikan Humaniora*, 2 (Juni, 2016), 65.
[11] Ataollah Maleki, Communication Strategies Employed by EFL Learners in a Speaking Class, *Journal of Language Teaching and Research*, 5 (September 2010), 640.

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applied. The tutor and students provided communication strategy to avoid problem in speaking activity, the students able to interact each other by using English language which contained from communication strategy. They used any effort to make the interlocutors understand what he means or he wanted to say. That is interesting to know how the implementation of communication strategy is running well and able to make students active to speak English. Therefore the researcher conducted the research under the title "**Using Communication Strategy in Learning Speaking Ability at English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep)"**

B. Focus of Research

Having the background has been described above, it can be determined that the problems which can be discussed in this research are:

1. How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?
2. How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?

C. Objectives of Research

Based on the focus of research above, there are two objectives of research. Those are:

1. To describe the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung

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2. To describe the evaluation of learning speaking ability trough communication strategy at English boarding house of Sumber Payung

D. Significances of Research

The significances of this research divided as theoretical and practical knowledge, those are explained as follows:

1. Theoretical Significance

   The benefit of this research hopefully can enhance much knowledge about learning speaking and communication strategy

2. Practical Significance

   a. For English Tutor of this English Boarding house

      Every teacher or tutor would like to have good strategy to transfer their knowledge to the students, this is done to make student understand well about the material they shared. Speaking is the skill which needs interesting and good strategy. This research as the media where tutor able to use the strategy in learning speaking ability

   b. For Further Researcher

      Every researcher needs references in conducting their research. This study can be new insight, knowledge and experience using communication strategy in learning speaking ability

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E. Definition of Key Term

There are two terms which are provided to be defined in this research:

1. Learning Speaking

   Learning speaking is the process where people conduct speaking as something they have to know with all the form of speaking they learn

2. Communication Strategy

   Communication strategy is mutual attempts of two persons between speaker and hearer to agree on a meaning in situations where requisite meaning do not seem to be applied

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CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter covers two important points; those are previous research and Theoretical framework.

A. Previous Research

There are four relevant researches which are chosen by the researcher in this research.

1. Thesis which was written by Riana Eka Budiastuti (2017)[12], with the title "The Application of Communication Strategies In the English Department of Universitas Muhammadiyah Semarang (Unimus)".

   The population of this research was the students in the English education department of Muhammadiyah university Semarang, with the sample were 5th semester students and 2 lecturers of English Education Study Program of Unimus in the academic year of 2017/2018. The findings of this research showed on how the writer counted many percent of the type of communication strategy used by the lecture in the classroom, she mentioned that Mime 32% and Language Switch 28 %. After that, the use of Approximation and Literal Translation strategies are 6% each. It is then followed by the Message Abandonment 8% appearance. While for the second class, the most frequent used strategy is Circumlocution 23.5 %.

   This research observed the communication strategies used during the Genre Based Writing and Language Teaching Method by analyzing the

[12] Riana Eka Budiastuti, *'The Application Of Communication Strategies In The English Department Of Universitas Muhammadiyah Semarang (Unimus)'* (Thesis, Universitas Muhammadiyah Semarang, 2017).

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teaching learning exchange that happened in 5th semester of English students in Muhammadiyah University of Semarang

The similarities of this research were using communication strategy in English communicating practice. Both the researchers used qualitative method.

The differences of this research are the object of the research and the subject of the research.

2. Thesis which was written by Intan Nur Charina (2013)[13], with the title "Improving Students' Speaking Skills Using Communication Strategy: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy".

The population of this thesis was the Abe's class, a pre-intermediate class of English Made Easy, with the samples were 10 students of Abe's class, a pre-intermediate class of English Made Easy. This thesis focused on improving speaking ability. The finding of this research that the students have problem in learning speaking ability through some reason, first because the teacher use uninteresting method in learning process, such as in the previous teaching method, most of the activities were of the traditional modes, such as reading the dialogues, reading texts and doing written exercises. Besides that, almost all important examinations did not consist of an oral test, which caused both the teachers and students to neglect oral English. That technical teaching

[13] Intan Nur Charina, *"Improving Students' Speaking Skills Using Communicative strategy: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"* (thesis, State University Of Yogyakarta, 2013).

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makes students think that English is the bored and the laziest lesson in the class that makes them lack of responsiveness, fluency, accuracy, self-confidence and cooperation in practicing their speaking.

This research found some reasons based on identified problems of students' speaking. The first was the teacher. The teacher had not fulfilled the criteria of a good teacher. She did not give clear guidance to help students reach the target language function. The activities in the class were not well designed and the tasks, such as reading the dialogue aloud, identifying the expressions from the dialogue, and memorizing the dialogue were insufficient to give the students assistance with the difficulties that arouse. The second was the students. Some students showed positive behaviors. Some of them were attentive and they were not reluctant in communicating using English although they still had difficulties in speaking. However, some students did not show positive behaviors. They did not really pay attention to the teacher's explanation. The last one was material and teacher's media. The materials used during the class were not various, the students were not equipped with any course book. Instead, the teacher gave some handouts to the students. The handouts were related to the materials that they learnt in that meeting. The handouts contained the written exercises and the speaking tasks. Besides that, the teacher also seldom to use facilities in the school as LCD and DVD to give more visual input and to help students understand easier.

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Only sometimes do the teachers make use of the media such as pictures and cards.

Based on the problem found in this research, this research conducted communication strategy to overcome the problem of student's speaking and improving speaking ability. Communicative competences are the skill which is really needed in speaking practicing, as to develop students' effectively and their confidents in speaking English. Some ways were offered in developing communication strategy in this research. The activities could be in the form of asking and answering questions, role playing, playing games.

The similarities of this research were to find out the communication strategy as the right strategy in facing many problems in learning speaking ability.

The differences between is the research object and subject. And this research also used game as the main action

3. Thesis which was written by Muhammad Isa (2017)[14] with the tittle "A Study of English Oral Communication Strategies Used by Students at Smk N 1 Salatiga".

The population of this thesis was students from SMK N 1 Salatiga, with the samples were 90 students from the 11th grade from 6 different departments. This thesis focused on the using oral communication strategy to cope speaking and listening problem for Students at SmkN 1 Salatiga.

[14] Muhammad Isa, "*A Study of English Oral Communication Strategies Used by Students at Smk N 1 Salatiga*" (Thesis,Kristen satya wacana university of salatiga,2017)

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The finding of this research was the most common challenge and solution the students had was associated with a lack of vocabulary and how to improve

Besides, this thesis categorized some problems in students' English speaking, it appeared that the students tended to have many problems in learning English, mainly in speaking and listening skills. Mostly, they seemed to be lack of the necessary vocabulary needed to communicate using English. Another problem they hold was about their performance in comprehending the English structure. There found many students who still confused on how they arrange their vocabulary to be phrase and sentence. They also did not have many opportunities to practice English and mostly being hesitant to speak English. Most of them ended up using their native language

The aim of this study was to identify the good strategies based on the students' perception which has helped them to understand English communication. It also expected to make a more comfortable and engaging English class where the chosen strategies were applied and understood by the students. It was also believed that learners could improve their underestanding proficiency by developing an ability to use specific communication strategies that enable them to compensate for their target language deficiency

The similarities of this thesis were focusing on how the students able to speak English fluently with always practicing more.

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The differences between are research object, research subject and this thesis also used role play in conducting communication strategy

4. An article which was written by Ni Wayan Suarini, Ketut Seken and Ni Nyoman Padmadewi (2019)[15]. The title of this article is "The Use Of Communication Strategies By The Teacher As A Technique of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation".

   The research in this article conducted a study in BCF (Bali Children Foundation). Bali Children Foundation is a training center that helps children to provide community education in remote areas of Bali that is located in Banjar village. This article focused on how important using communication strategy in learning English speaking, moreover for student. There were three mean reasons why teacher or guide must use communication strategy in learning speaking skill which were mentioned in this research. Firstly, the teacher applied the communication strategies because they wanted to help students to understand the meaning of English utterances. Secondly, to help the students memorize the word in English, third was to help the students mastering a topic, to improve students' motivation and the last was to help the students comprehend the lesson

   Some problems of speaking skill mentioned in this article, such as not confident to express their minds through their limited English

[15] Ni Wayan Suarini, Ketut Seken, Ni Nyoman Padmadewi, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha,*01(2019).

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knowledge and have difficulties to initiate and maintain in conversations due to lack of linguistic knowledge. So, young learners need good motivation and support in order to understand new language especially English. The teacher should implement many techniques to help the students understand what the teacher is going to say in the classroom. Teacher has already used various teaching technique to make students understand and can respond what the teacher ask to them. According to problem above, teaching communication strategies can be a technique to this problems, it can improve learners' communication skills, increase their motivation and can pave the way for learners to become more successful in learning English.

The similarities were conducting communication strategy in learning speaking ability.

The differences between were research object and research subject.

Table 2.1
The Similarities and the Differences Between Previous Research and This Research

No	**Title of The Research**	Using Communication Strategy In Learning Speaking Ability At English Boarding House. (Case Study at Islamic Boarding School of Sumber Payung Sumenep)	
		The similarities	**The differences**
1	Thesis written by Riana Eka Budiastuti, "The Application of Communication Strategies In The English Department of Universitas Muhammadiyah Semarang (Unimus)	a. Both researchers conducted the research about communication strategy b. Both the researchers used qualitative methode	**a.** The subjects of Riana's research were English students and lecture of Muhammadiyah University). While this research used English boarding

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			house students and tutor as the subject of the research **b.** Riana's research conducted to fulfill Master's degree, while this research conducted to fulfi bachelor's degree **c.** Riana's research focused on the type of communication strategy, while this research focused on the steps and type of communication used. **d.** Riana's research focused on writing communication, while this research focused on oral communication.
2	Thesis which was written by Intan Nur Charina, "Improving Students' Speaking Skills Using Communicative Activities: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"	a. Both the researchers conducted communication strategy as the right strategy in facing many problems in learning speaking ability b. Both the researcher conducted speaking skill as the object of research	a. The subject of carina's research conducted in Abe's Class, A Pre-Intermediate Class Of English Made Easy, while this research conducted in English boarding house b. Carina's research used classroom action research, while this research used qualitative research c. While Carina's research used game as the main action
3	thesis which was written by Muhammad Isa, "A Study of English Oral Communication	a. Both the researchers conducted the	a. The previous research focused on how to cop

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	Strategies Used by Students at Smk N 1 Salatiga"	research by using qualitative method b. Both the researchers focused on how the students can speak English fluently with always practicing more	problem of speaking and listening, while this research focused on how to cop speaking skill b. The subject of Isa's research was the students of Smk N 1 Salatiga, while this research used English boarding house students as the subject of the research
4	Article which was written by Ni Wayan Suarini, Ketut Seken and Ni Nyoman Padmadewi, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation"	a. The previous research and this research used qualitative method b. Both the research conducted communication strategy in learning process c. Both the researcher collected the data by using observation and interview	a. The previous research in BCF (Bali Children Foundation). While this research conducted in English boarding house of sumber payung Islamic boarding school b. Wayan's research focused on the type of communication strategy used, while this research focused on the steps and type of communication used.

The research gap in this research was the previous research did not mention the steps to conduct learning speaking ability through communication strategy, they just focused on the types of communication strategy used. Besides, the previous research focused only on the teacher used

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communication strategy in teaching English. Meanwhile, this research not only focused on the types of communication strategy used, but also the steps on how to implement communication strategy used by teacher and students in learning speaking ability. It can be implemented in any other education.

B. Theoretical Framework

1. English Speaking Skill

a. Definition of Speaking Skill

The important of English does not escape from the important of English speaking. Speaking is an activity which involving two or more people in which the participants are both the listeners and the speakers that having to act what they listen and make their contribution at high speed. From this we can conclude that speaking refers to Communication, and Communication has an important role in human's life because by doing it, they can express their idea or feeling to other people. Moreover speaking is the key for people to have relation between the one and others, most of people today try to learn speaking skill in English. According to Rao Speaking is the skill that the students will be judged upon most in real life situations[16]. Speaking also as the process of expressing idea, opinion or anything we want to share. Speaking is the productive skill and it could be separated from listening, so it is a media that connects us with others people in social relationship and friendship.

[16] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ),*2(2019),8.

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b. Components of speaking skill

Component is part of a whole thing. There are five components in speaking skill[17], those are:

1) Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Comprehension means understanding to what the speaker said in the communication. For communication, it certainly requires a subject to respond the speech as well. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speaker and listeners

2) Vocabulary

Vocabulary refers to the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in their speaking. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Having limited vocabulary is also a barrier that precludes learners from learning a language

3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process

[17] Azlina Kurniati, Eliwarti, Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru*",jurnal online mahasiswa*, 2(2015),5.

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on how sound is produced. Pronunciation also as a vital role in order to make the process of communication easy to be understood

4) Grammar.

Grammar is needed for students to arrange a correct sentence in conversation. Someone who mastering grammar will know how to arrange word in sentences, the correct tenses will be used etc., So that grammar is one of components to create a good sentences

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in learning speaking is the aim of many language learners. The Signs of fluency include a reasonably, fast speed of speaking and only a small number of pauses, These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message

c. Types of speaking skill

Speaking skill has some types which have been mentioned by Brown in his book. The types of speaking are imitative, intensive, responsive, transactional (dialogue), Interpersonal (dialogue) and extensive (monologue)[18]

[18] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* second edition (San Fransisco: Longman, 2001), 271.

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1) Imitative

This type includes the ability to practice the intonation and that is just imitating a word, phrase or sentence. Pronunciation is the important thing for this type

2) Intensive

This intensive type goes one step beyond imitative to include any speaking performance. The students' speaking performance that is practicing some phonological and grammatical aspects of language

3) Responsive

This type as short replays to the teacher or student initiated question or comment. Responsive type includes interaction and test comprehension but at the some limited level of very short conversation. At lease it includes greeting and small talk, simple request and comments

4) Transactional (dialogue)

This type is carried out for the purpose of conveying or exchanging specific information, and it is the extended of responsive type.

5) Interpersonal (dialogue)

This type is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information

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6) Extensive (monologue)

Finally the students at intermediate level to advance level are called on to give extended monologue in the form of oral report, summaries or short speech. In other word, when the students in this last type, they can have conversation or event speech.

d. Principles In Learning Speaking Skill

The important of learning speaking skill does not escape from some principles of learning speaking itself. The following are some principles of learning speaking skills[19]:

1) Encourage students to speak right from the first day.
2) Tolerate the students if some of them simply repeat what they say.
3) If a student gives one word answer to any question, have to improve it
4) Let the learners speak actively with whatever English knowledge they have
5) Propose structures/phrases/words.
6) Encourage back-chaining technique (the teacher pronounce the last syllable and the students repeat it, then the teacher continuous working backward from the end to the beginning of the syllable)
7) Organize role play and supervise the learners to correct the active ones and the passive ones.

[19] Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom", *International Journal of Media, Journalism and Mass Communications (IJMJMC,*3 (2017),15.

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8) Be well prepared in advance in terms of lesson planning, activities and tasks.

9) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner

10) Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention

e. Characteristics of Speaking Activity

The students of speaking activities should be designed between fluency and accuracy achievement. Fluency and accuracy are important elements of communication strategy. Speaking as the way in sharing information must be accurate and fluency to clear what speaker want to say. The first characteristic of speaking activity is fluency.[20] Fluency is the purpose of teachers in teaching speaking skill, fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Zyoud (2016) defines it as the ability to respond coherently within the turn of conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in real time[21].

[20] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education* ,2 (2017),36.
[21] Munther Zyoud, "Theoretical Perspective On How To Develop Speaking Skill Among University Students", *an international multidisciplinary journal,*1(Mar, 2016),5.

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The second characteristic of speaking performance is accuracy[22]. Accuracy is the extent to which students' speeches match what people actually say when they use the target language. To select suitable words in the suitable contexts, learners sometimes use similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

f. Fluency and Accuracy Speaking

A good speaker will speak language fluently and accurately. Fluency is an ability to speak with good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation. There some activities that focused on fluency and accuracy in learning speaking ability[23]:

1) Activities focusing on fluency
    a) Reflect natural use of language
    b) Focus on achieving communication
    c) Require meaningful use of language
    d) Require the use of communication strategies
    e) Produce language that may not be predictable
    f) Seek to link language use to context

[22] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal Of Research In English Education* ,2 (2017),36.
[23] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York:2006),14

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2) Activities focusing on accuracy

a) Reflect classroom use of language

b) Focus on the formation of correct examples of language

c) Practice language out of context

d) Practice small samples of language

e) Do not require meaningful communication

f) Control choice of language

g. Principles of Speaking Skill As The Communication Activity

The important of communication cannot be separated by some principles of speaking skill as the mean of communication activity. There are some principles of speaking that were delivered by Wahono, Those are[24]

1) Speaking and listening are two reciprocal activity
2) Speaking is an individual process in communicating
3) Speaking is creative expression
4) Speaking is behavior
5) Speaking is learned behavior
6) The wealth of experience influences speaking
7) Speaking is a mean in smoothing the horizon
8) Linguistic ability and environment are closely related
9) Speaking is personal emission

[24] Suparwoto Sapto Wahono, "The of English lectures in developing students' attitude and English speaking of English department students at IAIAN Jember", *journal of TURATS,* 1(Sep, 2018), 103.

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h. The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information. According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are[25]:

1) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

3) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

4) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words

[25] Yenny Rahmawati,Ertin, "developing assessment for speaking", *journal of IJEE,*2 (2014),202.

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5) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

6) Task

Task deals with finishing the command given during the speaking test.

2. Communication Strategy

a. Definition of Communication Strategy

Ommunication strategies not only play an important role in communication or speaking activity, it also contributes to second or foreign language acquisition. Communication strategies (CS) can help to keep the communication channel open because the learners are given a chance to deliver their speech. If we try to refer what strategy is, strategy means problem-solving which was carefully chosen by the users because it was successful to overcome their problem and gain a solution where they felt most comfortable with. The relation with communication strategy (CS), Communication strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared and focus on exploring alternate ways of using what does not know for the transmission of a message[26]. Kasper (1983) defined communication strategies as potentially conscious plans for

[26] Gabriel Kasper, *Communication strategies: psycholinguistic and sociolinguistic perspective*, (Routletge, New york, 2014),1.

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solving what to an individual presents itself as a problem in reaching a particular communicative goal[27].

We know that both speaker and hearer are successful interlocutors in the communication, When the participants are aware of that they do not understand each other, they will resort to number of techniques, perhaps, paraphrase, transfer or many others. The other definition, Yani stated that communication strategy is a systematic technique employed by a speaker to express his meaning when faced with some difficulty[28]. While Scott (1995) extended the concept of using communication strategies in the process of learning foreign language, they asserted that every potential attempt to cope language related problems in which the speaker is aware during communication course can be called as communication strategy[29].

In short, communication strategy can be said as a strategy to deliver the idea effectively and prevent misunderstanding between the interlocutors. All the above definitions reveal the same purpose of Communication strategies, namely, to solve an emerged communication problem by applying some kinds of techniques In the process of learning English speaking as foreign language. It is relevant with learning speaking that always find a lots of problem

[27] Iva Rofiatun, "Communication Strategies Used By English Teacher In Teaching And Learning Process", *2nd English Language and Literature International Conference (ELLiC),(2018),167*
[28] Zhang Ya-Ni, "Communication Strategies and Foreign Language Learning", *US-China Foreign Language*, 4(Apr 2007), 44.
[29] Iva Rofiatun, "Communication Strategies Used By English Teacher In Teaching And Learning Process", *2nd English Language and Literature International Conference (ELLiC),(2018),167.*

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that faced by the students, such as passive to express their minds through their limited English vocabulary and having difficulties to initiate and maintain in conversations due to lack of linguistic knowledge. So, young learners need good strategy and support to understand English communication.

Based on the various definitions can be simply summarized that communication strategy is potentially mutual attempts between speaker and interlocutor to agree on meaning to cope any communication problem which they are aware during the communication activity

b. Characteristics of Communication Strategy

There are some characteristic of communication strategy. This characteristics are delivered by Harmer (2001)[30], those are:

1) Desire to communicate,

It means that the students should have a desire to conduct their communication

2) Communicative purpose.

Communicative purpose means that the students should have a purpose for their communicating

3) Content not form.

It Means that students should be focused on the content of what they are saying, they do not too focus on the form of the word

[30] Ibid. 39.

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4) Variety of language,

Variety of language means that students should use a variety of language rather than just one language structure

5) No teacher intervention,

It means that the teacher will not intervene to stop the communication activity

6) No materials control.

It means that the materials the teacher relies on will not dictate what specific language forms the student use either

c. Types of Communication Strategy

According to Tarone, Some types of communication strategy used in speaking activity. The types of the communication strategy are[31]

1) Paraphrase

Paraphrase includes three subcategories:

a) Approximation: The student uses a single word which has some common semantic features with the desired item even if she knows that it is not right in the context. Excusing pipe for water pipe

b) Word coinage: The learner's creation of a new word in order to communicate a desired concept. example *airball* for balloon

[31] Gabriel Kasper, *Communication strategies: psycholinguistic and sociolinguistic perspective*, (Routletge, New york, 2014),4.

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c) Circumlocution: The speaker describing the characteristic or elements of an object or action

2) Transfer

Transfer has two sub elements in it, those are:

a) Literal translation: the learner's translating word for word from the native language

b) Language switch: the learner's using the native language term without bothering to translate

3) Avoidance

This type has two sub elements, those are:

a) Topic avoidance: The students prefers not to talk about the subjects which they think that their linguistic capacity is not enough

b) Message abandonment: The student starts talking about a topic but when she comes to a dead end in making himself understood, she simply stops in mid utterance

4) Appeal for assistance: the speaker asks for the correct term or definition to his/her partner.

5) Mime: the learner uses nonverbal strategies (as body language in transferring what the speaker mean) in place of a meaning structure

These achievement strategies above detailed by Tarone used for this analysis in the present study.

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Table 2.2
Types of communication strategy
Delivered by Tarone

1	Paraphrase	Approximation
		Word coinage
		Circumlocution
2	Transfer	Literal translation
		Language switch
3	Avoidance	Topic avoidance
		Message abandonment
4	Appeal for assistance	
5	Mime	

d. Steps To Conduct Communication Strategy

There are some steps where communication strategy conducted in speaking activity. Those are[32]:

1) Divide the class into teams of four or five students
2) Ask students to have pen and paper handy
3) List target language vocabulary on the blackboard which share semantic features with the main items to be taught during the session.
4) Write examples of vocabulary items identified with their approximations
5) Ask students to identify main items according to their approximations listed on the blackboard
6) Ask members of each team to compare their identified items with those of other team members and to resolve their differences on discussion

[32] Ataollah Maleki, "Techniques to Teach Communication Strategies", *Journal of Language Teaching and Research,5*,(September ,2010),642.

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7) Ask a member of each team to read out the identified items agreed upon within the team
8) Have the class discuss, compare, and prepare the final list of the main items
9) write the final list on the blackboard for all class to see
10) Have each team write two sentences one with the main item and the other with its approximation
11) Have teams read their written sentences and correct them

e. Procedures of Conducting Communication Strategy

There are some procedures to conduct communication strategy that were delivered by Cervantes [33]. Those are:

1) Raising learner awareness about the nature and communicative potential of communication strategies
2) Encouraging students to be willing to take risks and use communication strategies.
3) Providing second language models to conduct communication strategies through demonstrations, listening materials videos, and getting learners to have communication activities
4) Highlighting cross-cultural differences in communication strategy usage because English languages has some kinds of style
5) Teaching communication strategies directly by presenting linguistic devices to verbalize them.

[33] Carmen A. Rodríguez Cervantes, "The Use of Communication Strategies in the Beginner EFL Classroom", *Gist Education and learning research Journal*,6,(Nov, 2012),115.

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6) Providing opportunities to practice in strategy use is necessary because communication strategies can only fulfll their function as immediate if the speaker practice to speak using target language

f. Communication Strategy Activities

There are some activities that can be used in conducting communication strategy to learn speaking ability which encourage the students to be able to use English language to communicate. Those are as follows[34]:

1) Question and answer

Questions and answers are often used as warming up of speaking activities. We can conclude that the purposes of conducting warming up activities are to get to know each other a little at the beginning and to get students into the right mood before starting their conversation

2) Games

Game as the suitable to mastering speaking as well as relaxed in learning speaking.

a) Information gap activity

Information gap activity is an activity where student should talk each other to get information and they have to have partner in their communication

[34] Intan Nur Charina, *"Improving Students' Speaking Skills Using Communicaton strategys: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class Of English Made Easy"* (thesis, State University Of Yogyakarta, 2013):46

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b) Conversation

Conversation is an activity which provides content for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of interaction such as introducing new topics and many others. This activity can give more chances for students to express their own personality and experiences in the target language

c) Telling stories

The purpose of this activity is to make students have longer connected text and develop imagination, so they can produce longer speech.

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CHAPTER III

RESEACRH METHODS

A. Research Design

The design of this research is qualitative research. Qualitative research is research concerned with the meaning people attach to things in their lives[35], such as behavior, perception, motivation, action, etc. Generally, qualitative researcher empathizes and identifies with people the researcher study in order to understand how those people see things. Besides, qualitative research is the Central to the phenomenological perspective and understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative research also refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be studied. Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation

The type of this research was descriptive qualitative. Descriptive qualitative is a label used in qualitative research to study what are descriptive in nature[36]. Besides, descriptive qualitative also as the label of choice where a straight description of phenomena is desired or information is sought to develop and refine questionnaires or interviewers.

[35] Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),7.
[36] Hyejin, "characteristic of qualitative descriptive studies", https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5225027/, (30 sep 2016).

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The researcher used descriptive qualitative because the researcher would like to describe clearly the use of communication strategy in learning speaking ability at English boarding house of Islamic boarding school of sumber payung sumenep.

B. Research Location

This research was conducted in English boarding house of Islamic boarding school of sumber payung which the located at Guluk-guluk Street, Bataal Barat, Sumenep Regency, east java Indonesia. The place was chosen by the researcher because it is one of the English boarding house which implemented communication strategy in their learning speaking.

C. Research Subject

Research subject refers to the informant who became the research source. The informant reported the information which related to the research focus on this research.

Having subject of the research, the researcher used purposeful sampling. Purposeful sampling is qualitative sampling technique which the researchers intentionally select individual and sites to learn or understand the central phenomena[37]. Purposeful sampling also as the selecting information rich cases for the most effective use of limited resources with must be consistent with the aim and assumption that use in the research

The subjects in this study were the four English tutor and thirty five students of English boarding house at Sumber Payung. The English tutor and

[37] John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 206

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student of the English boarding house were interviewed and observed by the researcher.

D. Data Collection Techniques

This research conducted some data collecting techniques, those techniques explain below:

1. Observation

Observation is a technique which people use in their natural settings in order to understand social life from the perspective of the participant[38]. Observation can be called as a technique in which the researcher used in taking field note of individual behavior and activities of the research site. This research used participant observation where the researcher participated in the student's activity of their learning speaking ability while becoming observer. The observation was conducted to get the data about the implementation of communication strategy in learning English, especially in the speaking skill which was obligated in the English boarding house of Sumber payung

2. Interview

According to Taylor, interview is favored digging tool of social researcher[39]. Interview is as the cheerful data collector with the role involves getting people to relax enough to answer the predefined series of question completely.

[38] Patricia leavy, *Research design* (new york: the Guilford press,2017), 134
[39] Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),102

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This research used in-depth interviewing (open ended interviewing) as this qualitative research method. By in depth qualitative interviewing, the researcher did this interviewing in face to face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words deeply at the English boarding house. The researcher took this type of interview because this type was so flexible, despite the researcher could add and improve the question so that it made the information which was gotten complete and valid. The data that the researcher was obtained from this interview was about the application of communication strategy in learning speaking ability at the English boarding house of Sumber Payung.

3. Document review

During the proses of the research, the researcher did not only use interview and observation to get the accurate data, but also used document review. Document is data consist of public and private data that qualitative researcher obtain about a site participant in the study[40]. Document also as a sources provide valuable information in helping researchers understand central phenomena in qualitative studies, these example of public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).

[40] John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 223

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In this research, some documents that have taken:

a. The data of the members in English boarding house
b. Data schedule of the activities in the English boarding house
c. Data about the evaluation sheet
d. Photos of learning English process

E. Techniques of Data Analysis

Analyzing that the data in conducting research, usually consuming much time because sometimes the researcher faces massive field note, such as audio recording, video transcription and many others. All of them must be examined and interpreted. The researcher used a descriptive study of qualitative research. As using technique, the researcher collected the data, arranged data then present data to know the learning process of learning speaking ability through communication strategy at the English boarding houses of Sumber payung

In this research, there were three steps of analyzing the data, they were data reduction, data display, also drawing and verifying conclusion[41].

1. Data Reduction

Data reduction is a process of selecting, focusing, simplifying and transforming the data that appear in the written up field note and transcription. The data that were selected in this reduction were interview, document and other empirical materials. Data reduction los as transforming process which continues after fieldwork until the final report finished.

[41] A.micheal huberman, *Qualitative Data Analysis, Second Edition* (London: sage publication, 1994), 10.

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The researcher took the data about the implementation of communication strategy in learning speaking ability.

2. Data Display

The second technique of analysis data from this research was data display. Data display is an organized, compressed, assembly of information that permits conclusion drawing and action[42]. This technique helps us to understand what was happening and to do something either analyze further or take action based on that understanding.

In this research, the researcher displayed the data and then analyzed it. Analyzing the data which was taken in field research and the researcher presented the data about the implementation of communication strategy in learning speaking ability.

3. Drawing and Verifying Conclusion

The last stream of analysis activity is drawing and verifying conclusion, from the start of qualitative analysis is beginning to decide what things mean and interpret patterns, explanation, possible configuration, causal flows and proposition. Verification is the brief as a fleeting second through crossing the analysis mind during writing with short excursion back to the field note and it also the elaborate with lightly argumentation[43].

[42] Ibid., 11
[43] Ibid., 11

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In this research, the researcher gave the result of the analysis based on the things happened in the field, then drew conclusion after presenting the data and analyzed the data.

F. Validity of The Data

For all kinds of research, including qualitative research, possibly the key quality control issue deals with the validity of a study and the findings. Validity is referring to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account. A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that was studied[44]

To accurate the data, the researcher must converse with the participants on two or more occasions about his view. So in this research used source triangulation and method triangulation. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research[45].

1. Source Triangulation

Source Triangulation is assessing the credibility of the data by checking the data that has been obtained through several sources

[44] Robert K. Yin, *Qualitative Research From Start To Finish* (New York: The Gulford Press, 2011), 78
[45] John W. Creswell, *educational research*, 4th edition (united states: person educationinc,2012), 259

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2. Method Triangulation

Method Triangulation is assessing the credibility of data through checking the same data by various methods (it may consist of Observation, Interview and documentation).

This ensures that the study was accurate because the information drawn on multiple sources of information, individuals, or processes. This triangulation process encouraged the researcher to develop a report the data accurately and credibility.

G. Procedures of The Research

Procedure of the research is a part which explains the research start from preface research, design development, the real research, and until report the writing or the result[46] . In this research there were three procedures that was used those are:

1. Stage of Pre-field Research

This is the first stage where it is determined what must be done before a researcher comes to the field of research object. There are six pre-field stages, those are:

a. Arranging a research plan
b. Selecting the research field
c. Managing the license
d. Exploring and evaluate the field of research
e. Selecting the participant or the informants
f. Prepare the research instrument

[46] Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

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2. Stage of Fieldwork

The second procedure after getting the research licensed was the researcher entered the informant or research object to collect the data with observation, interview and document review to get any information about the use of communication strategy in learning speaking ability.

3. Stage of Data Analysis

This is the last stage after getting the data. This stage was analyzing the data that include of data reduction, data display and drawing and verify it. Next, after the data analyzed, the last step has been done was making a research report.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers three important points. First is overview of English boarding house of sumber payung. Second is Research findings and data analysis, and the third is discussions on the result of data analysis. In the research findings and data analysis, the researcher collected the data from four tutor and thirty five students at English boarding house of sumber payung about the implementation of communication strategy used in students' learning speaking ability. Then the researcher also collected the data about the evaluation of students' learning speaking ability through Communication strategy.

A. Overview of English Boarding House Sumber Payung

The rising of sumber payung education indicated from some formal school which was built, such as elementary school, junior high school, senior high school and others. Besides, there are also some non-formal educations which built at this Islamic boarding school, such as Asrama kitab, Asrama Tahfidz and Ma'had of Arabic language. There was no only English boarding house at this education. That made some students who like English joined English course in other institution during fasting month.

Because of that reason, on 17th of August 2017, the leader KH Ahmad Sa'duddin built English area and K Moh afifi as the leader in that English boarding house. The first generations of this English boarding house were seventeen students.

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Vision

The realization of human beings who are knowledgeable of English, pious and having noble character.

Mission

1. Building students' interest in learning English intensively
2. Building students' interest in worship
3. Building the Islamic values

B. Research Findings and Data Analysis

A research should be provided with the data serving as the main of this research and the data would be analyzed. Based on the previous discussion that the researcher used observation, interview and document review which was served by collecting data using those three techniques. Researcher described, elaborated and interpreted the data till becoming whole description

Researcher elaborated the research findings based on the interview, document review and observation as follows:

1. The Implementation of Learning Speaking Ability Trough Communication Strategy At English Boarding House Of Sumber Payung

The findings showed that the used of communication strategy not only by the tutor, but also by the students at the English boarding house of sumber payung. Meanwhile, the implementation of learning speaking ability through communication strategy at the English boarding house was

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implemented in two parts, first was implemented in the classroom activity, the second was implemented outside classroom activity.

a. Classroom activity.

As the result of the observation, the researcher could know that all students at the English boarding house divided into two classes, those called as junior class and senior class, every class had different materials which taught more than one in conducting speaking ability through communication strategy[47].

It was straightened by Mr Jazuli explanation, he said:

> *"Untuk materi di speaking seperti invitation, greetings, asking information,,* speech *delivery dan yang lainya diajarkan tidak hanya satu kali, biasanya dua sampai tiga kali, santri akan disuruh praktek jika dirasa sudah mulai paham akan materi yang disampaikan oleh tutor"*
>
> "The tutor would not only teach speaking lesson such as invitation, greetings, asking information, speech delivery and many others once, but also twice or trice, then the students will be instructed to practice if they have understood the material explained by the tutor" [48]

The explanation above was supported by observation conducted in a few days, the researcher tried to observe the book used in learning speaking skill, there found some speaking materials used at the English boarding house, and it can be seen in the table below[49]:

[47] Observation, 3rd of july 2021
[48] Tutor, Interview, 3rd of july 2021
[49] Observation, 8th-10th of july 2021

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Table 4.1
The English speaking material

NO	CLASS	
	Junior class	**Senior class**
1	Greetings	Asking and giving suggestion
2	Introduction	Describing something
3	Asking and answering question	Asking for clarification
4	Asking and giving permission	Master of ceremony
5	Invitation	Speech delivery
6	Daily conversation	Being good public speaker
7	Saying goodbye	

There were two times where the students had the class in a day, first class was done in the morning at 05:30 and the second class was done in the evening at 20:30. The observation conducted in junior class at 20:30 got the result that there some steps used in conducting speaking ability through communication strategy at the English boarding house of Sumber Payung, those steps were[50]:

1. The tutor came to the class by saying salam
2. The tutor greeted students and desire them to speak English by asking their condition and their days
3. The tutor stared to explain the material, it was about *Asking and giving permission*
4. Then, the tutor asked students to find partner

[50] Observation, 9th of july 2021

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5. the students were asked to make conversation material based on the material explained
6. the tutor asked students to conduct conversation practice with the interlocutor for five minutes without stopping

Based on the observation, the researcher found that the tutor used instruction which contained by communication strategy during in the classroom:

Tutor: *Ok, now you have to make conversation material in your book with your interlocutor about asking and giving permission* (while holding a book and pen and acted like someone writes something)

Students: *(Silent), then fahrizal said "I do not know make it sir."*

Then the tutor visited him and tried to explain again the material while asking him what had been explained by the tutor.

The findings above showed that the tutor used Mime and appeal for assistance as the strategy to desire students to speak English. The students also used language switch in the conversation with the tutor. Language switch may happen to non-native speaker and they would use it to avoid conversation breakdown. The used of language switch by the students also straightened by Mr kholid explanation, he said:

> *"Santri disini miming diwajibkan berbicara bahasa inggris, hususnya bagi yang sudah tinggal lama di asrama ini. Kalau untuk yang junior, mereka boleh pakek bahasa inggris tanpa harus tersetruktur secara grammar"*[51]

[51] Tutor, Interview, 3th of july 2021

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> "all The students are obligated to *speak* English, especially for students who had been staying here for long time. For the junior students, they can speak English with Indonesian term."

From the statement above, it can be known that the junior students whose the English was lower than senior students able to speak English with their native language term.

In the other activity, the researcher got the result that the tutor were teaching students and discussed about invitation. Before dividing students into some groups, the tutor conducted Appeal for Assistance to desire students to speak English and to tell the students what he meant. He said to student "*what is it?. We always got it when our friend would like to get married"* (while holding invitation)[52]

The tutor divided students into five groups, every group was asked to make conversation material for about ten minutes with the topic *teacher and student.* Every group should have delegation to present the result of the conversation material they have made. The tutor gave five minutes to practice their speaking without stopping. The students made conversation practice with the interlocutor in front of the class based on the topic which was given by the tutor. There was a student looked confused to understand their friends, they asked to the tutor in the class. Then the tutor avoid to say the word in Indonesian, he tried to tell the student by using sentence, and also using Nonverbal strategy to explain what he mean to the student[53].

[52] Observation, 9th of july 2021
[53] Observation, 10th of july 2021

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Student: *What is the meaning uniform sir?*

Tutor: *Uniform is the cloth that usually wearied by student in school* (while holding his cloth)

The observation above also related with Mr Zain's explanation as the tutor who taught at the time. He explained:

> *"Selain untuk tetap berbicara bahasa inggris, ini juga bertujuan untuk* memotivasi *santri bahwa dalam belajar bahasa inggris kita bisa menggunakan cara-cara tanpa harus menyebutkan kata tersebut dalam bahasa Indonesia*[54] *"*
>
> "In addition constantly to speak English, this also aims to motivate students that we can use some techniques without having to mention the word into Indonesian"

The observation above was straightened by Mr Jazuli explanation. He said:

> *"Iya, karena santri bakal disuruh praktek secara berpasangan jika dirasa sudah mulai paham akan materi yang disampaikan sama tutor,"*
>
> "Yess, it because the students will be instructed to practice in a couple to the front of class if they have understood the material explained by the tutor"

Other observation showed that circumlocution paraphrase was identified in learning speaking. The tutor applied it during learning in the class. The tutor said, *"what is it? It contains of many vocabularies and we use it to look for the word in English"*. (While holding dictionary)

[54] Tutor, Interview, 3th of July 2021

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b. Outside Classroom Activity

There were some activities where the students implemented communication strategy that focused out of the class at this English boarding house. Those were:

1. Students' daily activity

Students' daily activity means the activity done out of the class during in the English boarding house of Sumber payung. English is a tool of students' communication and they used some types of communication strategy in producing speech in students' daily activity.

Based on the observation done by the researcher got the result that A large majority of students at the English boarding house of sumber payung had idea about how to cope themselves when they were confronted with some words they did not know. It showed that there were two students had conversation before eating, "*do you have big plate?* The other gave him *tray*[55].

In another observation, Language switch was also used by student in their daily activity at this English boarding house. Some students used English language which consisted of native language term. The researcher found it when students got washing clothes. A student said *have taken bath?*. The other said *"No, later"* .In other activity, a student said *wanna pray*?. The other said *"yes"*

[55] Observation, 9th of July 2021

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Based on the observation above, we can conclude that the student used Word coinage and Language switch to avoid their conversation broken. The student created new word and using native language term without using his native language in their daily speaking

2. Memorizing vocabulary

Memorizing vocabulary was also obligated for all students in this English boarding house. They had to memorize five vocabularies in a day. They should submit their memorizing in the evening before they had the class. This is to enrich their vocabulary mastery and make them easy to communicate.

In the field, the researcher found that the tutor asked students to memorize five vocabularies before starting the class. In the middle of activity, the tutor found a member did not memorize the meaning of the word. As the result, he had to go back to the seat. Then, the tutor asked him again in the last time, then M Randi memorized and constantly he could not answer the same question from the tutor, till the tutor used Word coinage to explain that word till the student understood[56].

It was also supported by Rizal Bahri as one of the student in this English boarding house of Sumber Payung, he explained:

> *"Sehabis kelas di waktu pagi, tutor mimamng memberikan vocab, dan anak-anak disuruh menghafalkanya ketika kelas malam"*[57]

[56] Observation, 3rd of July 2021
[57] student, Interview,19th of july 2021

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> "The tutor *gives* vocabulary after having the class in the morning and asking us to memorize it in the evening class"

In the other observation conducted at at 20:30, the researcher also joined the junior class. Before starting to learn speaking, the tutor conducted two steps. Those were[58]:

1. The tutor gave students question related to vocabulary they have memorized in the night before
2. The tutor explained the vocabulary by using paraphrase when there found student could not answer the question

Tutor: I will say English word and you have to say it in Indonesian. Experience?
Students: pengalaman (saying together)
Tutor: Break?
Students: Merusak (saying together)
Tutor: Walk?
Students: Berjalan (saying together)
Tutor: Advice?
Students: (No students able to answer)
Tutor: How to say advice? Then the tutor said, *Advice is the word we say when remind our friend not to do something wrong*

Based on the observation above that the tutor avoid to say the word in Indonesian, he preferred to use paraphrase to tell the word that was asked by students

. There had to be like that for all members till all had done this activity. The tutor did not say the word in Indonesian, but he

[58] Observation, 19th of July 2021

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explained the word by using Communication Strategy in students' learning activity.

3. Watching movie

Watching English movie is a routine program which was done every month. The students watched the movie by using laptop and LCD that were prepared by the committee at this English boarding house. This program had the goal to refresh students' mind after learning English in serious way. Members could learn the native pronunciation, intonation, and their dialect when they speak English. Meanwhile, the students should make note about the movie they watched, and they have to present the content of the movie in the night after.

It was explained by Mr jazuli explanation:

> *"Kegiatan yang disenangi santri disini adalah watching movie, selain dapat merefresh pikiran, mereka juga bisa belajar pronounciation serta intonation dari film tersebut. Untuk dapat melatih speaking santri, semua pengurus disni sepakat agar setiap santri harus mempersentasikan isi dari film tersebut keesokan malamnya"*[59]
>
> "The program which students like here is watching movie, this program able to refresh students' mind and they can learn how to pronounce and intonation from the movie. To be able to train the students' speaking, all tutors agreed that every student should present the content of the movie in the nigh aftert".

The statement above was straightened by observation conducted at 21:00. The researcher was a part of senior class. The students were re-telling the movie they watched at the night before.

[59] Tutor, Interview, 16th of july 2021

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The movie watched was Kungfu Panda. The students struggled to re-tell the content of the movie and used some types of communication strategy, such as mime, some students also used Language switch as the strategy to explain what he mean[60].

The main point of this activity was how the students re-tell the content of the movie in the night after. The students would get three benefits of this activity, the first is refreshing their mind after learning in serious way, the second is to learn how the native produce English word and the last is to improve students' speaking ability with the re-telling activity.

Based on the findings above, it can be concluded that the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung was divided into two parts: 1) in the classroom activity which consisted of some steps, they were The tutor came to the class by saying salam, The tutor greeted students and desire them to speak English, explaining the material, making students in group, the students were asked to make conversation material, asking students to conduct conversation practice with the interlocutor. There were some types of communication strategy used in learning speaking ability focused in the classroom activity, those were appeal for assistance, word coinage, mime, circumlocution and language switch. 2) Outside the classroom activity, it consisted of daily activity by conducting word coinage and language switch.

[60] Observation, 16th of July 2021

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Memorizing vocabulary that was conducted by two steps, those were giving students question related to vocabulary they have memorized and the tutor explained the vocabulary by using word coinage. Telling the movie which consisted of mime and language switch.

The documentation of the students' learning speaking by using communication strategy can be seen in appendix 4 as the result of what has been done in work

2. The Evaluation of Learning Speaking Ability through Communication Strategy at English Boarding House of Sumber Payung

Based on the observation the researcher did, there was no written evaluation applied at the English boarding house of Sumber Payung, the evaluation conducted was oral form which related to Communication Strategy. That evaluation was done every week.

It was delivered by Mr Kholid Readi:

> *"Kalau masalah penilaian dalam speaking, kami menerapkan story telling yang dilaksanakan setiap minggu dan semua santri bebas dalam menentukan topik*[61]*".*
>
> "Talking about evaluation of English speaking. We conducted story telling that is done once in a week and all the students are free to determine the topic of their story"

a. Story Telling Evaluation

All members of the English boarding house should joint this evaluation. Story telling was done every Thursday night at 20:30. They were free to determine the topic of their story with least time five

[61] tutor, Interview, 20th of july 2021

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minutes. The winner is a motivation for them to be serious on taking a part of learning English, especially in speaking skill. Besides, the students who spoke English well would be moved to the senior class.

The most important destination of this agenda is to build the strong self-confidence and mentality in Public Speaking. This evaluation was done in the class with the tutor of every class. This evaluation is also as a media for the tutor to evaluate how the students speak English with good perform related with all components in speaking skill. It was delivered by Mr Zain:

> *"Storytelling yang dilaksanakan setiap malam jum'at itu bertujuan untuk mengevaluasi speaking santri, seperti pronounciation, intonation, , fluency serta confident mereka"*[62].
>
> "The storytelling that is done every Saturday night to evaluate students' speaking skill, such as pronunciation, intonation, *grammatical*, fluency and their confident"

It was straightened by Mr jazuli added:

> "*Dari kegiatan story telling ini, nantinya tutor akan mengevauasi siapa saja yang sudah bisa dinaikkan kelasnya"*
>
> "From this story telling activity, the tutor can evaluate every student who able to advance the class"

The statement above told us some aspects which were evaluated by the tutor in the story telling evaluation:

1. Pronunciation
2. Intonation
3. Fluency
4. Self-Confident

[62] Ibid

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The observation done by the researcher at 20: 30 got the result that all the students told the story with the tutor in each class. The researcher was a part of senior class. The first delegation who showed the story telling was fahrizal, he told about his experience in learning English during his formal class in the school. He also used mime and sometimes language switch to make the story more active and effective[63]. The free choice of what students wanted to talk about is as the principle where students would use Topic avoidance in their story telling.

Based on the findings above, it could be concluded that the evaluation of learning speaking ability through communication strategy at the English boarding house of sumber payung has implemented Story telling evaluation which held every week. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident. The types of communication strategy used in the evaluation were Mime and language switch.

The documentation of the students' evaluation in learning speaking by using communication strategy can be seen in appendix 4 about the preparation of the students' telling story.

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[63] Observation, 22th of July 2021

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Table 4.2
The Result of Research Findings

No	Research Focuses	Findings
1	How is the implementation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?	a. Steps To Conduct Communication Strategy In Learning Speaking Ability 1. The tutor came to the class by saying Salam 2. The tutor greeted students by asking their condition and their days 3. The tutor explained the material 4. Next, The tutor asked students to find partner 5. The students were asked to make conversation material based on the material explained 6. The tutor asked students to conduct conversation practice with the interlocutor for five minutes without stopping b. Materials 1. Introduction 2. Greetings 3. asking and answer question 4. asking and giving permission 5. invitation 6. daily conversation 7. describing something 8. asking for clarification 9. being good public speaker 10. master of ceremony 11. speech delivery 12. saying goodbye c. Communication strategy implemented 1. appeal for assistance 2. word coinage 3. Mime 4. Circumlocution 5. language switch
2	How is the evaluation of learning speaking ability through communication strategy at English boarding house of Sumber Payung?	a. Aspects that was evaluated 1. Pronunciation 2. Intonation 3. Fluency 4. Self-Confident b. Communication strategy implemented 1. Mime 2. Language switch

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C. Discussion on The Result of Data Analysis

Discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. Discussion is also as the analyzed by the researcher about the research findings.

There are two points to discuss in this term. Firstly, the implementation of learning speaking ability through communication strategy at English boarding house of Sumebr Payung. Secondly, the evaluation of learning speaking ability through communication strategy at English boarding house of sumber payung.

1. The Implementation of Learning Speaking Ability through Communication Strategy at English Boarding House.

In this phase, the researcher would discuss about the implementation of learning speaking ability through communication strategy at English boarding house of sumber payung. There found two classified of the implementation of communication strategy in learning speaking ability. The first was applied in the classroom activity. The second was applied outside classroom activity. Here is the discussion.

a. Classroom activity

Classroom activity means the implementation of speaking ability through communication strategy that was focused only in students' class at this English boarding house. The learning speaking

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ability through communication strategy at the English boarding house of Sumber Payung which was consisted of groupings and collaborative between teacher and students to communicate was related with what Azamoosh said, She explained that implementing communication strategy in learning speaking skill could be done by grouping learners and providing each group with a specific communicative situation in which they should try to maintain the flow of communication and with collaboratively between the students with the teacher and employed part of communication strategies and their appropriate alternative used[64].

The findings showed that the students have the class twice a day and the discussion focused on how students speak English with good pronunciation, fluency and confidently. In other term, it was also related with the element of speaking itself[65]:

1) Pronunciation: Pronunciation means as the voice of the word produced to be spoken. Pronunciation can be defined as a way of how a word is pronounced to be understood by speaking partners.
2) Vocabulary: Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication.

[64] Maryam Azarmoosh, communicating in a second language: A matter of teaching communication strategy, (June, 2014), 10.
[65] Jeremy Harmer, *The Practice of Language Teaching: Third Edition, Edinburgh*, (Gate: Pearson Education Limited, 2007), 266.

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3) Grammar: Grammar as the role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the communication is understood well
4) Fluency: Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as intonation, the mastery of the vocabulary, grammar, and pronunciation

Fluency is one of the focused of student's learning speaking at this English boarding house. The used of communication strategy to expedite students' speaking skill related with what Jack C. Richard said about some activities that focused on fluency. According to Richard, there are some activities to fluent students' speaking skill, those are[66]:

1) Reflect natural use of language
2) Focus on achieving communication
3) Require meaningful use of language
4) Require the use of communication strategies
5) Produce language that may not be predictable
6) Seek to link language use to context

[66] Jack C. Richard, Communicative Language Teaching Today, (Cambridge University Press: New York:2006),14

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In other activity that the steps which were conducted in learning speaking ability through communication strategy at the English boarding house of sumber payung also related with the steps of conducting communication strategy in speaking skill that was delivered by Maleki. Those are[67]:

1. Divide the class into teams of four or five students
2. Ask students to have pen and paper handy
3. List target language vocabulary on the blackboard which share semantic features with the main items to be taught during the session.
4. Write examples of vocabulary items identified with their approximations
5. Ask students to identify main items according to their approximations listed on the blackboard
6. Ask members of each team to compare their identified items with those of other team members and to resolve their differences on discussion
7. Ask a member of each team to read out the identified items agreed upon within the team
8. Have the class discuss, compare, and prepare the final list of the main items
9. write the final list on the blackboard for all class to see

[67] Ataollah Maleki, "Techniques to Teach Communication Strategies", *Journal of Language Teaching and Research,5*,(September ,2010),642.

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10. Have each team write two sentences one with the main item and the other with its approximation
11. Have teams read their written sentences and correct them

Based on research findings that the researcher did, the elements of speaking were designed by some activities at this English boarding house, such as question and answer and conversation between students and tutor or students and many others. The students and tutor in the class always used some types of communication strategy to practice their English, such as Appeal for assistance, Circumlocution, mime and others in their learning speaking skill.

The used of Appeal for assistance, Circumlocution and mime in the classroom are needed by students to comprehend everything the teacher and students said used target language. Describing the characteristic of something he mean and using body language are the essential way to develop and to explain using students' target language without having to translate it into students' native language when the students did not understand the tutor's word.

In others research found that Circumlocution also used in students' learning speaking as the speaker's attempt to communicate meaningful content in the face of some apparent deficiencies in the interlanguage system[68]. That strategy used at the English boarding house has same relation with the research conducted by Ni Wayan

[68] Elaine Taron, " Some Thoughts on the Notion of Communication Strategy",3 (September 1981), 285-286.

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Suarini, the used of appeal for assistance conducted had some goals; First, teacher applied the communication strategies because they wanted to help the students to understand the meaning of English utterances. The second was to help the students memorize the word in English, third was to avoid a mistake, improve students' motivation and the last was to help the students comprehend the lesson[69]

Instead, the used of CS types in students' learning speaking ability related with what Farch and Kasper explanation. They recommend using communication strategy to language learners and argued that by using communication strategy explicitly, learners become aware of their implicit knowledge of communication strategy besides they learn how to use communication strategy in informal and formal situation[70].

In conclusion, the researcher agreed to say that the used of communication strategy in the class is the teacher's example of way on how the students produce English speaking when they found speaking problem in the communication activity, the students able to communicate in English although sometimes they do not know how to produce the word in English, they can use Circumlocution and word coinage to avoid speaking broken. That is the basic principle to make students familiar with speaking English in every situation. Besides, the

[69] Ni Wayan Suarini, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", *Jurnal Pendidikan Bahasa Inggris Undiksha*,01(2019), 53-54.
[70] Mona Khabiri, "The Effect of Teaching Communication Strategy on EFL Learners' Willingness to Communicate", *theory and practice in language studies*, 2(February, 2016), 401.

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used of communication strategy in learning speaking in this English boarding house had helped students and fixed with the formula of using communication itself. It was proofed by the students' participation when tutor asked them to practice, they speak English with good confident and it is like desired to speak English.

b. Outside the classroom activity

Outside the classroom activity means the implementation of speaking skill through communication strategy that was focused only in students' activity out of the class at the English boarding house. There were some activities that the students done through communication strategy in their speaking activity out of the class, those were daily activity time, memorizing vocabulary and watching movie.

Based on the findings, the members of this English boarding house should speak English, Whoever speaks no English have to do the punishment that they had to memorize five sentences or expressions that is given by the tutor. In other term, Jack C. Richard gave his statement related with the students' communication principle in the daily activity[71]:

1) Make real communication the focus of language learning.
2) Provide opportunities for learners to experiment and try out what they know.

[71] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York, 2006), 13.

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3) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4) Provide opportunities for learners to develop both accuracy and fluency.
5) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6) Let students induce or discover grammar rules.

The researcher agreed to say that the students' daily activity is the real communication opportunity the students have without having to be controlled by the tutor. Brown in his book said that successful mastery of second language will be due to a large extent to a learner's own personal investment of time, effort and attention to the second language in the form of an individualized battery of strategies for comprehending an producing a language[72].

Based on all findings showed that the used of some types of communication strategy in students' daily activity made students speak English constantly, the used of Word coinage and mime made the students' speaking more active and effective. The used of Language switch does not mean that they did not know to speak English grammatically, it was proofed when they were doing conversation practice with the tutor and they also speak English grammatically. The communication activity should done by Allowing students to work

[72] H. Douglas Brown, *TEACHING bY PRINCIPLES an Interactive Approach to Language Pedagogy* second edition (San Fransisco: Longman, 2001), 60.

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at their own levels because Each student has individual language skills[73].

The findings showed that Communication strategy used also applied in the time of students' memorizing vocabulary and presenting the movie that the students watched. The students of English boarding house in sumber payung Islamic boarding school should memorize five vocabularies in a day, it is to enrich the students' vocabulary mastery as they realized that vocabulary becomes an important part of arranging the words to be a sentence in communication.

Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication. Non- native speakers of English must increase their vocabulary knowledge in order to become successful in their academic endeavors in English-medium educational environments[74]. Meanwhile, watching movie made students understand how to pronounce English word or sentence from native speaker that can be related with the word which the students has memorized. Besides that, there are a lot of things the students get from watching movie, such as delivered by harmer that watching movie made learners get to see language in use and this allows them to see a whole lot of paralinguistic behavior, for example, they can see how

[73] Taher Bahrani, "How to Teach Speaking Skill?", *Journal of Education and Practice,* 2(2012),29.
[74] Young-Kyung Min, "Vocabulary Acquisition: Practical Strategies for ESL Student", *Journal of International Students,*1(2013),64.

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intonation matches facial expression and what gestures accompany certain phrases and they can pick up a range of cross-cultural clues[75].

The researcher agreed to say that the most students memorized vocabularies with good pronunciation, they will get easier in doing good communication.

Regarding it, the used of communication strategy in the students' daily activity provided crucial information for teachers about the learners' struggles to tackle complications in English communication, by knowing the mismatch between the learners' linguistic knowledge and their communicative intention [76] . The implemented of communication strategy mentioned above at this English boarding house also related with the research conducted by Sri Rachmajanti about communication strategy with the discussion is to make communication running well[77].

The used of type of communication strategy shown in research findings also related with what Tarone said that if a learner lack of lexical item, he or she may use other term or syntactic structure or mime to get across to intended nation or to achieve the communicative goal[78]. In other word, requisite meaning into students' native language

[75] Jeremy Harmer, *The Practice of Language Teaching*: fourth Edition (London: Longman, 1998),308.
[76] Agus Wijayanto, Diyah Murti Hastuti, "Communication Strategies by Indonesian EFL Learners in English Conversation Class", *Jurnal Arbitrer*,1(2021),73.
[77] Syarifudin, Nur Mukminatien, Sri Rachmajanti, A. Effendi Kadarisman, "Communication Strategies Employed by EFL Learners in A Speaking Class", *Jurnal Pendidikan Humaniora*,2(Juni, 2016),67.
[78] Elaine Tarone "Communication Strategies, Foreigner Talk, And Repair In Interlanguage",2(1980),411.

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was not used. That has same relation with the technique used by the tutor when students did not memorize their vocabulary without having to translate the word into student's native language.

According to finding and the theory delivered above that the used of communication strategy in students' memorizing vocabulary and re-telling the movie has been fixed with the formula of communication strategy without having to translate the word that the students do not know into their native language, so that the used of word coinage, mime, and Language switch have been valid and it can desired students to use English as their habitual communication.

In conclusion, the implementation of learning speaking ability through communication strategy has shown on how the students produce English language. The researcher agreed to say that the used of communication strategy is much better when the students also practice it outside the class without the tutor who controls it, it gives students large chance to practice their English language and it will build students' confident to produce the language.

2. The Evaluation of Learning Speaking Ability through Communication Strategy at English Boarding House

Based on all findings above that there was no written evaluation which was applied in this English boarding house, the evaluations were oral form used, that were weekly evaluation consists of storytelling

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According to Ellis (1984) that the notion of communication strategy may be a useful one for evaluating L2 communicative performance and Teachers can obtain this assessment informally by attending impressionistically to the communication strategies the learner employs [79]. That statement showed us how important speaking skill evaluated by using communication strategy. The used of communication strategy in evaluating speaking skill could be more effective because the students able to use variety of language and they can improve their speaking performance although the students had limited skill in speaking ability.

As stated in the result of research conducted by Syafryadin that storytelling is an approach in teaching language which represent the value of practical tasks as social, motivational, and language teaching tools in the learning situation[80]. Story telling was used as the students' evaluation done once in a week at the English boarding house of Sumber payung. The used of mime and language switch were to enhance the students' ability in performing their English in front of public. Meanwhile, the result of the research conducted by Carmen A. Rodríguez showed that language switch was the most communication type used, regarding, mime was also used in that research[81]. The students at the English boarding house of sumber payung should perform with least time five minutes based on the topic

[79] Rod Ellis, "Communication strategies and the evaluation of communicative performance*", ELT journal*,1,(January, 1984),43.
[80] Syafryadin, Haryani, Salniwati, Ainur Rosyidah, Azmie Putri " Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres*", International Journal of Recent Technology and Engineering (IJRTE)*, 4(November,2019),3147.
[81] Carmen A. Rodríguez Cervantes, "The Use of Communication Strategies in the Beginner EFL Classroom", *Gist Education and learning research Journal*,6,(Nov, 2012).119.

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they have chosen and the students used CS to expedite their speaking evaluation. H. Douglas Brown has written the types of test of spoken English (TSE) that can be used in learning speaking performance related with storytelling evaluation done by students in this English boarding house of Sumber Payung, those are:[82]

a. Giving a personal description
b. Describing a daily routine
c. Suggesting a gift and supporting one's choice
d. Recommending a place to visit and supporting one's choice
e. Giving direction
f. Describing a favorite movie and supporting one's choice
g. Telling a story from pictures
h. Hypothesizing about future action
i. Hypothesizing about a preventative action
j. Making a telephone call to the dry cleaning
k. Describing an important news event
l. Giving an opinion about animals in the zoo
m. Defining a technical term
n. Describing information in a graph and speculating about its implications
o. Giving details about a trip schedule.

[82] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), 163.

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This evaluation was the routine activity conducted by the tutor to all students after doing the learning during a week at the English boarding house, it also related with the brown's statement above that the students should be given a chance to tell story . All the aspects such pronunciation, intonation, fluency and self-confident which assessed by the tutor in story telling evaluation have the same relation with what nunan said. According to Nunan (1999), there are some components that should be evaluated in speaking performance. They are[83]:

a. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the

[83] Yenny Rahmawati and Ertin, "Developing Assessment for Speaking", *Journal of IJEE*, 2, (2014). 202.

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speech and able to responds specific theme without many hesitation in choosing words.

e. Pronunciation:

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test.

The evaluation of storytelling by using communication strategy can develop the self-confidence of the students in which that they had to perform the best speaking such as the pronunciation, intonation and fluency that many people will have a focus on the performance of the participants speaking. As Jack C. Richard said in his book that to arrange the syllabus of speaking learning, it should certify some aspects, one of them is the communicative events in which the learners will participate everyday situations, vocational or professional situations, academic situations and so on[84].

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[84] Jack C. Richard, *Communicative Language Teaching Today*, (Cambridge University Press: New York, 2006), 10.

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CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, students, and further researchers who are interested in similar research.

A. Conclusion

The conclusions of what has been discussed and analyzed in chapter IV as follows:

1. The Implementation of Learning Speaking Ability through

   Communication Strategy at the English Boarding House of Sumber Payung was implemented in two parts. The first was implemented in the classroom. The second was implemented outside of classroom activities. There were some steps to conduct communication strategy in learning speaking ability, those were the tutor came to the class by saying salam, The tutor greeted students and desire them to speak English, explaining the material, making students in group, the students were asked to make conversation material, asking students to conduct conversation practice with the interlocutor. Meanwhile, the materials in the classroom consisted of introduction, greetings, asking and answer question, asking and giving permission, invitation, daily conversation, describing something, asking for clarification, being good public speaker, master of ceremony, speech delivery and saying goodbye. Those were done by some types of communication strategy, such as appeal for assistance, word coinage,

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mime, circumlocution and language switch. The activities outside the classroom consisted of daily activity by conducting word coinage and language switch. Memorizing vocabulary that was conducted by two steps, they were giving students question related to vocabulary they have memorized and explaining the vocabulary by using word coinage. Telling the movie which consisted of mime and language switch

2. The Evaluation of Learning Speaking Ability through Communication

   Strategy at English Boarding House of sumber payung was done by storytelling evaluation which conducted once in a week. It was done in every Thursday night. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident. The communication strategy implemented in evaluation session were Mime and language switch

B. Suggestion

The findings of the research were expected to be useful for English teachers, students, and further researchers

1. For The English Boarding House of Sumebr Payung

   The tutor and students expected to use communication strategies more often because of the more strategies used, the better conversation or communication among students would appear in the English Boarding House of Sumebr Payung. Besides, the tutor at this English boarding house should also use the more varieties of communication strategy to more motivate students in learning English, especially speaking skill.

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2. For The Next Researcher

For the next researcher, there should be conducted farther topic and deeper analysis to conduct the research about communication strategy. The researcher today just focused in learning speaking ability trough communication strategy that was delivered by tarone. However, there found other expert who delivered about communication strategy.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama	:Muhammad Ihsan
NIM	:T20176043
Program Studi	:Tadris Bahasa Inggris
Fakultas	:Tarbiyah dan Ilmu Keguruan
Institute	:UIN KHAS Jember

Dengan ini menyatakan bahwa skripsi saya yang berjudul *Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study Islamic Boarding School of Sumber Payung Sumenep)*adalah hasil dari penelitian/karya saya, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya

Sumenep 25 agustus 2021

Saya yang menyatakan

Muhammad Ihsan.
T20176043

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Appendix 1.

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Using Communication strategy in learning speaking ability at English boarding house (case study at Sumber Payung Islamic boarding school)	1. Speaking ability 2. Communication strategy	• Comprehension • Vocabulary • Pronunciation • Grammar • Fluency • Paraphrase • Conscious transfer • Avoidance • Appeal for assistance • Mime	**1. Primary data:** a. The EFL students of English boarding house in the academic year of 2020 – 2021 b. Collaboration between English tutor and the researcher **2. Secondary data:** a. Literature b. Document	**1. Kind of Research** ➢ Qualitative research **2. Research Subject** ➢ EFL students of English boarding house at sumber payung Islamic boarding school **3. Type of research** ➢ Descriptive qualitative **4. Data Collecting Method** ➢ Observation ➢ Interview ➢ Document review **5. Data analysis technique** ➢ Data reduction ➢ Data display ➢ Drawing and verifying conclusion	• How is the implementation of learning speaking ability trough communication strategy at English boarding house of Sumber payung? • How is the evaluation of learning speaking ability trough communication strategy at English boarding house of Sumber payung?

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.ide-mail : tarbiyah.iainjember@gmail.com

Nomor	:	B.1656/In.20/3.a/PP.00.9/07/2021	02 Juli 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala asrama bahasa inggris pondok pesantren sumber payung
Bataal barat ganding sumenep

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Muhammad Ihsan
NIM	:	T20176043
Semester	:	VIII
Prodi	:	TADRIS BAHASAINGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Using communication strategy in learning speaking ability at English boarding house(case study Islamic boarding school of sumber payung sumenep)*** selama **20 (dua puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu K Afifi.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. ketua asrama bahasa inggris
2. santri di asrama bahasa inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 02 Juli 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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YAYASAN SUMBER PAYUNG
(YASPA)
ASRAMA BAHASA INGGRIS
PONDOK PESANTREN SUMBER PAYUNG
Sekertariat: Jl. Raya Guluk-Guluk No. 63 Bataal Barat Ganding Sumenep Madura. 69462

SURAT KETERANGAN
Nomor: 37/PPSP-Ganding-sumenep/2021

Yang bertanda tangan dibawah ini kepala asrama bahasa inggris pondok pesantren sumber payung, menerangkan bahwa mahasiswa yang beridentitas dibawah ini:

Nama	: Muhammad Ihsan
NIM	: T20176043
Program studi	: Tadris Bahasa Inggris

Telah melaksanakan kegiatan penelitian dengan judul: "**Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Satudy Islamic Boarding School Of Sumber Payung)**"di asrama bahasa inggris pondok pesantren sumber payung

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Sumenep 25juli 2021

K. Moh Afifi, M hum

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JOURNAL OF RESEARCH ACTIVITIES

Nama : Muhammad Ihsan
Nim : T20176043
Title : Using Communication Strategy In Learning Speaking Ability At English Boarding House (Case Study Islmic Boarding School of Sumber Payng Sumenep)
Location : English Boarding House of Sumber Payung Sumenep

No	Time	Activities	Initials
1	2nd of july 2021	The researcher given research permission while interviewing the history of the English boarding house	
2	3rd of july 2021	Observed and interviewed the class acrivities and the planning of communication strategy	
	6th of july 2021	Observed program palling conducted	
4	8-10th of july 2021	Observed and interviewed the implementation of communication strategy	
5	9th of july 2021	Observed how the students conducted communication strategy in the daily actitivy	
6	16th of july 2021	Observed watching movie program	
7	19th of july 2021	Observed the implementation of communication strategy in memorizing vocabulary	
8	20th of july 2021	Interviewed the tutor about the evaluation used	
9	22nd of july 2021	Observed story telling evaluation	

Sumenep 24 july 2021

K. Moh Afifi, M hum

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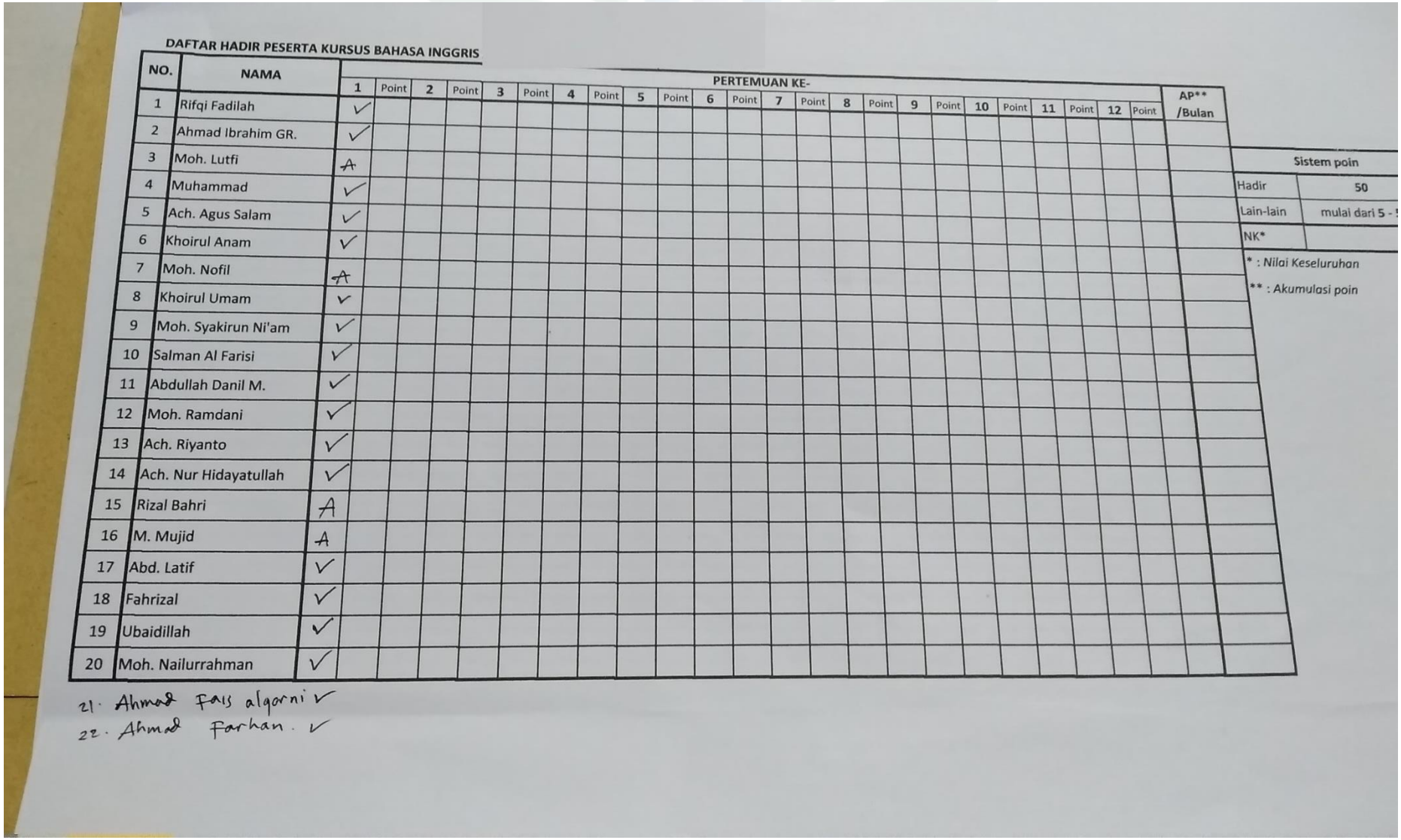

DAFTAR HADIR PESERTA KURSUS BAHASA INGGRIS

NO.	NAMA	PERTEMUAN KE- 1	Point	2	Point	3	Point	4	Point	5	Point	6	Point	7	Point	8	Point	9	Point	10	Point	11	Point	12	Point	AP** /Bulan
1	Rifqi Fadilah	✓																								
2	Ahmad Ibrahim GR.	✓																								
3	Moh. Lutfi	A																								
4	Muhammad	✓																								
5	Ach. Agus Salam	✓																								
6	Khoirul Anam	✓																								
7	Moh. Nofil	A																								
8	Khoirul Umam	✓																								
9	Moh. Syakirun Ni'am	✓																								
10	Salman Al Farisi	✓																								
11	Abdullah Danil M.	✓																								
12	Moh. Ramdani	✓																								
13	Ach. Riyanto	✓																								
14	Ach. Nur Hidayatullah	✓																								
15	Rizal Bahri	A																								
16	M. Mujid	A																								
17	Abd. Latif	✓																								
18	Fahrizal	✓																								
19	Ubaidillah	✓																								
20	Moh. Nailurrahman	✓																								

21. Ahmad Fais algarni ✓
22. Ahmad Farhan. ✓

Sistem poin	
Hadir	50
Lain-lain	mulai dari 5 -
NK*	

* : Nilai Keseluruhan

** : Akumulasi poin

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DAFTAR HADIR PESERTA KURSUS BAHASA INGGRIS

NO.	NAMA	PERTEMUAN KE-																								AP** /Bulan
		1	Point	2	Point	3	Point	4	Point	5	Point	6	Point	7	Point	8	Point	9	Point	10	Point	11	Point	12	Point	
1	Ainor Rahmat	•																								
2	Muhammad Randi	•																								
3	Abdus Syakur	•																								
4	Moh. Akif	–																								
5	Moh. Anwari	–																								
6	Zamroni	●																								
7	Holilullah Baihaqi	—																								
8	Virga Arifan Shodra	•																								
9	Saiful Bahri	–																								
10	Moh. Syauqi	•																								
11	Hammad Faroni	–																								
12	Hamdani	–																								
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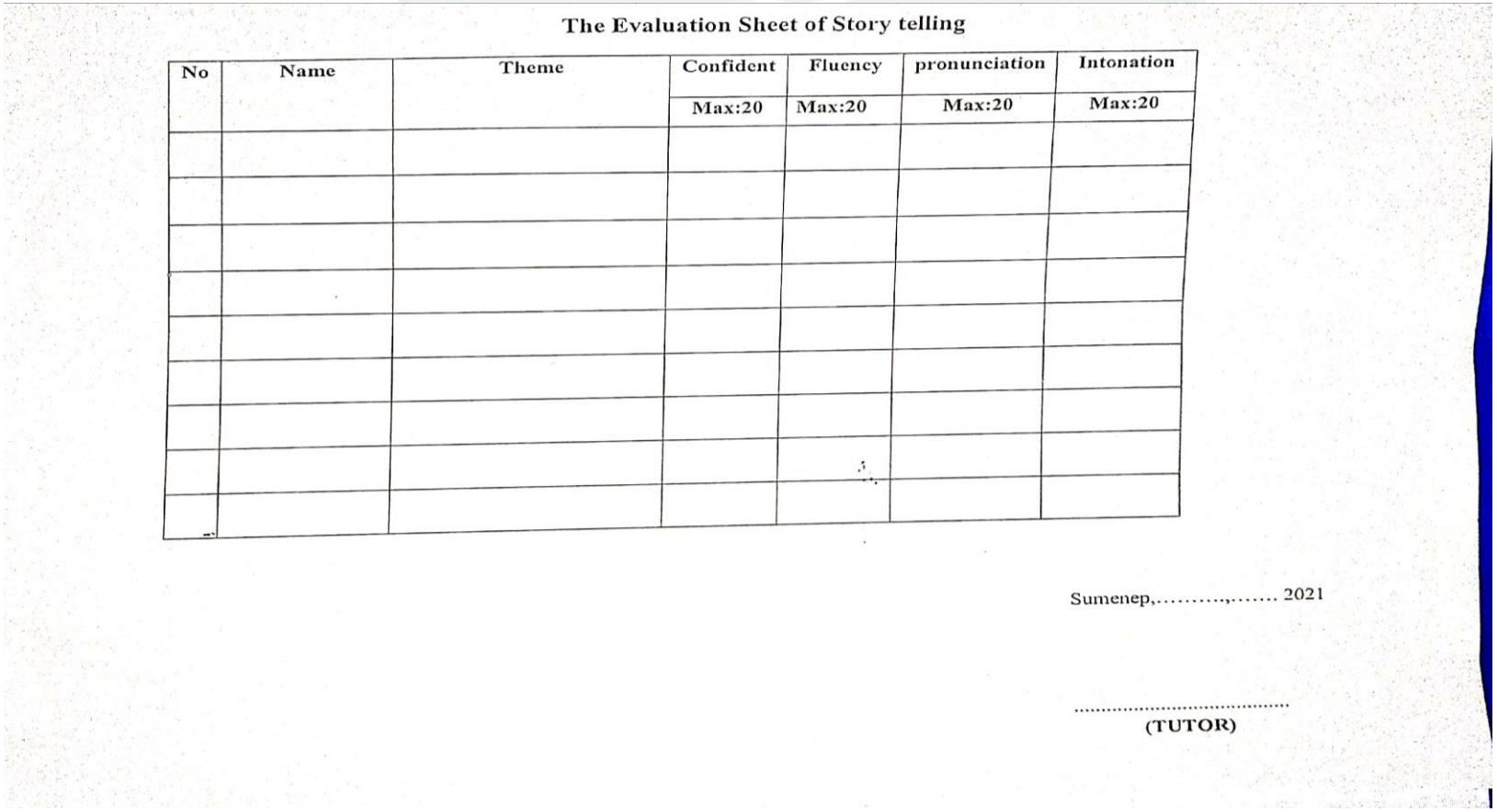
Sistem poin	
Hadir	50
Lain-lain	mulai dari 5 - 5
NK*	

* : *Nilai Keseluruhan*

** : *Akumulasi poin*

Appendix 3

The Evaluation Sheet



The Evaluation Sheet of Story telling

No	Name	Theme	Confident	Fluency	pronunciation	Intonation
			Max:20	Max:20	Max:20	Max:20

Sumenep,……,…… 2021

……

(TUTOR)

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Appendix 4

Students Activities

The Students Having the Class While Doing Conversation Practices

The Students Are Memorizing Vocabulary.

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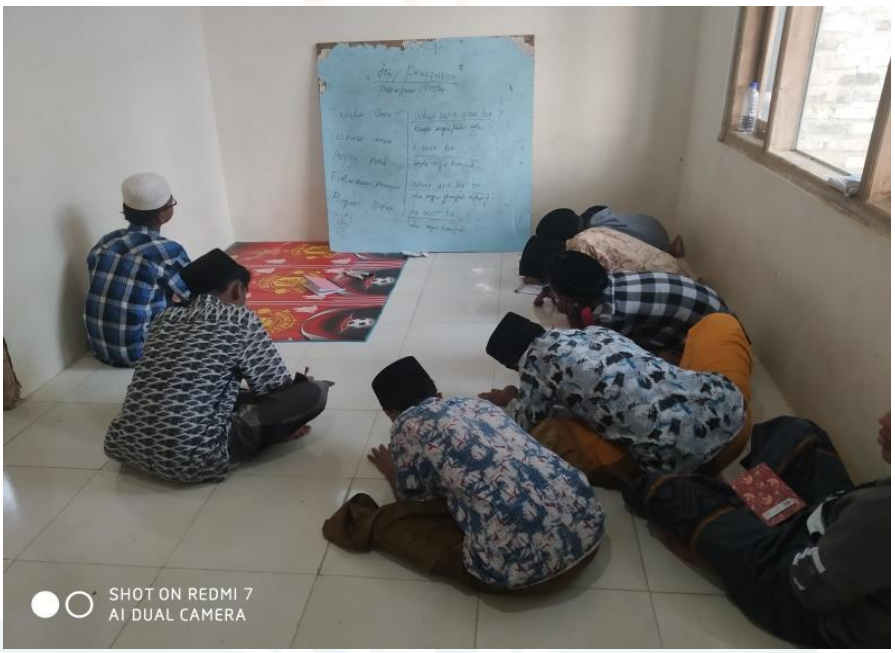
The Students Are Having Class



Preparing of Story Telling Practic

KH ACHMAD SIDDIQ
JEMBER

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Telling the Movie Activity

The Students Are Practicing To Speak English In Front of the Class

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CURRICULUM VITAE

Name	**: Muhammad Ihsan**
NIM	**: T20176043**
Gender	**: Male**
Religion	**: Islam**
Place, Date of Birth	**: Sumenep, 24th of September 1997**
Address	**: Lebeng Timur, Pasongsongan, Sumenep**
Department/ Majors Courses	**: English Education Department**
Faculty	**: Education and Teacher Training Faculty**
Email address	**: icankzbrilliant@gmail.com**
Education Background	**:**

a) Formal School

1. **MI Al Barokah (Elementary School)**
2. **Mts Sumber Payung (Junior High School)**
3. **MA Sumber Payung (Senior High School)**
4. **UIN Kiai Haji Achmad Siddiq Jember**

b) Informal Education

1. **Sumber Payung Islamic Boarding School**

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