

在台灣的印尼學生之外語溝通焦慮和口語溝通策略使用

Foreign Language Communication Anxiety and Oral Communication

Strategy Use of Indonesian Students in Taiwan

by

潘艾瑪 Emma Martina Pakpahan

THESIS

Presented to the Faculty of the

Department of Foreign Languages and Literature

Tunghai University

in Partial Fulfillment of the Requirements for the Degree of

MASTER OF ARTS in

Teaching English as a Foreign Language

TUNGHAI UNIVERSITY

March 2016

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my advisor Dr. Chi-hua Hsiao for the continuous support, her patience, the motivation, and the immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my study.

Besides my advisor, I would like to thank the rest of my thesis committee: Prof. Mei-Hua Chen, and Dr. Yichun Yang for their insightful comments and encouragement which incited me to widen my research from various perspectives. They spent their precious time reading this thesis and give me constructive suggestion to improve it. My sincere thanks also goes to Dr. Jung-han Chen who helped me to analyze the qualitative research data. Without his precious support, I would not be possible to conduct this research.

In addition, I thank Indonesian students in Taiwan who spent their time responding to my questionnaires and interviewed. My thesis could not have been completed without their help. Specially, I thank Indonesian people in IFGF Taichung church and my Indonesian friends in Tunghai especially who came from Medan. Moreover, my special thanks goes to Pastor Tom and all the co-workers of Friday fellowship, Wong mama, Wong papa, Judy and Apple. Thanks for giving me a place to live and share.

My very profound gratitude goes to my parents and my family for providing me with unfailing support and continuous encouragement and prayers throughout my years of study and through the process of researching and writing this thesis. This thesis could not have been completed without the love and support of them. A special thanks is also extended to Liong Sihombing for his understanding and patience. In addition, I would

like to thank to all my classmates especially my best friends Amy who helped me to translate the title and Angela who kept praying for me.

Last but foremost, all praises, honor and glory be to God, my Heavenly Father, for sending His only Son Jesus Christ to purchase my full redemption. I thank God for His perfect timing. “To everything there is a season, and a time to every purpose under the heaven (Ecclesiastes 3:1)”

Once again my sincere thanks to all.

Author

Emma

Foreign Language Communication Anxiety and Oral Communication Strategy Use of Indonesian Students in Taiwan

Emma Martina Pakpahan

Advisor: Dr. Hsiao, Chi-hua

ABSTRACT

The purpose of this study is to examine the Indonesian students' foreign language communication anxiety and oral communication strategy use. Specifically, this study examines: (1) the Indonesian students' self-rated degrees of their foreign language communication anxiety; (2) the Indonesian students' self-rated degrees of their oral communication strategy use; (3) the top three most commonly used and the bottom three least commonly used listening and speaking strategies by Indonesian students; (4) the relationship between foreign language communication anxiety and oral communication strategy use.

The participants are 200 Indonesian students studying in Taiwan. This study employs both quantitative and qualitative analyses methods by first using a five-point Likert-scale questionnaire and then conducting semi-structured interviews. Two questionnaires are used in this study. To measure foreign language communication anxiety, the Foreign Language Communication Anxiety Scale (FLCAS) questionnaire is employed. The researcher adapts FLCAS from English Communication Anxiety Scale

designed by Yang (2012). Moreover, to measure the Indonesian students oral communication strategy, the researcher uses Oral communication strategy inventory (OCSI). The researcher adapts OCSI from OCSI designed by Nakatani (2006). To obtain further in-depth information, 10 of the participants are interviewed. In addition, a pilot study is conducted for further revision in order to reach the better validity of the research instruments, namely, FLCAS and OCSI.

Major findings of the study are presented as follows. First, the findings shows that Indonesian students generally have a moderate degree of the foreign language communication anxiety. Among the three FLCAS factors, the fear of negative evaluation is the most common foreign language communication anxiety the participants experienced. Second, the students generally employs oral communication strategies to enhance their communicative competence. Among the nine OCSI categories, the most commonly used oral communication strategy is negotiation for meaning in speaking strategy and the least commonly used oral communication strategy is fluency-maintaining strategy. Third, there is a significant positive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use. To wrap up this thesis, the researcher provides pedagogical implications and suggestions for future research.

Keywords: Foreign language communication anxiety, oral communication strategy, strategy use, speaking, listening

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE INTRODUCTION	1
Problem Statement	3
Purpose of the Study	5
Research Questions	5
Definition of Terms	6
Significance of the Study	8
CHAPTER TWO REVIEW OF THE LITERATURE	9
Foreign Language Anxiety	9
<i>Trait anxiety</i>	10
<i>State anxiety</i>	10
<i>Situation-specific anxiety</i>	10
Factors Related to Foreign Language Anxiety	11
<i>Motivation and Anxiety</i>	12
<i>Language Achievement and Proficiency and Anxiety</i>	12
<i>Speaking Performance and Anxiety</i>	13
<i>Language Learning Strategy Use and Anxiety</i>	13
Foreign Language Communication Anxiety	14
Classification of Foreign Language Communication Anxiety	14
<i>Fear of negative evaluation</i>	15
<i>Communication apprehension</i>	16
<i>Anxiety in cross-cultural interactions</i>	16
Studies on Foreign Language Communication Anxiety in Indonesia	18
Communicative competence.....	20
Communication Strategy	21
Taxonomies of Communication Strategies.....	23

Studies on Oral Communication Strategies in Indonesia	25
Relationship between Foreign Language Communication Anxiety and Oral Communication Strategy Use of Indonesian Students in Taiwan	27
CHAPTER THREE METHOD	29
Participants	29
Measurements and Variables	30
Instruments	32
Data Collection Procedures	36
Interviews	37
Data Analysis Procedures	38
Pilot Study	40
<i>Summary of Basic Personal Background Information</i>	40
<i>Summary of Classroom Observation</i>	41
<i>Reliability and Revisions of Instruments</i>	43
CHAPTER FOUR RESULTS AND DISCUSSION	47
Summary of Basic Personal Background Information	47
Indonesian Students' Foreign Language Communication Anxiety	48
Indonesian Students' Overall Foreign Language Communication Anxiety	48
Indonesian Students' Foreign Language Communication Anxiety in Each Factor	49
Indonesian Students' Oral Communication Strategy Use	53
Indonesian Students' Overall Use of Oral Communication Strategies	53
Indonesian Students' Oral Communication Strategy Use in Each of the Speaking Strategy Categories	55
Indonesian Students' Oral Communication Strategy Use in Each of the Listening Strategy Categories	60
Interview	64
Top Three Most Commonly Used and Bottom Three Least Commonly Used Speaking and Listening Strategies	70
Relationships between Foreign Language Communication Anxiety and Oral Communication Strategy Use.....	73
CHAPTER FIVE CONCLUSIONS.....	77
Summary of the Major Findings	77
Indonesian Students' Foreign Language Communication Anxiety.....	77
Indonesian students' Oral Communication Strategy Use	78

Relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use.....	79
Pedagogical Implications	79
Limitations of the Study	81
Suggestions for Further Research	82
REFERENCES	83
APPENDICES	91
APPENDIX A Instruments of the study – Used for the pilot study (Bahasa Indonesia)	91
APPENDIX B Instruments of the Study- used for Pilot Study (English)	99
APPENDIX C Instruments of the study – Used for the main study (Bahasa Indonesia)	105
APPENDIX D Instruments of the study – Used for the main study (English)	111
APPENDIX E Summary of Basic Personal Background Information for the Pilot Study	116
APPENDIX F Summary of Basic Personal Background Information for the Main Study ...	118
APPENDIX G Frequencies of Response (in %), Means (M) and Standard Deviations (SD) of Foreign Language Communication Anxiety for the Main Study	120
APPENDIX H Frequencies of response (in %), Means (M), and Standard Deviations (SD) of Oral Communication Strategy Inventory for the Main Study	121
APPENDIX I Interview Guide	125

LIST OF TABLES

Table 2. 1. <i>Nakatani's taxonomy of communication strategy (2006 and 2010)</i>	24
Table 3. 1. <i>The framework of the Questionnaire used in the study</i>	33
Table 3. 2. <i>The framework of research questions</i>	39
Table 3. 3. <i>Internal-Consistency Reliability Coefficient of the FLCAS items</i>	43
Table 3. 4. <i>Internal-Consistency reliability Coefficients of the OCSI items</i>	44
Table 3. 5. <i>The original and revised statements of FLA</i>	45
Table 3. 6. <i>The original and revised statements of OCSI</i>	46
Table 4. 1. <i>Grand means of the three factors of FLCAS</i>	48
Table 4. 2. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Fear of Negative Evaluation Factor</i>	50
Table 4. 3. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Communication Apprehension Factor</i>	51
Table 4. 4. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Anxiety in Cross-cultural Interactions Factor</i>	52
Table 4. 5. <i>Grand means of the nine strategies of OCSI</i>	54
Table 4. 6. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Social Affective Strategy</i>	56
Table 4. 7. <i>Frequencies of Response (in %), Means (M)and Standard Deviations (SD) of the OCSI Items in the Fluency-oriented Strategy</i>	57
Table 4. 8. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Negotiation for Meaning in Speaking Strategy</i>	58
Table 4. 9. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Accuracy-oriented Strategy</i>	59
Table 4. 10. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Compensation Strategy</i>	60
Table 4. 11. <i>Frequencies of Response (in %), Means (M) and Standard Deviations (SD) of the OCSI Items in the Clarification Strategy</i>	61
Table 4. 12. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Fluency-maintaining Strategy</i>	62
Table 4. 13. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Getting the Gist Strategy</i>	63
Table 4. 14. <i>Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Word-oriented Strategy</i>	64
Table 4. 15. <i>Items Descriptions and Means of the Three Most Commonly Used and Three Least Commonly Used Speaking Strategies</i>	70
Table 4. 16. <i>Items Descriptions and Means of the Three Most Commonly Used and Three Least Commonly Used Listening Strategies</i>	72
Table 4. 17. <i>Regression Models of Foreign Language Communication Anxiety and Oral Communication Strategy Use</i>	74

LIST OF FIGURES

<i>Figure 3. 1.</i> Illustration of variables measured to answer research question 1.....	31
<i>Figure 3. 2.</i> Illustration of variables measured to answer research question 2.....	31
<i>Figure 3. 3.</i> Illustration of variables measured to answer research question 3.....	32
<i>Figure 3.4.</i> The framework of data collection procedures.	37

CHAPTER ONE

INTRODUCTION

Nowadays, English has become an international and global language. It is used for communication among people from different countries around the world. The total number of people who can speak English, including those who speak it as a second language, is well over a billion (Crystal, 2008). Therefore, the need to communicate in English increases as English is used as a bridge among two or more people who speak different native languages.

The increase of the need to communicate in English gives effects on education. Some higher education institutions in some countries offer scholarships to increase their intake of international students. The scholarship fosters students' motivation to continue their studies in the different countries. Besides, the easy access to information from any location via the internet is considered a reason for international students to pursue further studies abroad. The development of communication makes students' mobility grow in popularity (Rawjee et al., 2013; Li and Gasser, 2005).

The cultural differences broaden international students' horizon and knowledge. However, living in a new socio-cultural context also places many international students under pressure. The international students may find some difficulties such as culture shock, language difficulties, adjustment to unfamiliar environment, social norms, eating habits, customs and values, differences in education systems, isolation and loneliness, homesickness, and a loss of established social networks (Lucas, Miraflores, and Go, 2011; Toyokawa and Toyokawa, 2002).

To cope with the difficulties, many international students try to adjust themselves in the new environment. They may struggle with the tremendous challenges presented by an unfamiliar environment, a foreign culture, and a different language. The international students also have to deal with perceived differences. At any rate, most of the students find difficulty in regulating their emotions relating to welfare, anxiety, depression, and fatigue. Moreover, Brown (2008) also mentioned that anxiety is close to culture shock that results from losing the familiar signs and symbols of intercommunication. He found that almost all international students suffered culture shock.

Most researchers found that a great number of anxious students experienced language difficulties. Different languages become a problem for students to communicate. This problem involves frustrations of not understanding verbal and non-verbal communication of the host culture, its customs and its value systems (Rawjee, Reddy, and Maharaj, 2013). Some researchers also found that foreign language communication anxiety makes students afraid of using the foreign language. Gregersen and Horwitz (2002) stated that students' anxiety is related to perfectionism that is one of personality traits that sets excessively high-performance standards regarding others' evaluation. Because of perfectionism, students like to avoid making mistakes rather than focus on learning or practice. International students who faced this situation tended to keep silent and avoid speaking (Onwuegbuzie et al., 1999). According to Dörnyei (1995), some students are able to use only 100 words to communicate effectively in a foreign language. In authentic communicative situations, students failed to reclaim a word, to comprehend an idiomatic expression, or to understand a topic (Huang, 2010).

To overcome the failure during oral communication, some students tend to use strategies when communicating with foreigners. They often use body languages, imitate the sound or movement of things, do code-mixing and code-switching, and even create new words (Dörnyei, 1995). The strategies that are used during oral communication are known as Communication Strategies (CSs) (Ugla et al., 2013). Using CSs helps the students interact with the interlocutors. The students who develop their strategies for communication can improve their communicative skills and competence (Dörnyei, 1995; Wang, 2013). Moreover, Dong and Gai (2010) stated that communication strategies helped students solve problems they may face in the real communication. Mei and Nathalang (2010) also mentioned that since English is not the students' native language, CSs can help the students to facilitate their communication. In conclusion, CSs can increase communicative competence and skill, overcome communication breakdown and enhance the students' communication ability (Dong and Gai, 2010; Dörnyei, 1995; Mei and Nathalang, 2010; Ugla et al., 2013; Wang, 2013).

Problem Statement

Taiwan has become a popular destination for foreign people to visit during the past two decades (Huang and Lee, 2011). Not only are workers but also students interested in coming to Taiwan. Taiwan has increased the quality of education and offered scholarships and international classes. Therefore, the desire of international students to study in Taiwan has increased. Based on the data of Taiwan Ministry of Education (MOE) in 2007, there were 3,694 foreign students who come from Asian countries. Indonesia, one of the Asian countries, has the largest number of students who

come to study in Taiwan, and only next to Vietnam and Malaysia. In 2007, the number of Indonesian students in Taiwan is 425 persons. However, in 2015, the number increased. Based on the data taken from PPI (Perhimpunan Pelajar Indonesia – organization of Indonesian students in Taiwan), there were 3.400 Indonesian students in Taiwan. Those Indonesian students study at different universities.

Although there are some similarities between Taiwan and Indonesia, their languages are different. Taiwanese people usually communicate with each other by using Chinese, while Indonesian people use Bahasa Indonesia. However, these two countries use English as a foreign language. In other words, in these countries, English does not become a familiar language that is used to communicate in public. Some Indonesian students who come to Taiwan cannot speak English fluently. The Indonesian students who lived in a capital city in Indonesia have studied English since they were in kindergarten while those who lived in a remote area have studied English since they were in junior high school. The lack of teachers and qualified facilities in Indonesia has become a problem for the Indonesian students to learn English. Moreover, only do some private school in some cities in Indonesia provide Chinese lesson. Therefore, most of them do not even speak Chinese at all. This will be a problem for the students to communicate.

Living in a foreign country such as Taiwan can bear anxiety for Indonesian students. That is not only because of the culture shock (Brown, 2008) but also because of linguistic differences and a failure to understand or communicate at a cultural level. Some Indonesian students living in Taiwan have difficulty to communicate with local people. Feeling anxious will inhibit the students' interaction with others from different

cultures. Moreover, anxiety that the students experienced when communicating in English with Taiwanese can affect their adjustment to the target environment and the academic achievement (Woodrow, 2006).

Purpose of the Study

Many studies focused on foreign language communication anxiety or oral communication strategy use. A limited number of studies have investigated the relationship between foreign language communication anxiety and oral communication strategy use (Wang, 2014). However, no study investigates Indonesian students' communication anxiety and oral communication strategies in a foreign country. Therefore, this present study focuses on Indonesian students in Taiwan. In other words, this study aims to examine Indonesian students' foreign language communication anxiety and oral communication strategy use. In addition, the study also examines the top three most frequently used and the bottom three least frequently used listening and speaking strategies used by Indonesian students.

Research Questions

The following three research questions were formulated and addressed in this current study.

1. What are overseas Indonesian students' self-rated degrees of foreign language communication anxiety?
2. What are overseas Indonesian students' self-rated degrees of oral communication strategy use? What are the top three most frequently used and

the bottom three least frequently used listening strategies by Indonesian students?

What are the top three most commonly used and the bottom three least commonly used speaking strategies by Indonesian students?

3. Is there a significant predictive relationship between foreign language communication anxiety of Indonesian students in Taiwan and their oral communication strategy use?

Definition of Terms

- Foreign Language Communication Anxiety refers to an emotional response or apprehension to a threat to his existence as personality specifically associated with a second language [L2] contexts, including speaking, listening, and learning (MacIntyre and Gardner, 1994). In this study, foreign language communication anxiety refers to Indonesian students' anxiety in communicating with Taiwanese. Specifically, the foreign language that is investigated in this study is English. The researcher measured the foreign language communication anxiety by using Foreign Language Communication Anxiety Scale (FLCAS) adapted from English Communication Anxiety Scale (ECAS) designed by Yang (2012) (please refer to chapter 3 for details).
- Oral communication refers to the message or the information that is produced orally (Nakatani, 2005). It is related to the process of verbally transmitting information and ideas such as asking questions, giving directions, coordinating work tasks, explaining and persuading.

- Oral Communication strategies are strategic behaviors that are used to solve communication problems during interaction (Nakatani, 2006). In the present study, the oral communication strategies will be measured by Oral Communication Strategy Inventory (OCSI), which consists of fifty-three 5-point Likert-scale communication strategies. The researcher adapted OCSI from OCSI designed by Nakatani (2010) (please refer to chapter 3 for details). The questions were classified into speaking strategies and listening strategies. Thirty speaking strategies are divided into five subcategories: social affective strategies, fluency-oriented strategies, negotiation for meaning in speaking strategies, accuracy-oriented strategies, and compensation strategies. On the other hand, listening category features twenty-three strategies. It is divided into four subcategories, namely, clarification strategies, fluency-maintaining strategies, getting the gist strategies, and word-oriented strategies.

After conducting the research, the researcher found that Indonesian students generally had a moderate degree of the foreign language communication anxiety. By analyzing the Indonesian students' responses on OCSI, the researcher found that the students generally employed oral communication strategies to a satisfactory degree in learning English. Moreover, the result showed that there was a significant positive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use.

Significance of the Study

The result of the study can make the following contributions. First, this study obtains a better understanding of EFL (English as a Foreign Language) students' foreign language communication anxiety and oral communication strategy, specifically for Indonesian students' use of oral communication strategies. The findings may help EFL students, particularly Indonesian students, to be familiar with the oral communication strategies. Then, they may use the strategies to enhance their fluency and accuracy in speaking and listening when communicating in English with people in different countries.

Second, the researcher hopes that the findings can increase EFL teachers' awareness, particularly those in Indonesia concerning the Indonesian students' foreign language communication anxiety and oral communication strategy use. The EFL teachers can incorporate the instructions and training of oral communication strategy to acquaint the students with oral communication strategies and improve their fluency and accuracy when communicating in English. Finally, the researcher hopes that the findings of the study can further contribute to practice, pedagogy, and future research in foreign language learning and teaching.

The following sections are divided into 4 chapters. Chapter Two describes the literature review. It explains the two variables of this study; foreign language communication anxiety, and oral communication anxiety. Chapter Three delineates about the method that the researcher used to collect data. Chapter Four discusses the analysis and results. Finally, Chapter Five presents the conclusions.

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this chapter is to review previous theoretical frameworks and empirical studies related to foreign language communication anxiety and oral communication strategy. The chapter begins with an overview of foreign language anxiety and then moves to foreign language communication. The second session is about communication competence, communication strategies and the taxonomies of communication strategies. This session also reviews studies on oral communication strategies of Indonesian students. In the last session of this chapter, the relationship between foreign language communication anxiety and oral communication strategy use of Indonesian students in Taiwan is reviewed.

Foreign Language Anxiety

Anxiety affects how people feel and behave. Previous researchers defined anxiety as a personal feeling of tension, apprehension, nervousness, and worry that causes nervousness (Horwitz, Horwitz and Cope, 1986; MacIntyre and Gardner, 1994). The students living in foreign countries may experience anxieties such as writing anxiety, listening anxiety, reading anxiety, speaking anxiety, and communication anxiety (Lin and Ho, 2009; Lucas, Miraflores, and Go, 2011; Onwuegbuzie, Bailey and Daley, 1999). Anxiety can be viewed from three perspectives (MacIntyre and Gardner, 1991; MacIntyre, 2007; Zheng, 2008). They are trait anxiety, state anxiety and situation-specific anxiety.

Trait anxiety

Trait anxiety is a relatively stable personality characteristic. It is also known as an individual's likelihood of becoming anxious in any situation. It would probably be experienced in many different kinds of situations. A person who experiences trait anxiety may be naturally shy and self-conscious. The anxiety will be more frequently or more intensely felt by that person (Woodrow, 2006).

State anxiety

State anxiety is momentary and not enduring characteristic of an individual personality. It is experienced at a particular moment. It refers to a temporary condition in response to some perceived threats. It is an unpleasant feeling experienced by someone who is dealing with a certain condition, demands or a particular object or event. When the particular object or condition that is perceived as threatening goes away, the person no longer experiences anxiety. According to Macintyre and Gardner (1991), greater level of the state anxiety may cause stress for the person.

Situation-specific anxiety

Situation-specific anxiety is apprehension aroused in a particular time and situation (Horwitz, Horwitz and Cope, 1986). It is a type of trait anxiety which is limited to a specific situation (MacIntyre and Gardner, 1991; Spielberger, Anton and Bedell, 1976 cited in Woodrow, 2006). Situation-specific anxiety occurs consistently over time within a given situation (MacIntyre and Gardner, 1991). According to Spielberger as cited in Khan (2010), the anxiety may be experienced in doing a test (test

anxiety), solving mathematics problems (math anxiety), public speaking, classroom participation or speaking a second language (language anxiety).

In conclusion, trait anxiety is a stable feeling. It may be felt in any situations. State anxiety is a temporary unpleasant emotional feeling while situational-specific anxiety is the probability of becoming anxious in particular situations in the middle of the continuum. Of the three categories, foreign language anxiety is defined as a form of situation-specific anxiety (Horwitz, Horwitz and Cope, 1986; Zheng, 2008). Foreign language anxiety may be experienced when students learn or use the second language. In addition, Horwitz, Horwitz and Cope (1986) viewed situation-specific anxiety as the construct of foreign language anxiety. However, Foreign Language Anxiety (FLA) is part of a more general Communicative Anxiety (CA) (MacIntyre and Gardner, 1989; Dewaele et al., 2008). It means that FLA happens when someone speaks in a foreign language with others. Therefore, this study focuses on the perspective of situation-specific anxiety.

Factors Related to Foreign Language Anxiety

Some factors are related to foreign language anxiety. Some previous researchers investigated foreign language with many factors such as gender, age, language achievement and proficiency, self-esteem, speaking performance, language learning strategy use, motivation and willingness to communicate (Liu and Jackson, 2008; Noormohamadi, 2009; Onwuegbuzie et al., 1999). Among those factors, four factors become predictors of foreign language anxiety (Horwitz, Horwitz and Cope, 1986) and

they are motivation, language achievement and proficiency, speaking performances and language learning strategy use.

Motivation and Anxiety

Motivation related to the students' learning goals. Therefore, motivation is one of the important affective factors that influence language learning (Khodadady and Khajavy, 2013). In learning a foreign language, motivation also plays an important role (Tahernezhad et al., 2014). Motivation is found as a factor that has both positive and negative correlation in learning a language. Several studies found that motivation has a direct effect on anxiety (Liu and Huang, 2011). The more anxious student tended to be less motivated to learn English (Khodadady and Khajavy, 2013; Liu and Huang, 2011). Moreover, Tahernezhad et al. (2014) found that the students with lower levels of the language learning anxiety were more motivated to learn English than those with higher levels of the language learning anxiety. The students with higher levels of the language learning anxiety become unwilling to participate and passive in learning the target language (Liu and Jackson, 2008).

Language Achievement and Proficiency and Anxiety

Previous researchers indicated that foreign language anxiety and target language achievement and proficiency have a negative correlation (Aida, 1994; Horwitz, Horwitz and Cope, 1986; Khodadady and Khajavy, 2013). Students who have high foreign language anxiety may have low language achievement and proficiency (Aida, 1994). In other words, Aida stated that students having the higher foreign language anxiety have

lower language achievement. Horwitz, Horwitz and Cope (1986) found that the students who have low proficiency in any of the four skills (writing, speaking, listening and reading) would feel anxious and get a serious problem in learning a language.

Speaking Performance and Anxiety

Of four skills (writing, speaking, listening and reading), speaking is a predictor that affects foreign language anxiety (Luo, 2014; Tuan and Mai, 2015; Wang, 2014). The students who have high foreign language anxiety may have poor performance in speaking (Aida, 1994). In other words, an increase in the foreign language anxiety is associated with a decrease in speaking performance. The speaking performance is related to oral communication skill which helps students to communicate effectively. The low speaking performance is indicated by lacking fluency, limited grammar and vocabulary and incorrect pronunciation and intonation.

Language Learning Strategy Use and Anxiety

Apart from motivation, language achievement and proficiency and speaking performance, language learning strategy use is also a factor which is related to foreign language anxiety. Lucas, Miraflores, and Go (2011) found that students use language learning strategy to cope with their language learning anxieties and learn the target language. The more anxious the students are, the less frequently they use strategies (Lucas, Miraflores, and Go, 2011; Mohammadi et al., 2013; Noormohamadi, 2009). Moreover, Mohammadi et al. (2013) found the high language learning strategies users reported less anxiety than the low language learning strategies users.

Foreign Language Communication Anxiety

Foreign language communication anxiety is a factor that inhibits students in communication. Lucas, Miraflores and Go (2011) indicated that foreign language communication anxiety could be predicted by investigating the students' difficulties in language learning. Many students felt so anxious when they communicate with other people especially with foreigners (MacIntyre and Gardner, 1989; Dewaele et al., 2008).

Foreign language communication anxiety is experienced when learning or using a second or foreign language. Furthermore, it bears great impact on speaking (Gregersen and Horwitz, 2002). Foreign language communication anxiety is related to specific foreign languages that someone ought to know and he/she is ashamed for not knowing them better (Dewaele et al., 2008).

Most of the Asian students, including Indonesians, experience foreign language communication anxiety. The Asian students are taught to avoid making mistakes (Gregersen and Horwitz, 2002) and perceived themselves as shy, quiet, or introverted people. This perspective impedes the students from speaking out (Lee, 2009), and it brings them foreign language communication anxiety. However, their perspective affects the way to communicate with foreigners. The students are usually silent and keen on listening rather than speaking (Aljumah, 2011).

Classification of Foreign Language Communication Anxiety

While anxiety is viewed from three perspectives (trait anxiety, state anxiety and situation-specific anxiety) (MacIntyre and Gardner, 1991; MacIntyre, 2007; Zheng, 2008), other scholars divided Foreign Language Communication Anxiety (FLCA) into

three dimensions. These three dimensions are used to classify the problems the foreign students may face in communication. The problems are communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz and Cope, 1986; Liu and Jackson, 2008). Nevertheless, Yang (2012) examined the underlying constructs of English classroom anxiety and English communication anxiety. She found that students' English classroom anxiety primarily fell into two dimensions: communication apprehension and fear of negative evaluation while students' English communication anxiety fell into three dimensions: social-communication anxiety, fear of negative evaluation, and anxiety in cross-cultural interactions. Since this study focuses on English communication anxiety, test anxiety is not included. In this study, I combine two classifications – one proposed by Horwitz, Horwitz and Cope's (1986) and Liu and Jackson's (2008), the other proposed by Yang's (2012). The dimensions that are used in Foreign Language Communication Anxiety Scale (FLCAS) are fear of negative evaluation, communication anxiety and anxiety in cross-cultural interactions.

Fear of negative evaluation

Fear of negative evaluation refers to apprehension about others' evaluations. Horwitz, Horwitz and Cope (1986) stated that people who experienced this type of anxiety tended to avoid evaluative situations and feel that others would evaluate them negatively. Students may experience this when they are unsure of themselves and what they are saying (MacIntyre, and Gardner, 1989). They try not to make mistakes to make positive social impressions. It may happen to the students who are very concerned about others' impression on them and do not believe in their own ability. They may lack self-confidence. However, Gregersen and Horwitz (2002) mentioned that fear of negative

evaluation is related to communicative apprehension. Students who are afraid of negative evaluation hardly ever initiate conversations and thus interact minimally. They are afraid of losing “face” in front of others (Lucas, Miraflores, and Go, 2011). They tend to be passive and keep quiet (Horwitz, Horwitz and Cope, 1986).

Communication apprehension

Some problems like misinterpretation of communication, failure to understand the interlocutor’s perspective, silence, a wrong word choice, and offensive gestures may arise when the students feel anxious in communication. When the students cannot bring forward what they want to say or understand what another person says, it may lead to frustration and apprehension (Gregersen and Horwitz, 2002). Moreover, Gregersen and Horwitz defined communication apprehension as uncomfortable feeling in talking with others. Horwitz, Horwitz and Cope (1986) stated that communication apprehension is a type of shyness to communicate with people. It is also known as the fear of communicating with other people, especially foreigner (Lucas, Miraflores, and Go, 2011). McCroskey (1983) found that people who experience high levels of fear or anxiety in communication may avoid communicating with others and withdraw from community.

Anxiety in cross-cultural interactions

Indonesian students studying in Taiwan must have experienced culture shock when interacting with Taiwanese. Cross-cultural interactions are another important factor which accounts for Foreign Language Communication Anxiety Scale (FLCAS).

Cross-cultural interactions refer to apprehension that is involved in cross-cultural interactions. The differences of Indonesian and the target language culture may increase anxiety. Many students freshly arriving in Taiwan feel anxious when they find the conflict with the culture and the values of the host community. They may worry that the interaction will bring disapproval from local people. According to Yang (2012), a dynamic negotiation, acquisition, and reconstruction process is needed.

Only few researchers investigated students' English communication anxiety. Most researchers investigated students' English classroom anxiety (Liu and Jackson, 2008; Horwitz, Horwitz and Cope, 1986). Moreover, most of them used the questionnaire to investigate how the anxiety arose when students communicated with their friends or their EFL teacher. Therefore, to examine the three classifications of foreign language anxiety, in this study, the researcher adapts ECAS designed by Yang (2012).

Actually, in her research, Yang investigated students' English classroom anxiety and English communication anxiety. Yang used 3 questionnaires that are Foreign Language Classroom Anxiety Scale (FLCAS), English Communication Anxiety Scale (ECAS) and Personal Report of Communication Apprehension (PRCA). Of the three, ECAS was the only one questionnaire that was used to measure English communication anxiety. Since the present study focuses on students' English communication anxiety, the researcher adapts ECAS as the instrument to examine the students' English communication anxiety. Nevertheless, some items are revised to make it relate to the field of this study that is communication context by using foreign language (please refer to Chapter 3).

The reason the researcher uses ECAS in this study is that ECAS designed by Yang (2012) examined English communication anxiety and assessed learner anxiety toward English communication in a variety of social settings, including public, small group, meeting, and interpersonal communication. Moreover, Yang designed the items in the ECAS based on a literature review on language anxiety and communication apprehension as well as intensive interviews with second language researchers, ESL instructors, and English learners.

Studies on Foreign Language Communication Anxiety in Indonesia

In the past years, a growing body of research has been conducted to investigate foreign language anxiety (Dewaele et al., 2008; Horwitz, Horwitz and Cope, 1986; Liu and Jackson, 2008; MacIntyre and Gardner, 1991; Marwan, 2007; Onwuegbuzie et al., 1999; Pramuktiyono, 2012; Pramuktiyono, 2013; Woodrow, 2006; Yang, 2012; Zheng, 2008). However, of all the researchers who investigated foreign language anxiety, Marwan (2007) and Pramuktiyono (2012 and 2013) examined Indonesian students' foreign language anxiety.

Marwan (2007) investigated a number of university students of lower and upper intermediate levels. Of the 100 students who were recruited, only 76 students completed the questionnaires. He used students' TOEFL (Test of English as A Foreign Language) score to determine the students' level. The students who obtained a score of 475 or less in TOEFL were put in lower intermediate classes. There were 40 lower intermediate students and 36 upper intermediate students. In his study, he used a questionnaire measuring factors causing FL anxiety and anxiety coping strategies. The findings

showed that most students experienced anxiety in their Foreign Language learning. They lack of self-confidence, lack of preparation and fear of failing the class. It is also found that the way of teachers' teaching influences students' anxiety which is that the teacher used complicated instructions. Moreover, the finding also showed that all lower intermediate participants use strategies to cope with anxiety. They were preparation, relaxation, positive thinking and peer seeking. Although the upper intermediate students used the similar strategies, the percentage was lower than that of the lower intermediate students.

Pramuktiyono (2012) investigated 31 junior high school students in one area in Indonesia, Ronggolawe Tuban, East Java. He collected the data by using questionnaire, namely Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope (1986), doing interviews and classroom observations. The result from the interviews and the questionnaires showed that the students have fear of negative evaluation, fear of being less competent, speaking anxiety and lack of confidence. The students felt uncomfortable with the teacher's teaching style. While teaching, the teacher used too much English that made some students feel anxious. They could not understand what their teacher was talking about. However, through interviewing the teacher, he found that the teacher was lack of awareness regarding students' foreign language anxiety. Since the class was too noisy during the observation, he did not find any result from it.

In 2013, Pramuktiyono also did a study about foreign language anxiety and its relationships with the students' beliefs about language learning at English education program. He investigated 156 university students in UNIROW, a private university in

Indonesia. All the participants are English majors in the fourth semester. He used two questionnaires in his study. They were Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope (1986) and Beliefs about Language Learning Inventory (BALLI) designed by Horwitz (1983). He found that the students felt anxious when they were asked by the teacher. They also felt anxious when speaking in front of the class. He found that most of students were unable to comprehend what the teacher taught. In line with Marwan's (2007) finding, lack of preparation and fear of failing the class were the primary causes of the students' anxiety.

Communicative competence

Communication strategy use is related to the students' communicative competence. Foreign language students employ strategies as a conscious technique in using or learning the target language to enhance communicative competence (Hsueh-jui, 2008). Students who lack basic grammar and vocabulary in the target language use communication strategies much more often than those who do not have problems in using the target language (Dörnyei, 1995). Therefore, before defining communication strategy, it is important to have a concept of communicative competence.

To communicate successfully, students need to be competent to use the target language. It includes grammatical knowledge and social knowledge about how and when to use utterances appropriately. In other words, students should know not only how to make a good sentence but also how, what, and when to say it (Savignon, 1976). Hymes (1972) was the first to introduce communicative competence (Wong and Barrea-Marlys, 2012). As cited in Wong and Barrea-Marlys (2012), Hymes defined

communicative competence as the capability to speak a language and to use it appropriately in different social contexts.

Some researchers tried to find some concepts or models to describe communicative competence (Wong and Barrea-Marlys, 2012). Many researchers used Canale and Swain's (1980) model of communicative competence (Abunawas, 2012). They designed a model of communicative competence that is useful to serve both instructional and assessment purposes. Three components were posited in this model, namely, grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) further elaborated it by adding discourse competence. Grammatical competence refers to the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.), while sociolinguistic competence is the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation). Discourse competence is the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry). Strategic competence is related to verbal and non-verbal communication strategies. This competence strengthens the efficiency of communication, and students who have this competence are able to overcome difficulties in communication.

Communication Strategy

Since the foreign students will find problems in communication, strategy use in communication is important. Communication strategies, verbal and nonverbal strategies, are used to avoid problems (Nakatani, 2010). Some researchers define

communication strategy from different perspectives (Lin, 2011). From the interactional perspective, Tarone (1980) stated that communication strategies (CS) occur when two interlocutors agree on the meaning in the situations. The strategies are often used when two interlocutors are aware of that they do not understand about each other. In this case, they will try to find a number of strategies such as paraphrase, transfer, avoidance, and others. Brown (1994), who looked from the perspective of error resources, defined CS as a process of learning to get a message through to a listener. This definition refers to a context of learning in which the students use the conscious employment of verbal or nonverbal mechanism to utter an idea. From a psychological approach, communication strategies are plans that students use to solve problems and reach their communicative goals (Faerch and Kasper as cited in Lin, 2011). However, avoidance strategies and achievement strategies may also be used because students find problems to express themselves. By using avoidance strategies, students avoid using the language of which they do not have a good command. For example, a student does not understand how to use passive voice, so she/he may avoid using that in communication. Furthermore, using achievement strategies means that they try to find ways to overcome their lack of knowledge like replacing an unknown word with one that is more general, paraphrasing or restructuring the expression.

In conclusion, the researcher defines communication strategies as techniques used to cope with limitations in language reception and production. In other words, it can be said that communication strategies are techniques that are used when students' communicative competence in the language being learned (L2) is insufficient.

Taxonomies of Communication Strategies

Previous researchers used taxonomies to explain the components of communication strategies. Three commonly-used taxonomies were designed by Tarone (1981), Dörnyei (1995) and Nakatani (2006). From an interactional perspective, Tarone (1981) designed a taxonomy which consists of five basic elements: paraphrase, borrowing, appeal for assistance, mime and avoidance.

Dörnyei (1995) designed a taxonomy of communication strategy to examine 109 students studying English in Hungary. He provided three communication strategies. They are avoidance/reduction strategies, achievement/compensatory strategies, and stalling/time-gaining strategies use of fillers/hesitation devices.

Nakatani (2002, 2006 and 2010) was concerned about identifying EFL students' strategy use. He started examining the students' oral communication strategies in 2002. He designed the taxonomy and used it in his research in 2002 and 2005 which led to the taxonomy Oral Communication Strategy Inventory (OCSI).

Then, in 2006, he revised some categories in OCSI. Nakatani developed oral communication strategy inventory which included two categories: speaking and listening categories. They are strategies for coping with listening and speaking problems during communication. Nakatani (2006) found eight factors for coping with speaking problems during communicative tasks and six factors for coping with listening problems during communicative tasks. In 2010, he also used the categories to identify strategies that facilitate EFL students' oral communication. Table 2.1. illustrates the Nakatani's taxonomy of communication.

Table 2. 1.

Nakatani's taxonomy of communication strategy (2006 and 2010)

Communication strategies	Strategy description
1. Strategies for coping with speaking problems	
a. Social Affective	managing their feelings during oral communication to give a good impression
b. Fluency-Oriented	paying attention to the fluency of communication
c. Negotiation for meaning in speaking	negotiating the meaning with their interlocutors
d. Accuracy-Oriented	having a desire to speak English accurately
e. Message reduction and alteration	reducing an original message by using familiar words and avoiding taking risks
f. Nonverbal message for speaking	using nonverbal strategies (gestures, eye contact, facial expressions, etc)
g. Message abandonment	leaving the message unfinished
h. Attempt to think in English	think as much as possible in the foreign language during actual communication
2. Strategies for coping with listening problems during communicative	
a. Negotiation for meaning in listening	using modified interaction to maintain their conversational goal with speakers.
b. Fluency-Maintaining	paying attention to the fluency of conversational flow.
c. Scanning	focusing on specific points of speech to get some hints about a speaker's intentions
d. Getting the gist	understanding what the interlocutor is saying by activating the schemata of background information.
e. Nonverbal Strategies in listening	making use of nonverbal information, such as speaker's eye contact, facial expression and gestures
f. Less active listener	becoming less active listener (e.g. try to translate into their native language little by little and depend heavily on familiar words)
g. Word-Oriented	paying attention to interlocutor's words

In this study, the researcher adapted OCSI to examine the students' oral communication strategy for three reasons. First, OCSI had been used four times by Nakatani in 2002, 2005, 2006, and 2010. Also, it was used by some previous researchers to identify students' communication strategy (Huang, 2010; Rohani, 2010; Zulkurnain, and Kaur, 2014). They found that OCSI has high reliability and validity.

Second, OCSI provided specific information for each item that can help students to answer the questions clearly. Moreover, the classifications are also appropriate to measure oral communication strategies used in social context.

Third, of all previous researchers using OCSI, Nakatani (2002, 2005, 2006, and 2010) and Rohani (2010) used it to examine Asian students' oral communication strategy. Nakatani examined the oral communication strategy of Japanese students and Rohani examined the oral communication strategy of Indonesian students. Since this study also focuses on oral communication strategy used by Asian students who are Indonesian students, the researcher decided to use OCSI.

Studies on Oral Communication Strategies in Indonesia

Problems in communication make communication strategy important. This fact led some researchers to investigate the communication strategy use, especially those used by EFL students (Abunawas, 2012; Aljumah, 2011; Dobao and Martínez, 2007; Dong, and Gai, 2010; Dörnyei, 1995; Dörnyei and Scott, 1995; Lin, 2011; Mei and Nathalang, 2010; Nakatani, 2006; Nakatani, 2010; Rohani, 2010; Sukirlan, 2014; Uglá, Adnan and Abidin, 2013; Wang, 2013; Yang, 2012). However, instead of using the term communication strategy, some researchers prefer using the term oral communication

strategies (OCSs) (Nakatani, 2006). Oral communication strategies focus on the use of strategic behaviors when the students face communication problems in interaction.

In fact, of all researchers investigating communication strategy use, only few focused on Indonesian students (Sukirlan, 2014; Rohani, 2010). Some researchers who examined Indonesian students' ability in L2 stated that students' oral production is unsatisfactory (Cahyono and Widiati, 2008; Rohani, 2010; Sukirlan, 2014). Rohani (2010), investigating Indonesian students' communication strategy use, examined the impact of task-based learning (TBL) on Indonesian tertiary EFL students' employment of oral communication strategies. She used OCSI in her study and found that after one semester using TBL, the students' use of oral communication strategies increased in both frequency and variety. Nevertheless, she found the problems on the low achievers' use of strategies for coping with listening problems.

Sukirlan (2014) adapted Dörnyei's taxonomy to identify the effects of teaching communication strategies (CSs) on the types of communication strategies used by the Indonesian students and level of speech comprehensibility. He examined 23 Indonesian students who were taking an intermediate speaking class. In his study, he taught the communication strategies to the students and found the difference. Before teaching the communication strategies, he found that some students were not able to use the strategies effectively. However, after teaching the strategies, he found that 4 types of communication strategies were commonly used. They are approximation, circumlocution, exemplification, and non-verbal communication strategies. In addition, the frequency of seven types of communication strategies such as comparison, code-switching, foreignizing, repetition, avoidance, time-stalling device, and appeal for

assistance decreases while word coinages were consistently used. Sukirlan's findings in line with Bialystok (1990) showed that circumlocution was the most frequently used communication strategies while the least frequently used communication strategies was word coinage. He also stated that the students used communication strategies when they realized that they had problems of expressing their intended meaning and they needed to solve the problems. In other words, the more communication strategies the students have, the more opportunities they are able to solve communication problems (Sukirlan, 2014).

Relationship between Foreign Language Communication Anxiety and Oral Communication Strategy Use of Indonesian Students in Taiwan

Most previous researchers were concerned about oral communication strategies (Abunawas, 2012; Dobao and Martínez, 2007; Dongand Gai, 2010; Dörnyei, 1995; Dörnyei and Scott, 1995; Huang, 2010; Lin, 2011; Mei and Nathalang, 2010; Nakatani, 2005; Nakatani, 2006; Nakatani, 2010; Rohani, 2010; Sukirlan, 2014; Tarone, 1980; Tarone, 1981; Uгла et al., 2013; Wang, 2013). They found that the students used different strategies in communication. However, they all agreed that communicative strategies are needed when students find problems in communication and want to reach the communication goal.

Foreign language anxiety also becomes an interesting topic for researchers (Dewaele et al., 2008; Horwitz, Horwitz and Cope, 1986; Liu and Jackson, 2008; MacIntyre and Gardner, 1991; Onwuegbuzie et al., 1999; Woodrow, 2006; Yang, 2012; Zheng, 2008). They found that the students experienced foreign language anxiety not only inside but also outside classroom. Most of the students feel so anxious in learning a

foreign language, especially when communicating by using the language. When they feel anxious and uncomfortable, they tend to solve the feelings by using strategies in communication. In fact, previous research found that most of the students experience foreign language anxiety that might cause communication breakdown, and other studies found oral communication strategies could be useful to avoid communication problems. Nevertheless, only a few studies relate oral communication strategies to foreign language communication anxiety (Wang, 2014). Moreover, none of the research identified foreign language communication anxiety and oral communication strategy use of Indonesian students studying in a foreign country. Therefore, in the present study, the researcher investigates the relationship between foreign language communication anxiety and oral communication strategy use of Indonesian students in Taiwan.

CHAPTER THREE

METHOD

This chapter presents the research methods used to conduct this study and is organized into the following sections: participants, measurements and variables instruments, data collection procedures, data analysis procedure and the pilot study.

Participants

The participants in this study were 200 Indonesian students in Taiwan from different majors and universities. The researcher selected 200 participants based on their responses to the Basic Personal Background Information questionnaire. The researcher selected Indonesian students who could not speak Chinese well and communicate with Taiwanese people by using English. They were undergraduate and graduate students. They were from different colleges, including science, engineering, agriculture, management, social science, law school, and Arts. Although the participants have studied English as a foreign language at least six years before they entered the university, including three years in junior high school and three years in senior high school, they had different levels of English proficiency. Some of the participants lived in remote areas in Indonesia which did not have any qualified facility and lack qualified teachers to teach foreign language, while those living in urban areas were taught by qualified teachers. Indonesian students who were English and Chinese majors were excluded in this study. Since they learned a foreign language in their university, they might not feel anxious in communication. The participants' age ranged from 17 to 35. All the participants should take the TOEFL test before entering universities. In the

present study, the researcher recruited the participants from 12 different universities. Most of the participants never went abroad before leaving for Taiwan for their studies. In other words, none of the participants speaks English as their native language.

Measurements and Variables

As mentioned, the purpose of this study is to examine Indonesian students' foreign language communication anxiety and oral communication strategy use in Taiwan. In this study, Indonesian students' foreign language communication anxiety is used to predict oral communication strategy use.

In addition, all three research questions are presented as follows:

1. What are overseas Indonesian students' self-rated degrees of foreign language communication anxiety?
2. What are overseas Indonesian students' self-rated degrees of oral communication strategy use? What are the top three most commonly used and the bottom three least commonly used listening strategies by Indonesian students? What are the top three most commonly used and the bottom three least commonly used speaking strategies by Indonesian students?
3. Is there a significant predictive relationship between foreign language communication anxiety of Indonesian students in Taiwan and their oral communication strategy use?

Figures 3.1.-3.3. define specific variables that are measured in the present study. Specifically, Figure 3.1. illustrates the variables in research question 1. To answer research question 1, Indonesian students' self-rated degrees are used as an independent

variable, while foreign language communication anxiety is used as a dependent variable. Figure 3.2. illustrates the variables in research question 2. The researcher uses Indonesian students' self-rated degrees as an independent variable to explore the top three most frequently used and the bottom three least frequently used listening and speaking strategies by Indonesian students. Finally, Figure 3.3 illustrates the variables in research question 3. The researcher investigates whether there is a significant relationship between foreign language communication anxiety and oral communication strategy use.

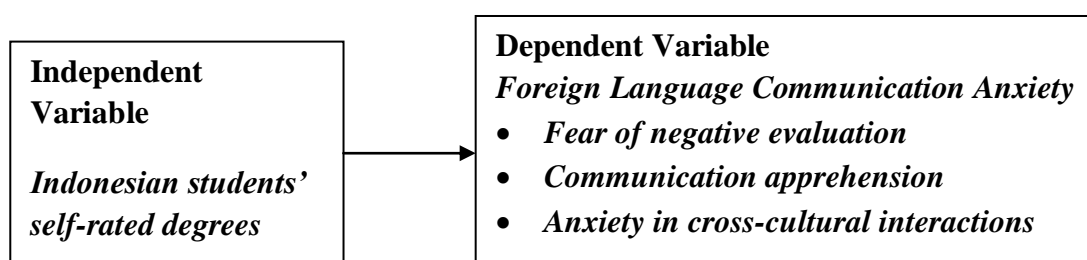


Figure 3. 1. Illustration of variables measured to answer research question 1.

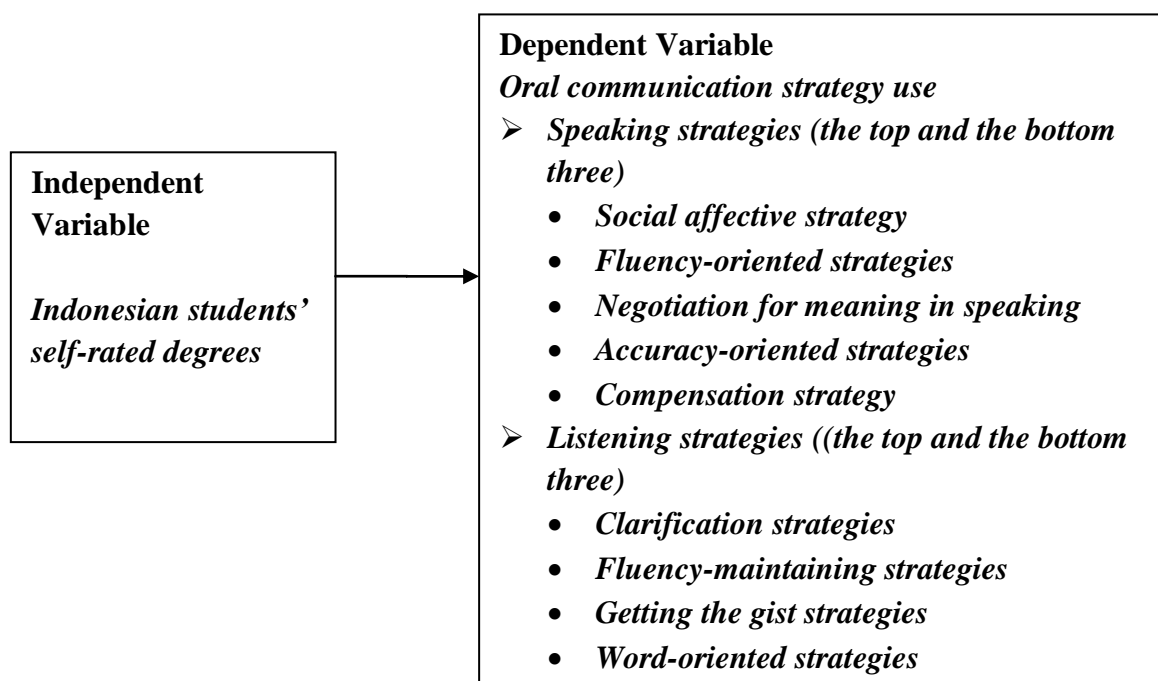


Figure 3. 2. Illustration of variables measured to answer research question 2.

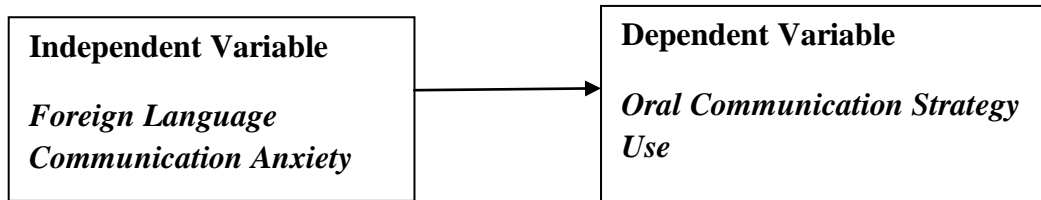


Figure 3. 3.Illustration of variables measured to answer research question 3.

Instruments

Three questionnaires are used in this study. They are Basic Personal Background Information questionnaire (15 items), Oral Communication Strategy Inventory (OCSI) (53 items), and Foreign Language Communication Anxiety Scale (FLCAS) (18 items). To avoid misunderstanding of the questionnaire items, the survey instruments are distributed to participants in Bahasa Indonesia, which is the participants' native language. Table 3.1 presents the framework, themes, and items of the three aforementioned survey instruments.

Table 3. 1.
The framework of the Questionnaire used in the study

Questionnaire	Theme	Item
Questionnaire I		
Basic Personal Background Information	Personal information	1-15
Questionnaire II		
FLCAS	Fear of negative evaluation	1-6
	Communication apprehension	7-13
	Anxiety in cross-cultural interactions	14-18
Questionnaire III		
OCSI		
Section I: speaking strategies	Social affective	1-5
	Fluency-oriented	6-12
	Negotiation for meaning in speaking	13-17
	Accuracy-oriented	18-24
	Compensation	25-30
Section II: listening strategies	Clarification	31-35
	Fluency-maintaining	36-41
	Getting the gist	42-48
	Word-oriented	49-53

To measure foreign language communication anxiety, the Foreign Language Communication Anxiety Scale (FLCAS) questionnaire is adapted from English Communication Anxiety Scale designed by Yang (2012). Yang used English Communication Anxiety Scale (ECAS) to investigate the underlying constructs of English classroom anxiety and English communication anxiety while the present study only focuses on the English communication anxiety. Therefore, only some items are adapted from ECAS. To describe foreign language communication anxiety, three sub factors are included:

1. Fear of negative evaluation refers to an excessive worry or uneasiness over the others' judgments. The students who feel this kind of anxiety tend to avoid evaluative situations because they worry about being judged negatively. A sample item is, "I think of their perception about my pronunciation."
2. Communication apprehension refers to an excessive worry or uneasiness to communicate with people. In this study, the items describe students' apprehension in communicating in English. A sample item is, "I keep my head down to avoid having a conversation."
3. Anxiety in cross-cultural interactions refers to an excessive worry or uneasiness to interact with others from different countries. A sample item is, "I fear that I cannot understand Taiwanese people's jokes and cultural references."

As mentioned, most of the OCSI items used in the present study are adapted from Nakatani (2006). There are 2 categories that are used in OCSI. They are strategies for coping with speaking problems and listening problems. The speaking category featured 30 strategies which are divided into 5 subcategories listed and defined as follow:

1. Social affective strategies refer to personal strategic behaviors or actions that stimulate to relax, get involved and take risks in order to try to control their own anxiety and communicate smoothly. A sample item is, "I try to relax to express what I want to say."
2. Fluency-oriented strategies refer to personal strategic behaviors or actions to pay attention to the rhythm, intonation, pronunciation, and clarity of their speech to

improve the listener's comprehension. A sample item is, "I pay attention to my rhythm and intonation."

3. Negotiation for meaning in speaking strategies refer to personal strategic behaviors or actions to compromise with their interlocutors in order to maintain their interaction and avoid a communication breakdown. A sample item is, "I check with the listeners to make sure they understand what I said."
4. Accuracy-oriented strategies refer to personal strategic behaviors or actions that are concerned with a desire to speak English accurately. The students who use these strategies focus on the pronunciation and sentence structures, use familiar words and grammatical rules and correct themselves when making a mistake. A sample item is, "I pay attention to grammatical structures during conversation such as grammar, word order, etc."
5. Compensation strategies refer to personal strategic behaviors or actions to use body language, paraphrase and ask for help from others. A sample item is, "I use gestures and facial expressions if I can't express what I want to say."

The listening category has 23 strategies which are divided into 4 subcategories as follow:

1. Clarification strategies refer to personal strategic behaviors or actions to ask for clarification of what the speakers said, ask for repetition and examples of the speech content. A sample item is, "I ask for repetition when I can't understand what the speakers have said."

2. Fluency-maintaining strategies refer to personal strategic behaviors or actions to pay attention to the fluency of conversational flow and focus on the speakers' rhythm, intonation, and pronunciation to capture their intentions. A sample item is, "I pay attention to the speaker's speech, pronunciation, rhythm, and intonation."
3. Getting the gist strategies refer to personal strategic behaviors or actions of paying attention to general information contained and the speakers' nonverbal language as well as to guess the intention. A sample item is, "I guess what the speaker is going to say based on the context."
4. Word-oriented strategies refer to personal strategic behaviors or actions to focus on the specific words which the speakers emphasize like individual words, familiar words or interrogative sentences. A sample item is, "I pay attention to the words that the speakers slow down or emphasize."

Data Collection Procedures

The data were collected from two questionnaires: FLCAS and OCSI. Since the participants lived in different cities in Taiwan, the researcher sent the online questionnaires to the participants by emails or facebook. First, the researcher contacted 200 Indonesian students to receive their consent to participate in the present study. Second, the researcher explained the purpose of the study, data collection procedures and instructions for how to respond to the three questionnaires to the 200 recruited Indonesian students. Third, the researcher sent the three online questionnaires and asks

the participants to respond to those questionnaires. The researcher reminds them of responding to all items on the questionnaires.

Fourth, of 200 participants, 10 students are interviewed. The interview is semi structured. There are 6 main questions that have been developed by the researcher.

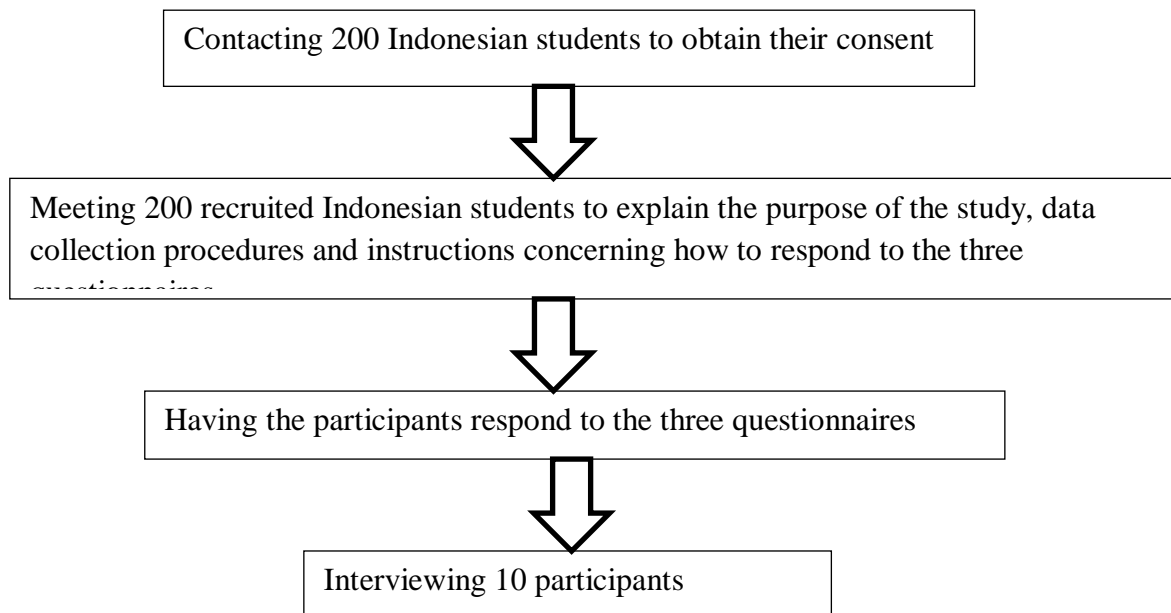


Figure 3.4. The procedure of data collection.

Interviews

The researcher interviewed 10 participants in order to find specific reasons about the strategies used by the participants. The researcher designs 6 questions to obtain the students' verbal opinions toward the strategy use in communication. Each interview starts with short introduction remarks addressing the purpose of the interview. The interviewees are also reminded that there is no correct answer, so they could feel free to answer the question.

In this study, 10 participants are selected based on their answers on FLCAS and OCSI. They are chosen because they often feel anxious and thus use oral

communication strategies when communicating with Taiwanese. There are certainly other students meeting these criteria; however, the 10 participants are balanced according to their background. They are representatives from different universities with different degrees: 3 Bachelor's students, 4 Master's students and 3 Doctoral students.

There are two reasons why the researcher uses only 10 participants. The first reason is the number of Indonesian students in Taiwan. There are 3,400 Indonesian students in Taiwan; however, 70% of them are language majors, either English or Chinese (Mandarin) (data are taken from PPI – an organization of Indonesian students in Taiwan). In this study, the researcher did not examine the Indonesian students who are English and Chinese majors. It is because they may not find difficulty when communicating with Taiwanese. The second reason is that this study used both qualitative and quantitative research methods. The researcher used interviews only to support the results from the questionnaires and to find the specific reasons and detail information about the strategies that the Indonesian students use in communication.. Moreover, as the participants and the researcher lived in different cities, online interviews were used. Skype video was chosen as the method to conduct research interviews.

Data Analysis Procedures

To compute and analyze the data, the researcher used the statistical software SPSS 15.0 for the Windows System. It provides descriptive and simple regression analysis. Descriptive and frequency distribution analyses were performed on the data to obtain frequency of responses, means and standard deviation for relevant instrument

items. Descriptive analysis was used to answer the first and second research questions. Data for those questions were collected from the participants' responses to FLCAS and OCSI questionnaires.

For the second research question, the researcher also did interviews regarding participants' general oral communication strategy use. Also, researcher interviewed the participants regarding the top three most frequently used and the bottom three least frequently used speaking and listening strategies. Then, the result of OCSI was compared with the result that was got from interviewing 10 participants. Simple regression was used to answer the third research question. The data analysis procedures were presented below.

Table 3. 2.
The framework of research questions

Research questions	Data collected	Analysis procedures
RQ1 : What are overseas Indonesian students' self-rated degrees of foreign language communication anxiety?	FLCAS	Using descriptive analysis
RQ2 : What are overseas Indonesian students' self-rated degrees of oral communication strategy use? What are the top three most commonly used and the bottom three least commonly used listening strategies by Indonesian students? What are the top three most commonly used and the bottom three least commonly used speaking strategies by Indonesian students?	OCSI	Using descriptive analysis
	Interview	Analyzing and comparing with the result from OCSI
RQ3 : Is there a significant predictive relationship between foreign language communication anxiety of Indonesian students in Taiwan and their oral communication strategy use?	FLCAS and OCSI	Using simple regression

In analyzing the data, the researcher found the mean from both FLCAS and OCSI. The researcher analyzed the mean by seeing whether the mean was higher or lower than the average statistics that is 3. The average statistics came from the level of satisfaction. The questionnaire was ranged from 1 to 5 by the participants, with 5 being the highest ("best") score. It means 3 is in the middle of the scale and it is used as a standard for middle value. So, the mean was well, if it was higher than 3.

Pilot Study

To examine and reach the reliability and better validity of three questionnaires, the researcher conducted a pilot study in March 2015. The pilot study was used to help the researcher identify any potential problems and, if necessary, revise the problematic questionnaire items. The participants of the pilot study were 50 Indonesian undergraduates and graduates in Taiwan from different majors and universities. Their majors included science, engineering, agriculture, management, social science, law school, and arts. The questionnaire was sent to them by email. The questionnaires have been translated to Bahasa Indonesia. A total of 50 valid questionnaire sheets were used for further analysis.

Summary of Basic Personal Background Information

A summary of the participants' basic personal background information in the pilot study is given as follows (see Appendix E for details). Of the 50 participants, 24% of the participants were males and 76% of them were females. Most of them were between the age of 17 and 22 (48%). Almost half of the participants were

undergraduates (48%) while the others were doing master's (42%) and doctoral program (10%). Moreover, most of them (40%) have been living in Taiwan for about 1 to 2 years and 32% of them have been living for over 6 months to 1 year. Although the first language of all the participants is Bahasa Indonesia, 92% of them stated that they can speak 2 to 3 languages including Bahasa Indonesia. In addition, 72% of the participants' universities provides English classes and 88% of them provides with Chinese classes in their universities. In communicating with Taiwanese, 60% of the participants prefer using Chinese than English.

Summary of Classroom Observation

Before sending the questionnaires for the pilot study, the researcher also did classroom observations in a Chinese class in Tunghai University. This class is provided for international students. Actually, Tunghai provided 2 Chinese classes for international students. However, the researcher only observed one class. The one that was observed is for the beginners while another is for the intermediate. Three teachers who were responsible for this class are all Taiwanese.

In the first semester, the class consisted of 15 students; 11 Indonesian students, 2 Korean students, 1 Thai student, and 1 Mongolian student. Thai student attended the class for only two weeks. Then, four months later, 2 Korean students never showed up anymore. Besides, 2 of Indonesian students did not attend the class continuously.

In the second semester, three of Indonesian students did not pass the class. Their score is lower than 60. Of the 3 students, two students seldom attended the class. They admitted that they did not make a big effort in learning Chinese. Of the 2 students, one

preferred communicating in English, while another student preferred trying to communicate in Chinese because she thought her English is not really good and some Taiwanese students cannot speak English well. Of the 3 students, one was used to attending the class but he was not able to reach the goal. He could not remember the words that the teacher taught easily. He also could not pronounce and differentiate Chinese characters. He was not able to share his idea in Chinese easily. He said that he also found difficulty in communicating in English.

Of all the students who passed the class (9 persons), 8 persons are Indonesian while 1 person is Mongolian. In addition, 6 students had already studied Chinese in senior high school for 3 years and studied English from kindergarten to senior high school. Nevertheless, 2 of them never studied Chinese at all and studied English from the elementary school. From the observation, the researcher found that the students used different strategies to communicate with their teacher.

The researcher observed that the 6 students often used Chinese to communicate with the teacher. They used Chinese to avoid miscommunication. When they could not express what they wanted to say, they preferred using “Pleco” (one of the applications for android phone whose function is to translate texts from English into Chinese or vice versa). They would show the translation to the teacher. However, if the translation is not suitable, then they would use English and body language.

The last two students never learn Chinese at all. Although they tried hard to speak Chinese, they were not able to speak as fluently as the other students. However, they tend to keep silent, ask their friends and use English if they cannot express the

words that they want to say. The student mentioned that they were afraid of making mistakes if they kept trying to communicate in Chinese.

Reliability and Revisions of Instruments

To validate the questionnaires used in this study, reliability analyses were performed on the FLCAS and the OCSI. The reliability analyses were used to examine the overall internal-consistency reliability and the respective internal-consistency reliability of the items in each category. The internal-consistency reliability coefficients of the items in the FLCAS ranged from .579 to .812. The overall internal-consistency reliability coefficient of the FLCAS reached .816. It indicated that the FLCAS achieved a satisfactory reliability as a survey instrument. The Internal-consistency reliability coefficients of the FLCAS items were presented in Table 3.3.

Table 3. 3.
Internal-Consistency Reliability Coefficient of the FLCAS items

Anxiety Factors	N of items	Cronbach's α
Fear of negative evaluation	6	.579
Communication apprehension	7	.812
Anxiety in cross-cultural interactions	5	.798
Overall	18	.816

The internal-consistency reliability coefficients of the items in the OCSI ranged from .672 to .844, while the overall internal-consistency reliability coefficient of the OCSI reached .929. It indicated that the OCSI was also reliable. The Internal-consistency reliability coefficients of the OCSI items were presented in Table 3.4.

Table 3. 4.
Internal-Consistency reliability Coefficients of the OCSI items

Strategy factors	N of items	Cronbach's α
1. Strategies for coping with speaking problems		
a. Social Affective	5	.692
b. Fluency-Oriented	7	.684
c. Negotiation for meaning in speaking	5	.811
d. Accuracy-Oriented	7	.832
e. Compensation	6	.719
2. Strategies for coping with listening problems		
a. Clarification	5	.771
b. Fluency-Maintaining	6	.672
c. Getting the gist	7	.844
d. Word-oriented	5	.808
Overall	53	.929

As seen in the Tables 3.3 and 3.4, the internal-consistency reliability coefficients of the three factors of FLCAS and the internal-consistency reliability coefficients of the nine strategy categories of OCSI were generally high. Nevertheless, the Cronbach's α value of the "fear of negative evaluation" in FLCAS was only .579. In addition, in OCSI, the Cronbach's α value of the "social affective," "fluency-oriented," "fluency-maintaining," in OCSI were .692, .684 and .672. Since those Cronbach's α values were lower than .7, further revision of the items under those factors was needed. It was found that there are some problems of wordings and linguistics mistakes in FLA and OCSI.

After discussing with an expert, the researcher revised some items. Table 3.5 displays the original and revised statements of FLA. Items 3, 4 and 5 were identified as problematic. The Item 5 is that "I think of their perception about my pronunciation." To facilitate the participants' understanding of this fear of evaluation factor more specific information was added to the statement. It became "I feel embarrassed if they correct my pronunciation." The revisions of the three items of FLA were presented in Table 3.5.

Table 3. 5.
The original and revised statements of FLA

No.	Original statement	Revised statement
3	I: Saya merasa terganggu ketika mereka mengoreksi setiap kesalahan yang saya buat. E: I get upset when they correct every mistake I make.	I: Saya takut mereka menertawakan kesalahan saya. E: I am afraid they will laugh at me if I make a mistake.
4	I: Saya berusaha berbicara dengan jelas untuk menghindari kesalahan. E: I try to speak clearly to avoid mistake.	I: Saya berusaha berbicara dengan jelas untuk menghindari salah paham. E: I try to speak clearly to avoid misunderstandings.
5	I: Saya memikirkan persepsi mereka tentang pelafalan kata yang saya ucapkan. E: I think of their perception about my pronunciation.	I: Saya merasa malu jika mereka mengoreksi pelafalan saya. E: I feel embarrassed if they correct my pronunciation.

***I:** Bahasa Indonesia, **E:** English

However, 6 items of OCSI were also needed to be altered. Items 4, 10, 39 were revised because the Cronbach's α values were lower, while Items 11, 30, 40 were revised to make them more clearly. The revisions were presented in table 3.6.

Table 3. 6.

The original and revised statements of OCSI

No.	Original statement	Revised statement
4	<p>I: Saya memberanikan diri mengekspresikan yang ingin saya katakan.</p> <p>E: I encourage myself to express what I want to say.</p>	<p>I: Saya takut mengekspresikan apa yang ingin saya katakan.</p> <p>E: I am afraid to express what I want to say.</p>
10	<p>I: Saya berusaha berbicara dengan jelas dan dengan suara yang keras agar saya dapat mendengar.</p> <p>E: I try to speak clearly and loudly to make myself heard.</p>	<p>I: Saya berusaha berbicara dengan jelas dan dengan suara yang keras agar mereka mendengar yang saya katakan.</p> <p>E: I try to speak clearly and loudly to make the listeners hear what I said.</p>
11	<p>I: Saya berusaha berbicara sefasih penutur asli.</p> <p>E: I try to speak English as fluently as native speaker.</p>	<p>I: Saya berusaha berbicara Bahasa Inggris dengan fasih.</p> <p>E: I try to speak English fluently.</p>
30	<p>I: Saya menggunakan kata-kata yang biasa saya gunakan.</p> <p>E: I use words which are common.</p>	<p>I: Saya menggunakan aplikasi terjemahan seperti kamus elektronik untuk membantu mengekspresikan kata-kata yang ingin saya sampaikan</p> <p>E: I use language translation service such as online dictionary to help me to express what I want to say.</p>
39	<p>I: Saya berusaha menanggapi mereka dengan mengatakan “Benarkah?”, “Apakah begitu?”, dan lain-lain, walau saya tidak memahami yang mereka katakan.</p> <p>E: Even I do not understand what the speaker has said, I still try to respond to the speaker by saying “Really?”, “Is that so?”, etc.</p>	<p>I: Saya menunjukkan minat dan rasa ingin tahu dengan mengatakan "Benarkah?" " Apakah begitu?" dan lain-lain.</p> <p>E: I show interest and curiosity by saying “really?” “Is that so?” etc.</p>
40	<p>I: Saya berusaha mengikuti kecepatan mereka berbicara.</p> <p>E: I try to keep up with the speakers’ speed.</p>	<p>I: Saya berusaha mengerti maksud pembicaraan mereka bahkan ketika mereka berbicara dengan cepat.</p> <p>E: I try to catch what the speakers say even when they speak too fast.</p>

***I:** Bahasa Indonesia, **E:** English

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and the discussion of the main study. It consists of five sections: (1) the summary of the participants' basic personal background information; (2) the participants' foreign language communication anxiety; (3) the participants' oral communication strategy use; (4) the summary of interviews; (5) the relationships between foreign language communication anxiety and oral communication strategy use.

Summary of Basic Personal Background Information

In this section, the participants' basic personal background information was summarized (see Appendix F for details). First of all, 129 (64.5%) of the participants were female and 71 (35.5%) of them were male. As for their ages, 107 (53.5%) of them were at the age 23 to 28 and 81 (40.5%) of them were between the age of 17 and 22. In addition, 113 (56.5%) of them were Master's students. Furthermore, 121 (60.5%) of them had learned English for more than 9 years. Although almost half of the participants (83 participants – 41.5%) had been living in Taiwan for 1 to 2 years, 21 (10.5%) of them admitted that they could not speak English or Chinese well. Moreover, 167 (83.5%) of them could speak 2 to 3 languages, including Bahasa Indonesia. Although Chinese was needed in Taiwan, only 81 (40.5%) of them learned Chinese before coming to Taiwan. As for Chinese and English classes, 175 (87.5%) of the participants' universities provided Chinese classes and 118 (59%) of those universities provided English classes. Of all the participants, 122 (61%) of them used to communicate with

Taiwanese in Chinese. Nevertheless, 123 (61.5%) of them preferred to communicate in English than in Chinese.

Indonesian Students' Foreign Language Communication Anxiety

To answer Research Question 1, "What are overseas Indonesian students' self-rated degrees of foreign language communication anxiety?" this section presents Indonesian students' overall foreign language communication anxiety. In this section, the data from FLCAS are analyzed by using descriptive statistical analysis. This section is divided into two parts. The first part focuses on Indonesian students' overall foreign language communication anxiety while the second part focuses on Indonesian students' foreign language communication anxiety in each factor.

Indonesian Students' Overall Foreign Language Communication Anxiety

Table 4.1. presents the grand means of each factor and overall means of the foreign language communication. Appendix G shows the detailed descriptive statistics of the eighteen FLCAS items, including the frequencies of response, means and standard deviations.

Table 4. 1.
Grand means of the three factors of FLCAS

No.	Factors	Grand Mean
1.	Fear of negative evaluation	3.22
2.	Communication apprehension	2.26
3.	Anxiety in cross-cultural interactions	3.17
Overall Mean = 2.88		

As shown in Table 4.1., the overall mean of the eighteen FLCAS items was 2.88 which was near the average statistic ($M=3$). The finding in line with the finding of Liu and Jackson (2008), Lee (2009) and Dewaele et al. (2008) showed that the participants had foreign language anxiety in communication. Dewaele et al. (2008) found that the low intelligence and competence might cause high foreign language communication anxiety while Lee (2009) and Liu and Jackson (2008) found the students' personality characteristic might affect foreign language communication anxiety. The introvert and reserved students felt anxious and did not have self-confidence to communicate with foreigners (Lee, 2009; Liu and Jackson, 2008). More specifically, the most foreign language communication anxiety participants experienced was the fear of negative evaluation ($M= 3.22$), which was similar to Yang's (2012) finding. She found that fear of negative evaluation became a factor which contributed to the students' experience in foreign language communication anxiety in both EFL classroom and communication settings. Anxious students worried about their competence and were very sensitive about other people's evaluation and social impressions of them (Yang, 2012).

Indonesian Students' Foreign Language Communication Anxiety in Each Factor

The following part presents the results of Indonesian students' foreign language communication anxiety in each factor based on FLCAS. Moreover, the discussion of the result is demonstrated as well.

Frequencies of responses, means, and standard deviations of the participants' responses to the six FLCAS items in the fear of negative evaluation factor are presented in Table 4.2. Items 1 to 6 are listed in a descending order of the means.

Table 4. 2.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Fear of Negative Evaluation Factor

No.	Item descriptions	1	2	3	4	5	M	SD
4.	I try to speak clearly to avoid misunderstandings.	1	7	22	54	16	3.77	0.83
6.	I worry that the listeners do not understand what I am saying.	1	18	23	41	17	3.55	1.00
3.	I am afraid they will laugh at me if I make a mistake.	3	15	29	36	17	3.49	1.03
2.	I don't worry about making mistakes.	10	25	26	29	10	3.04	1.16
5.	I feel embarrassed if they correct my pronunciation.	6	27	36	24	7	2.99	1.01
1.	I feel embarrassed if I cannot answer their question.	14	39	31	14	2	2.51	0.96
Grand Mean = 3.22								

* 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

As shown in Table 4.2., the means of all the items ranged from 2.51 to 3.77. Item 4 ($M=3.77$) had the highest mean in the fear of negative evaluation factor. It may be explained that Indonesian students living in Taiwan avoid misunderstandings because of the culture differences. They may feel anxious if Taiwanese people fail to correctly understand what they said.

In contrast, Item 1 ($M=2.51$) had the lowest mean. It is in contrast to the traditional perception that Asian students are generally afraid of losing “face” once they cannot answer foreigners’ questions. It may be explained that new generation becomes more relaxed when they are aware that they cannot answer the questions. They do not try to solve the problem when they face this situation.

Table 4.3. provides frequencies of response, means, and standard deviations of the participants' responses to the seven FLCAS items in the communication apprehension factor. They are Items 7 to 13, which are listed in a descending order of the means. The means of all the items ranged from 2.23 to 3.48. Among the seven items, Item 7 "I keep smiling because of nervousness" had the highest mean. In contrast, Item 8 had the lowest mean. It indicates that Indonesian students feel nervous when communicating with Taiwanese in English. However, they keep trying to relax by smiling. In general, people believe that smiling can reduce fear, anxiety and stress. Moreover, when they feel nervous, they keep having conversation and do not ignore Taiwanese by keeping their head down. It may be explained that Indonesian students are taught to pay respect when someone else is talking. In conclusion, although they feel anxious, they still try to show their politeness to Taiwanese.

Table 4. 3.
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Communication Apprehension Factor

No.	Item descriptions	1	2	3	4	5	M	SD	
7.	I keep smiling because of nervousness.	6	13	24	41	16	3.48	1.09	
9.	I nod if I don't understand the question.	15	43	18	19	5	2.56	1.11	
11.	I try to avoid having to talk by keeping others talking	14	39	31	14	2	2.51	0.96	
13.	I avoid asking questions.	14	43	29	12	2	2.45	0.94	
10.	I pretend to be busy to avoid having a conversation	15	44	28	11	2	2.41	0.94	
12.	I felt anxious even If I know what they say.	15	44	28	11	2	2.41	0.94	
8.	I keep my head down to avoid having a conversation.	23	45	19	12	1	2.23	0.97	
Grand Mean = 2.26									

* 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

In Table 4.4., frequencies of response, means, and standard deviations of the FLCAS items in the anxiety in cross-cultural interactions factor, including Items 14 to 18 listed in a descending order of the means are presented. The means of all the items ranged from 2.44 to 3.62. All the items, except Item 18, were higher than the average statistic ($M=3$). These showed that the participants generally would experience foreign language communication anxiety related to cross-cultural interactions factor. However, Item 15 “I fear that I would offend Taiwanese because of our cultural differences” had the highest mean. This shows that Indonesian students are aware of cultural differences. A failure to understand others’ culture may lead to feelings of anxiety (Brown, 2008).

In contrast, Item 18 had the lowest mean. It may be explained that although Indonesian students aware of cultural differences between Indonesia and Taiwan, they still can accept if Taiwanese cannot understand their cultural values. It is similar to Yang’s (2012) finding that a dynamic negotiation is needed to settle differences.

Table 4. 4.
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the FLCAS Items in the Anxiety in Cross-cultural Interactions Factor

No.	Item descriptions	1	2	3	4	5	M	SD
15.	I fear that I would offend Taiwanese because of our cultural differences.	1	10	26	52	11	3.62	0.84
16.	I am afraid that I cannot have a culturally appropriate conversation.	3	14	31	42	10	3.42	0.95
14.	I fear that I cannot understand Taiwanese people’s jokes and cultural references.	1	15	38	40	6	3.35	0.84
17	I worry to have conversation due to my limited understanding of their culture.	7	26	31	27	9	3.05	1.08
18	I feel upset if they do not understand my cultural values.	19	39	25	13	4	2.44	1.06
Grand Mean = 3.17								

* 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Indonesian Students' Oral Communication Strategy Use

This section presents results and discussion of the descriptive statistical analysis and interview results to answer Research Questions 2, “What are overseas Indonesian students' self-rated degrees of oral communication strategy use? What are the top three most commonly used and the bottom three least commonly used listening strategies by Indonesian students? What are the top three most commonly used and the bottom three least commonly used speaking strategies by Indonesian students?” The data in this section are from OCSI and interviews. This section is divided into five parts. The first part focuses on Indonesian students' overall use of oral communication strategies. The second part focuses on Indonesian students' oral communication strategy use in each of the speaking strategy categories. The third part presents Indonesian students' oral communication strategy use in each of the listening strategy categories. The fourth part shows the result of the interviews. The last part focuses on the top three most frequently used and the bottom three least frequently used listening and speaking strategies.

Indonesian Students' Overall Use of Oral Communication Strategies

Table 4.5. presents the grand means of each factor and overall mean of the foreign language communication. Appendix H shows the detailed descriptive statistics of the fifty-three OCSI items, including the frequencies of response, means and standard deviations.

As shown in Table 4.5., the overall mean of the fifty-three OCSI items was 3.46, which was higher than the average statistics ($M=3$). The result indicated that generally the participants used oral communication strategies to a satisfactory degree in learning

English, which is in line with Nakatani's (2006) and Huang's (2010) finding. They found that the university students tend to use oral communication strategies to facilitate their communication with others or to solve communicative problems. More specifically, the oral communication strategy participants used most was clarification strategy ($M=3.67$). On the other hand, compensation was the oral communication strategy participants used least ($M=3.27$). In addition, concerning the use of speaking and listening strategies when the participants communicate in English with Taiwanese, negotiation for meaning in speaking was the most commonly used speaking strategy and clarification strategy was the most commonly used listening strategy. In contrast, compensation was the least commonly used in speaking strategy and fluency-maintaining the least commonly used in listening strategies.

Table 4. 5.

Grand means of the nine strategies of OCSI

No.	Category	Grand Mean
Speaking strategy category		
1.	Negotiation for meaning in speaking	3.66
2.	Accuracy-oriented	3.58
3.	Social affective	3.49
4.	Fluency-oriented	3.37
5.	Compensation	3.27
Listening strategy category		
1.	Clarification	3.67
2.	Word-oriented	3.49
3.	Getting the gist	3.36
4.	Fluency-maintaining	3.29
Overall Mean = 3.46		

Indonesian Students' Oral Communication Strategy Use in Each of the Speaking Strategy Categories

The following section describes the results of the participants' strategy use in each of the five speaking strategy categories. Moreover, each also provides a discussion of the results presented. Table 4.6. shows the frequencies of response, means, and standard deviations of the five OCSI items in the social affective strategies, including Items 1 to 5 listed in a descending order of the means. The means of all the items ranged from 3.03 to 3.80. All the items were higher than the average statistic ($M=3$). These show that the participants generally would use social affective strategies when communicating in English with Taiwanese. Item 1 had the highest mean. According to Nakatani (2006), students who use this strategy try to behave socially. They tend to make the listeners feel comfortable. Item 4 "I am afraid to express what I want to say" had the lowest mean. This is in line with the impression that Asian students are shy to express their feeling and thought (Lee, 2009).

Table 4. 6.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Social Affective Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
1.	I try to relax to express what I want to say.	6	10	12	42	30	3.80	1.15
3.	I try to speak well to give a good impression to the listeners.	1	7	22	54	16	3.77	0.83
2.	I make eye contact with the person I am talking to.	2	8	31	41	18	3.65	0.93
5.	I take risks of making mistakes to express what I want to say.	11	19	25	27	18	3.22	1.25
4.	I am afraid to express what I want to say.	5	27	37	22	9	3.03	1.02
Grand Mean = 3.49								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Table 4.7. presents frequencies of response, means, and standard deviations of the seven OCSI items in the fluency-oriented strategy. Items 6 to 12 are listed in a descending order of the means. The means of all the items ranged from 2.77 to 3.77. All the items, except Item 9, are higher than the average statistic ($M=3$). These show that the participants would use fluency-oriented strategy when communicating in English with Taiwanese. Item 11 “I try to speak English fluently” had the highest mean while Item 9 “I take my time to express what I want to say” had the lowest mean. It may be said that Indonesian students choose to maintain their fluency when they communicate with Taiwanese. Nevertheless, they still keep trying to speak naturally without taking time to think what they want to say.

Table 4. 7.

Frequencies of Response (in %), Means (M) and Standard Deviations (SD) of the OCSI Items in the Fluency-oriented Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
11.	I try to speak English fluently.	1	7	22	54	16	3.77	0.83
8.	I pay attention to the conversation flow.	2	7	27	51	13	3.66	0.86
7.	I pay attention to what I say.	2	9	34	43	12	3.54	0.89
10.	I try to speak clearly and loudly to make the listeners heard what I said.	5	16	31	37	11	3.33	1.03
6.	I pay attention to my rhythm and intonation.	6	18	29	33	14	3.31	1.10
12.	I'll think of what I want to say in Bahasa Indonesia first and then construct to the English sentence.	2	21	34	36	7	3.25	0.93
9.	I take my time to express what I want to say.	10	31	36	18	5	2.77	1.02
Grand Mean = 3.37								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

As seen in Table 4.8., frequencies of response, means, and standard deviations of the five OCSI items in the negotiation for meaning in speaking are presented. Items 13 to 17 are listed in a descending order of the means. The means of all the items ranged from 3.45 to 3.90. Item 14 “I repeat myself to help the listeners understand what I want to say” was the most frequently used strategy. In contrast, Item 17 “I replace the message if the listeners do not understand what I am saying” was the least frequently used strategy. To help Taiwanese understand, Indonesian students tend to repeat what they want to say. When they do it, they check their understanding of the words which they want to say before saying them. Nonetheless, they seldom find another expressions or words to replace what they have said. However, all the items were higher than the average statistic ($M=3$). It means that the participants would generally use negotiation

for meaning in speaking. Moreover, as seen in Table 4.5., the negotiation for meaning in speaking ($M= 3.68$) was the oral communication strategy participants used most in communication. The strategy presents that Indonesian students pay much attention to the listeners' understanding and reaction.

Table 4. 8.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Negotiation for Meaning in Speaking Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
14.	I repeat myself to help the listeners understand what I want to say.	1	5	23	45	26	3.90	0.88
13.	I check with the listeners to make sure they understand what I said.	0	4	28	53	15	3.79	0.74
16.	I give examples if the listeners do not understand what I am saying.	1	6	32	49	12	3.65	0.80
15.	I respond to the listeners' reaction to what I have said.	2	8	37	43	10	3.51	0.85
17.	I replace the message if the listeners do not understand what I am saying.	5	8	34	43	10	3.45	0.95
Grand Mean = 3.66								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Table 4.9. shows frequencies of response, means, and standard deviations of the seven OCSI items in the accuracy-oriented strategy. Items 18 to 24 are listed in a descending order of the means. The means of all the items ranged from 3.22 to 3.83. The finding showed that all the items were higher than the average statistic ($M=3$). It means that the participants would generally use accuracy-oriented strategy. Item 21 "I use some expressions I already know and fit it to the situation" had the highest mean while Item 18 "I pay attention to grammatical structures during conversation such as grammar, word order, etc" had the lowest mean. It seems that Indonesian students were

likely to use simple and common expressions they already know without giving attention to the grammatical structures.

Table 4. 9.
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Accuracy-oriented Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
21.	I use some expressions I already know and fit it to the situation.	2	4	24	49	21	3.83	0.87
24.	I use words which are familiar to me to express what I want to say.	1	4	28	52	15	3.77	0.76
19.	I pay attention to my pronunciation.	2	7	27	41	23	3.76	0.95
20.	I use the grammatical rules I have learned to express what I want to say.	2	8	31	41	18	3.65	0.93
22.	I correct myself when I notice that I have made a mistake.	1	10	26	52	11	3.62	0.84
23.	I pay attention to the parts of speech, such as subject, verb, etc.	11	19	25	27	18	3.22	1.25
18.	I pay attention to grammatical structures during conversation such as grammar, word order, etc.	11	19	25	27	18	3.22	1.25
Grand Mean = 3.58								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Table 4.10. presents frequencies of response, means, and standard deviations of the six OCSI items in the compensation strategy including Items 25 to 30 listed in a descending order of the means. The means of all the items ranged from 2.44 to 3.90. Item 25 “I use gestures and facial expressions if I can’t express what I want to say” was the most frequently used strategy, while Item 28 “I leave a message unfinished because of some language difficulty” was the least frequently used strategy. The findings showed that Indonesian students tended to use non-linguistic strategies, such as body language, gestures, eye contact, facial expression, when getting a problem to express

their thoughts. These strategies help the listeners guess what they want to say. Also, although they face the difficulty of conveying ideas, they still try to finish the message they want to say.

Table 4. 10.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Compensation Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
25.	I use gestures and facial expressions if I can't express what I want to say	1	5	23	45	26	3.90	0.88
26.	I use simple expressions to help me to express the main ideas.	1	6	27	48	18	3.76	0.85
27.	I ask other people to help when I can't communicate well.	2	8	37	43	10	3.51	0.85
30.	I use language translation service such as online dictionary to help me to express what I want to say.	1	12	40	40	11	3.46	0.86
29.	I take a deep breath when I feel nervous to talk.	10	36	38	12	4	2.64	0.95
28.	I leave a message unfinished because of some language difficulty.	13	44	32	8	3	2.44	0.92
Grand Mean = 3.27								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Indonesian Students' Oral Communication Strategy Use in Each of the Listening Strategy Categories

The subsequent section presents the results of the participants' strategy use in each of the four listening strategy categories. Moreover, each also provides discussion of the results presented. Concerning the use of clarification strategy, Table 4.11. presents frequencies of response, means, and standard deviations of the five OCSI items in the clarification strategy including Items 31 to 35 listed in a descending order of the means. The means of all the items ranged from 3.33 to 3.87. Item 31 "I ask for

repetition when I can't understand what the speakers have said" had the highest mean while Item 35 "I make clear to the speakers what I have not been able to understand" had the lowest mean. All the items were higher than the average statistic ($M=3$). These showed that the participants would generally clarify what they have heard when they cannot understand what Taiwanese said. These strategies may be used to prevent misunderstandings in communication.

Table 4. 11.

Frequencies of Response (in %), Means (M) and Standard Deviations (SD) of the OCSI Items in the Clarification Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
31.	I ask for repetition when I can't understand what the speakers have said.	0	4	24	53	19	3.87	0.75
32.	I ask for a clarification when I am not sure what the speakers have said.	0	4	24	55	17	3.85	0.74
33.	I ask the speakers to use easier words when I have difficulty in comprehension.	2	4	24	49	21	3.83	0.87
34.	I ask the speakers to slow down when I can't understand what they have said.	2	8	37	43	10	3.51	0.85
35.	I make clear to the speakers what I have not been able to understand.	5	16	31	37	11	3.33	1.03
Grand Mean = 3.67								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

As shown in Table 4.12., frequencies of response, means, and standard deviations of the six OCSI items in the fluency-maintaining strategy are presented. Items 36 to 41 are listed in a descending order of the means. The means of all the items ranged from 2.56 to 3.62. Item 38 was the most frequently used strategy while Item 37 was the least frequently used strategy. It shows that the participants tend to show a

signal to what the speaker said. In line with the finding in clarification strategy, the participants tend to clarify the message rather than pretend that they understand.

Table 4. 12.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Fluency-maintaining Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
38.	I send the speaker continuation signals to show my understanding in order to avoid conversation gaps.	1	8	34	42	15	3.62	0.87
39.	I show interest and curiosity to what they have said by saying “really?” “Is that so?” etc.	6	11	26	37	20	3.54	1.11
40.	I try to catch what the speakers say even when they speak too fast.	2	9	35	42	12	3.53	0.89
36.	I pay attention to the speakers’ speech, pronunciation, rhythm and intonation.	6	18	29	33	14	3.31	1.10
41.	I try to translate what the speakers have just said into Bahasa Indonesia generally.	9	23	24	29	15	3.18	1.20
37.	I pretend that I understand what the speakers have said even I do not understand at all the details.	15	39	27	13	6	2.56	1.08
Grand Mean = 3.29								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

In Table 4.13., frequencies of response, means, and standard deviations of the seven OCSI items in the getting the gist strategy are presented. Items 42 to 48 are listed in a descending order of the means. The means of all the items ranged from 2.43 to 3.83. Item 47 “I pay attention to the interrogative” had the highest mean. To maintain the smooth flow of a conversation, the participants are more likely to pay attention to the interrogative. It may help them to provide an answer without letting their interlocutor wait for it. In contrast, Item 42 “I guess what the speakers are going to say based on the

context” had the lowest mean. It seems that the participants want to avoid misunderstanding. They prefer to ask what the interlocutor said to guess what the interlocutors meant.

Table 4. 13.

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Getting the Gist Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
47.	I pay attention to the interrogative.	2	4	24	49	21	3.83	0.87
46.	I pay attention to the subject and verb of the sentence that the speakers say.	1	8	34	42	15	3.62	0.87
48.	I try to listen to even when I do not understand what they say perfectly.	4	10	33	37	16	3.51	1.00
43.	I use what the speakers have just said to guess their intention.	4	14	31	34	17	3.46	1.05
44.	I guess the speakers’ intention by paying attention to the first part of the sentence.	4	14	31	34	17	3.46	1.05
45.	I try to catch the speakers’ main point if there are too many details.	11	19	25	27	18	3.22	1.25
42.	I guess what the speakers are going to say based on the context.	18	39	29	10	4	2.43	1.02
Grand Mean = 3.36								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Table 4.14. presents frequencies of response, means, and standard deviations of the five OCSI items in the word-oriented strategy including Items 49 to 53 listed in a descending order of the means. The means of all the items ranged from 3.22 to 3.68. All the items were higher than the average statistic ($M=3$). These showed that the

participants would generally use word-oriented strategy when communicating with Taiwanese. Item 49 had the highest mean while Item 52 had the lowest mean.

Table 4. 14.
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the OCSI Items in the Word-oriented Strategy

No.	Item descriptions	1	2	3	4	5	M	SD
49.	I pay attention to the words which the speakers slow down or emphasize	3	8	25	46	18	3.68	0.96
51.	I try to catch every word that the speakers say.	5	8	31	36	20	3.58	1.05
53.	I pay attention to interrogative WH-words, such as who, how, etc.	3	10	33	37	17	3.55	0.98
50.	I pick up familiar words to guess the speakers' intention.	4	14	31	34	17	3.46	1.05
52.	I pay attention to the interrogative sentence.	11	19	25	27	18	3.22	1.25
Grand Mean = 3.49								

* 1 = not true of me at all, 2 = not true of me, 3 = sometimes true of me, 4 = true of me, 5 = very true of me

* The points were given in reverse order of the 5-point Likert scale for the negative statement.

Interview

Six main questions designed by the researcher are used in this interview. Appendix I shows the interview guide. The interviews were held for 10 to 20 minutes. The interview questions focused on oral communication strategies, particularly those Indonesian students used when communicating with Taiwanese people. The researcher asked the students to describe their thoughts and feelings when communicating with Taiwanese. The interview was used to get data more deeply about the students' reasons of using oral communication strategies for any situations they faced.

Based on the participants' response to the two questionnaires, FLCAS and OCSI, a total of 10 participants (5 males; 5 females) studying at 10 different universities

were chosen for interviews. They were 3 Bachelor's students, 4 Master's students, 3 doctoral students. All of them admitted that they felt anxious and used oral communication strategies when communicating with Taiwanese. Of the ten participants, 3 participants have been living in Taiwan for more than 2 years, 4 participants have been living for more than 1 to 2 year(s), while 3 of them have been living for more than 1 to 6 month(s).

Each participant presented different challenges when the researcher conducted interviews for reasons relating to both time and expenses. Skype video was chosen as the method to conduct research interviews. During the interviews, all of the participants spoke willingly. In this analysis, all participants' names are pseudonyms. They are labeled as letter A to J. To help interviewees understand the questions and the main purpose of the study easily and to have the smooth flow of a conversation, interviews were held in Bahasa Indonesia, the native language of the researcher and the participants. The following the analysis of interview has been translated into English.

From these interviews, the problems they might face when communicating with Taiwanese were lack of cultural knowledge, lack of vocabulary, and pronunciation. However, all of them admitted that they lack of knowledge of Taiwanese culture and lack of vocabulary. Moreover, 9 of them do not have confidence when speaking with Taiwanese. They were afraid of their pronunciation.

In communicating with Taiwanese, 2 students (Students F and G) preferred using Chinese while 8 students preferred using English. Students F and G had learnt Chinese for 8 to 9 years before coming to Taiwan. However, since they communicate in Chinese, they felt anxious when communicating in English. Student F thought her

Chinese was getting better while her English was getting worse. She said that she did not feel confident when Taiwanese especially who was older than her age spoke in English with her. She thought her English is poor. She spoke in Chinese more confidently. Student G thought that it was better for him to communicate with Taiwanese in Chinese because not all Taiwanese especially students could speak English. To avoid misunderstanding, he felt more comfortable to speak in Chinese than in English. Since he used to speak Chinese, he felt anxious when speaking in English especially in a classroom. His problem was lack of vocabulary.

“When I spoke in English in front of people, I felt hard to express what I wanted to say. Sometimes, I forgot a word. If I could not find the word, I used to translate it to Chinese.” (Student G)

However, 8 of the participants (Students A, B, C, D, E, H, I and J) said that they had problems in cultural knowledge, vocabulary, and pronunciation. Students A, I and J said that they did not have English classes. Generally, the teachers taught in Chinese but then switched to English. Therefore, they have few chances to learn English. Another 5 participants (Students B, C, D, E, and H) had English classes but they admitted that they still felt anxious.

“I have English classes every week and I think my English becomes better but when I communicate with my Taiwanese roommate, I think she speaks English fluently than I do. (Student C)

They found the differences between speaking in English classroom anxiety and English communication anxiety. Since the class had a large number of students, they did not have a big chance to speak.

“Speaking English in a classroom is different from communicating with Taiwanese outside the classroom. In the classroom, I just need to stay quiet and pay attention to

the teacher. Only a few teachers ask questions. Moreover, what we are talking about is all from the book so I can find what I want to say easily. Also, the teachers would ask me no more than five questions because they should care about all students. If I cannot understand what the teachers said I can ask them to repeat or ask my friends for help. But when I communicate in English with Taiwanese outside the classroom, I am encouraged to think fast especially if I do not have a friend to help me to translate. It will be so embarrassing if I ask the interlocutor to repeat what they say continuously.” (Student H)

However, all students, except Students F and G, stated that they have to communicate in English although their English was poor. It is because they could not speak in Chinese. To cope with these problems, all the participants said that they used oral communication strategies. Based on their explanations, they often use 3 speaking strategy categories and all listening strategy categories from OCSI. The three speaking categories are social affective strategy category, negotiation for meaning in speaking, and compensation strategy category. Students C, D, E and G preferred using social affective strategy category to communicating smoothly. By using these strategies, they tried to manage their own anxiety and encouraged themselves to use English. Student C stated that he was not afraid of making mistakes. The mistake he often made was that he pronounced the words in a wrong way. However, he liked to learn from every mistake he made. Both Students D and E used these strategies because they wanted to give a good impression to Taiwanese. Student D felt embarrassed if the interlocutor knew that he felt nervous. By using these strategies, Student G felt that his anxiety could be decreased.

“When I smile and make eye contact with the interlocutor, I found my courage increased.” (Student G).

Moreover, all the participants said that they used negotiation for meaning in communication. Students A, B, I, and J were inclined to give examples when describing

something, Students A, B, C, H and J tended to repeat themselves what they wanted to say. Moreover, all participants stated that they checked with the listeners what they have said and responded to the listeners' reaction. The reasons they used these strategies are to help the interlocutor understand and avoid misunderstandings.

In addition, all the participants used compensation strategy category. All of them, except Students A, B and J, used language translation service when they could not express what they wanted to say easily. Students A, B and J did not use translation service because their mobile phone could not connect to the internet. Also, all of them tended to use simple expressions and non-linguistic strategies such as body language, gestures and facial expression when they could not convey their ideas. Only 1 of them (Student C) took a deep breath when feeling nervous and 8 of them (Students A, B, C, D, E, H, I and J) preferred asking others' help when they found a problem to express what they want to say. However, all of them finished their messages. The reason they used these strategies is that they were aware of their language ability. All of them, except Students F, G, and H, said that they never speak in English with foreigners before they come to Taiwan.

However, all of them used clarification strategy category. When they have listening problems in interaction, they clarified what they have listened to make sure that they received the correct information intended by the speaker. All of them asked repetition and clarification and brought forward what they have not been able to understand. When Students A, B, C and J found it difficult to grasp the ideas, they asked Taiwanese people to use easier words and to speak slower. They used these strategies because they thought some words were pronounced differently by Taiwanese.

“At first, I cannot understand what they said. They pronounced “/ɒŋ/” (on). It should be “/ɒn/” (on).” (Student A)

Fluency-maintaining strategy category was only used by Student J. When Student J could not understand the speakers’ intention, she pretended to understand. She did it to avoid communication breakdowns. She used to send continuation signals and showed positive responses. She wanted to show that she gave attention to what the speaker said.

However, 7 of them (Students A, B, C, D, E, F and J) used getting the gist strategies. They guessed the speakers’ intention when they found difficulties in communication. All of them used word-oriented strategies. The strategy they used most is to pay attention to interrogative WH-words and sentences. The reason is that they felt embarrassed if they could not answer what the speaker asked. They were afraid of losing “face” in front of others (Lucas, Miraflores, and Go, 2011).

In conclusion, 10 of the participants used to use oral communication strategies. The oral communication strategies mostly used were negotiation for meaning, compensation and clarification. Their lack of knowledge and ability forced them to use oral communication strategies. They used the strategies to maintain the fluency of conversational flow and their conversational goal with speakers. Moreover, they wanted to avoid misunderstandings.

Top Three Most Commonly Used and Bottom Three Least Commonly Used Speaking and Listening Strategies

This section describes the most commonly used and the least commonly used listening and speaking strategies. Table 4.15 presents the item descriptions, categories and means of the three most commonly used and three least commonly used speaking strategies by the Indonesian students.

Table 4. 15.
Items Descriptions and Means of the Three Most Commonly Used and Three Least Commonly Used Speaking Strategies

Top Three Most Commonly Used Speaking Strategies			
No.	Item descriptions	Strategies	M
14.	I repeat myself to help the listeners understand what I want to say.	Negotiation for meaning in speaking	3.90
25.	I use gestures and facial expressions if I can't express what I want to say	Compensation	3.90
21.	I use some expressions I already know and fit it to the situation.	Accuracy-oriented	3.83
Top Three Least Commonly Used Speaking Strategies			
No.	Item descriptions	Strategies	M
28.	I leave a message unfinished because of some language difficulty.	Compensation	2.44
29.	I take a deep breath when I feel nervous to talk.	Compensation	2.64
9.	I take my time to express what I want to say.	Fluency-oriented	2.77

As seen in Table 4.15., there are three strategies listed as the three most commonly used speaking strategies. The most commonly used speaking strategies are Item 14 "I repeat myself to help the listeners understand what I want to say" and Item 25 "I use gestures and facial expressions if I can't express what I want to say." The means of the two items were same ($M=3.90$). It indicated that the participants are more

likely to check themselves what they want to say before expressing it. Also, they used non-verbal communication to deliver their ideas. The third most commonly used speaking strategies is Items 21 ($M=3.83$). To cope with the speaking problems, the participants preferred using familiar expressions.

Of the 3 strategies, Item 14 is negotiation for meaning in speaking. It means that most of the participants tended to negotiate the meaning if they found a problem in speaking in English. In line with the findings from interviews, negotiation for meaning in speaking is also one of the most strategies used by the participants. The interviews result showed that since they were not English major, they lack of language ability and vocabulary to express their ideas. When they were aware of their language deficiency, they tended to use alternative ways to convey their ideas (Huang, 2010).

Item 25 belongs to compensation strategy category. The interview results also showed that compensation strategies were used by the participants. It means that the participants used non-verbal communication to deliver their ideas. Although accuracy oriented was not used by the interviewees, it seems that the participants used to use simple expressions to avoid communication breakdowns.

Table 4.15. also shows the ranking of the three least commonly used speaking strategies. Items 28 ($M=2.44$) and 29 ($M=2.64$) were the first and second least commonly used listening strategies which belong to compensation strategy category. The interview results showed that only 1 participant took a deep breath when feeling nervous and that none of them did not finish their messages. Although the participants tended to use compensation strategy category, they did not use these two strategies. It may be because taking a deep breath did not help them decrease their anxiety, and

leaving a message unfinished would leave a bad impression to the interlocutors. Item 9 ($M=2.77$) was the third least commonly used listening strategy.

Table 4. 16.
Items Descriptions and Means of the Three Most Commonly Used and Three Least Commonly Used Listening Strategies

Top Three Most Commonly Used Listening Strategies			
No.	Item descriptions	Strategies	M
31.	I ask for repetition when I can't understand what the speakers have said	Clarification	3.87
32.	I ask for a clarification when I am not sure what the speakers have said	Clarification	3.85
33.	I ask the speakers to use easier words when I have difficulty in comprehension	Clarification	3.83
47.	I pay attention to the interrogative.	Getting the gist	3.83
Top Three Least Commonly Used Listening Strategies			
No.	Item descriptions	Strategies	M
42.	I guess what the speakers are going to say based on the context.	Getting the gist	2.43
37.	I pretend that I understand what the speakers have said even I do not understand at all the details.	Fluency-maintaining	2.56
41.	I try to translate what the speakers have just said into Bahasa Indonesia generally.	Fluency-maintaining	3.18

Table 4.16 presents the item descriptions and means of the three most commonly used and three least commonly used listening strategies by the Indonesian students. Item 31 ($M=3.87$), Item 32 ($M=3.85$) and Item 33 ($M=3.83$) were the first, second and third most commonly used listening strategy. Three of them were clarification strategy category. It shows that the students tended to clarify what they have listened. In line with interview results, clarification was also the most commonly used listening strategy category. They used the strategies to avoid misunderstandings. Item 47 was the third most commonly used listening strategy which had the same means with Item 33

($M=3.83$). Based on the interview results, the participants also paid attention to interrogative WH-words and sentences. The result showed that the participants were afraid of losing face if they could not understand what the speaker asked (Lucas, Miraflores and Go, 2011).

In Table 4.16., the three least commonly used listening strategies are also shown. The first least commonly used listening strategy was Item 42 ($M=2.43$) which belongs to the category of getting the gist strategies. It may be explained that the participants preferred to clarify the unclear idea the speakers said to guess the meaning. Moreover, Item 37 “I pretend that I understand what the speakers have said even I do not understand at all the details” and Item 41 “I try to translate what the speakers have just said into Bahasa Indonesia generally” were the second and the third least commonly used listening strategies. Both of them belong to fluency-maintaining categories. Based on the interview results, only 1 participant used this strategy category. The reason may be that the participants wanted to avoid misunderstanding and did not want to spend much time to translate what they listened.

Relationships between Foreign Language Communication Anxiety and Oral Communication Strategy Use

To answer Research Question 3, “Is there a significant predictive relationship between foreign language communication anxiety of Indonesian students in Taiwan and their oral communication strategy use?”, this section presents results and interpretation of the simple regression analysis results. Table 4.17. shows the significant results of the

regression models of foreign language communication anxiety and oral communication strategy use.

Table 4. 17.
Regression Models of Foreign Language Communication Anxiety and Oral Communication Strategy Use

	Constant	Coefficient (B/ β)	Adjusted R ²	Significance (p)
N=200	.781	.544/.501*	.435	.000

*significant at $p < .01$

As seen in Table 4.17., the significant relationship between foreign language communication anxiety and oral communication strategy use was found. More specifically, the results showed that there was a significantly positive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use. By way of explanation, the more foreign language communication anxiety Indonesian students experience, the more oral communication strategies they use.

Furthermore, the results revealed that Indonesian students' foreign language communication anxiety could moderately predict oral communication strategy use. Table 4.17. presents the overall foreign language communication anxiety accounted for 43.5% of the variance ($R^2 = .435$) in oral communication strategy use. The findings suggested that even though Indonesian students' foreign language communication anxiety could account for nearly 45% of the variance in their oral communication strategy use, Indonesian students' foreign language communication anxiety was a statistically significant predictor of their oral communication strategy use. The other

55% of the variance might be accounted by other variables such as proficiency level, gender, age, language learning motivation, personality, academic background and learning styles. In conclusion, there is a moderate predictive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use. In particular, there was a significantly predictive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use.

CHAPTER FIVE CONCLUSIONS

This chapter summarizes the major findings following the order of the three research questions of the study. This chapter also presents the pedagogical implications of the study. Finally, the chapter ends with the limitations of the study and the suggestions for the further research.

Summary of the Major Findings

This study aimed to investigate foreign language communication anxiety and oral communication strategy use of Indonesian students in Taiwan. The study also examined the top three most commonly used and the bottom three least commonly used listening and speaking strategies by Indonesian students. Moreover, the relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use was also examined.

Indonesian Students' Foreign Language Communication Anxiety

The findings showed that Indonesian students generally had a moderate degree of the foreign language communication anxiety. As shown in Table 4.1., among the three FLCAS factors, the fear of negative evaluation was the most foreign language communication anxiety participants experienced. It indicates that the students experienced foreign language communication anxiety for fear of negative evaluation from Taiwanese people. The students who were high in anxiety need for approval and motivated to make a good impression upon others. They would be very sensitive about

other people's evaluation and social impressions of them. The results also showed that communication apprehension had the lowest mean. It indicates that although Indonesian students felt anxious in communicating with Taiwanese, they did not feel shy to communicate and did not avoid communicating with Taiwanese. They tended to find ways to decrease their anxiety.

Indonesian students' Oral Communication Strategy Use

All of the means of the nine OCSI strategies were higher than the average value ($M=3$). This indicated that the participants generally used oral communication strategies. More specifically, among the nine OCSI categories, the most commonly used oral communication strategy was clarification strategy. In contrast, fluency-maintaining was the least oral communication strategy participants used.

As seen in Table 4.5., the use of speaking strategies is ranked in descending order as follows: negotiation for meaning in speaking strategies category, accuracy-oriented, social affective, fluency-oriented and compensation. Concerning the participants' use of listening strategies, clarification strategy category was the most commonly used listening strategies. It was followed by word-oriented, getting the gist and fluency-maintaining in descending order.

The findings showed that the participants tended to negotiate the meaning and clarify the ideas they listened. They also preferred paying attention to their accuracy to their fluency. Moreover, they were less likely to guess the speakers' intention.

Relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use

There was a significant positive relationship between Indonesian students' foreign language communication anxiety and oral communication strategy use. The more foreign language communication anxiety Indonesian students experience, the more oral communication strategies they use. Moreover, Indonesian students' foreign language communication anxiety could be a moderately predictive variable to predict oral communication strategy use. It means the students' foreign language communication anxiety was not a very strong predictive variable to predict oral communication strategy use. There might be other variables such as language learning motivation, learning style, proficiency level and personality that can be used to influence such a predictive relationship.

Pedagogical Implications

Learning a foreign language is a potentially stressful situation for many students. The uncomfortable feeling which the students felt may bear tension that can lead to foreign language anxiety. Therefore, EFL teachers, especially Indonesian teachers, should identify anxious students and realize that anxious students will possess a relatively smaller knowledge than relaxed students (Khan, 2010). Investigating the problem they face and helping them overcome foreign language anxiety should be done (Aida, 1994). The anxiety the students feel in a classroom may be experienced in other social contexts. When the students live in a foreign country, they will encounter difficulty in communicating and that will put them under pressure (Toyokawa and Toyokawa, 2002).

The results of the study showed that Indonesian students experienced a moderate degree of foreign language communication anxiety. However, in line with previous research, the results also showed that oral communication strategies can help the anxious students to overcome communication breakdown and to enhance the students' communication ability (Dong and Gai, 2010; Dörnyei, 1995; Mei and Nathalang, 2010; Uglu et al., 2013; Wang, 2013). According to the findings, four pedagogical implications are suggested.

First, since fear of negative evaluation was the foreign language communication anxiety participants experienced most, an English as a Foreign Language (EFL) teacher should create a friendly and supportive classroom atmosphere. The teacher can invite them to have an oral presentation or oral performance in front of the class, who will then provide some positive feedback as well. In addition, the teacher should teach them that language errors are natural in the process of language acquisition.

Second, the teacher may ask the anxious and non-anxious students to make a project and work together in a small group. The teacher should be able to encourage all the students to speak English in their group. Speaking English in a small group will give the students abundant opportunities to use the language in a non-threatening context (Tsiplakides and Keramida, 2009).

Third, the teacher should teach the oral communication strategies. Giving clear ideas about all the strategies helps the students know what to use and how to use the strategies. Teacher can encourage them to take risks and use oral communication strategies (Dörnyei, 1995).

Finally, training the students by highlighting cross-cultural differences in using oral communication strategies also helps students. The teacher can use role play by providing some situations. Role play can be a simulation for preparing the students to face the real context. Also, it provides opportunities for practice in strategy use (Dörnyei, 1995). EFL teachers also can invite foreigners to the classroom and encourage students to communicate with them. By doing training, students themselves can face the problem directly.

Limitations of the Study

Although this study offered valuable findings with a moderate size of the participants ($N=200$), there are still three limitations. First, the participants recruited from only 11 universities in Taiwan as the sample of the study might not well represent all Indonesian students in Taiwan.

Second, although the instruments used in this study were two survey questionnaires and interviews, the interviews were only used to answer Research Question 2. Therefore, the research was unable to take into account in-depth information of the participants' foreign language communication anxiety and oral communication strategies use. In addition, this study did not provide any treatments or solutions to cope with the problems the students experienced in communication. Furthermore, the FLCAS and OCSI were revised based on the results of the expert validity check and the pilot study, the classification of the two questionnaires into the categories and factors were not verified by factor analysis. The construct validity of the questionnaires might be challenged.

Finally, the study was not linked to other factors that may be related to students' foreign language communication anxiety and oral communication strategies use such as proficiency level, gender, academic background, and age. The factors may describe the two variables from different views.

Suggestions for Further Research

In view of the aforementioned limitations of the study, a number of suggestions are provided for further research. First of all, since the participants were merely recruited from 11 universities in Taiwan, future studies could increase the numbers as well as the regional varieties of participants. Moreover, future researchers might focus on other levels of students such as high school students and elementary students.

Secondly, future researchers could incorporate qualitative and quantitative research methods into their studies. They may focus more on collecting a variety of qualitative information by conducting interviews, making classroom observation, video-recording the students' communication, keeping notes and designing task to obtain richer data. All the collected data can be used as a cross-reference or for triangulation to increase the validity of research findings.

Finally, the present study was not linked to any factors such as age, gender, proficiency level and academic background. Researchers in the future might expand the scope of investigation by concluding other factors that may be linked to students' foreign language communication anxiety and oral communication strategies.

REFERENCES

- Abunawas, S. N. (2012). Communication strategies used by Jordanian EFL learners. *Canadian Social Science*, 8(4), 178-193.
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal*, 78(2), 155-168.
- Aljumah, F. (2011). Developing Saudi EFL students' oral skills: An integrative approach. *English Language Teaching*, 4(3), p84.
- Brown, H. D. (1994). *Principle of Language Learning and Teaching*. 3rd ed. Englewood Cliffs: Prentice Hall.
- Brown, L., & Holloway, I. (2008). The adjustment journey of international postgraduate students at an English university: An ethnographic study. *Journal of Research in International Education*, 7(2), 232-249.
- Brown, L. (2008). The incidence of study-related stress in international students in the initial stage of the international sojourn. *Journal of Studies in International Education*, 12(1), 5-28.
- Cahyono, B. Y., & Widiati, U. (2008). The teaching of EFL vocabulary in the Indonesian context: The state of the art. *TEFLIN*, 19(1), 1-17.
- Cross, J. (2009). Effects of listening strategy instruction on news video text comprehension. *Language Teaching Research*, 13(2), 151-176.
- Crystal, D. (2008). Two thousand million?. *English Today*, 93, 3.

- Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language Learning*, 58(4), 911-960.
- Dobao, A. M. F., & Martínez, I. M. P. (2007). Negotiating meaning in interaction between English and Spanish speakers via communicative strategies. *Atlantis*, 87-105.
- Dong, Y., & Gai, F. P. (2010). Chinese learners' communication strategies research: A case study at Shandong Jiaotong University. *Cross-Cultural Communication*, 6(1), 56-81.
- Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL quarterly*, 29(1), 55-85.
- Dörnyei, Z., & Scott, M. L. (1995). Communication strategies: An empirical analysis with retrospection. In *Deseret Language and Linguistic Society Symposium* (Vol. 21, No. 1, pp. 137-150).
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern language journal*, 70(2), 125-132.
- Huang, Y. L., & Lee, Y. H. (2011). Accurately forecasting model for the Stochastic Volatility data in tourism demand. *Modern economy*, 2(05), 823.

- Hsueh-ju, L. I. U. (2008). A study of the interrelationship between listening strategy use, listening proficiency levels, and learning style. *ARECLS*, 5, 84-104.
- Huang, C. P. (2010). Exploring factors affecting the use of oral communication strategies. *Journal of Lunghwa University of Science and Technology*, 30, 85-104.
- Khan, Z. A. (2010). The effects of anxiety on cognitive processing in English language learning. *English Language Teaching*, 3(2), 199.
- Khodadady, E., & Khajavy Fadafen, G. H. (2013). Exploring the role of anxiety and motivation in foreign language achievement: A structural equation modeling approach. *Porta Linguarum*, 20, 269-286.
- Lee, G. (2009). Speaking up: Six Korean students' oral participation in class discussions in US graduate seminars. *English for Specific Purposes*, 28(3), 142-156.
- Li, A., & Gasser, M. B. (2005). Predicting Asian international students' sociocultural adjustment: A test of two mediation models. *International Journal of Intercultural Relations*, 29(5), 561-576.
- Lin, G. H. C., & Ho, M. M. S. (2009). An exploration into foreign language writing anxiety from Taiwanese university students' perspectives. Retrieved from <http://eric.ed.gov/?id=ED506178>.
- Lin, W. (2011). Communicative strategies in second language acquisition: a study of Chinese English learners' attitude and reported frequency of communicative strategies. Retrieved March 30th, 2015 from <http://www.diva-portal.org/smash/get/diva2:429103/FULLTEXT01.pdf>

- Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 2011. doi:10.1155/2011/493167.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- Lucas, R. I., Miraflores, E., & Go, D. (2011). English language learning anxiety among foreign language learners in the Philippines. *Philippine ESL Journal*, 7, 94-119.
- Luo, H. (2014). Foreign language speaking anxiety: A study of chinese language learners. *Journal of the National Council of Less Commonly Taught Languages*, 15, 99-117.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language learning*, 39(2), 251-275.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, 41(1), 85-117.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), 283-305.
- Marwan, A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.

- McCroskey, J. C. (1983). The communication apprehension perspective. *Communication, 12* (1), 1-25.
- Mei, A., & Nathalang, S. (2010). Use of communication strategies by Chinese EFL learners. *Chinese Journal of Applied Linguistics, 33*(3), 1-15.
- Mohammadi, E. G., Biria, R., Koosha, M., & Shahsavari, A. (2013). The relationship between foreign language anxiety and language learning strategies among university students. *Theory and Practice in Language Studies, 3*(4), 637.
- Nakatani, Y. (2005). The effects of awareness-raising training on oral communication strategy use. *Modern Language Journal, 76*-91.
- Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal, 90*(2), 151-168.
- Nakatani, Y. (2010). Identifying strategies that facilitate EFL learners' oral communication: A classroom study using multiple data collection procedures. *The Modern Language Journal, 94*(1), 116-136.
- Noormohamadi, R. (2009). On the relationship between language learning strategies and foreign language anxiety. *Journal of Pan-Pacific Association of Applied Linguistics, 13*(1), 39-52.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics, 20*(02), 217-239.
- Pramuktiyono, A. (2012). A study of foreign language anxiety on EFL classroom in the seventh grade at SMPK Ronggolawe Tuban, East Java, Indonesia. Retrieved November 1st, 2015 from <https://www.academia.edu/4898830/>

- Pramuktiyono, A. (2013). An investigation of students' foreign language anxiety and its relationships with their beliefs about language learning at English education study program of UNIROW Tuban, East Java, Indonesia. Retrieved November 1st, 2015 from <https://www.academia.edu/4735647/>
- Rawjee, V. P., Reddy, K., & Maharaj, M. (2013). A Matter of intercultural communication: Perspectives of international students at a university in South Africa. *Journal of economics and behavioral studies*, 5(9), 580-587.
- Rohani, S. (2010). Impact of task-based learning on Indonesian tertiary EFL students' employment of oral communication strategies. In *MERC Annual Conference (Helen Grimmitt, Ekaterina Tour, Cunzhen Yang, Sylvia Almeida)* (pp. 20-20). Monash Education Research Community, Faculty of Education, Monash University.
- Savignon, S. J. (1976). *Communicative competence: Theory and classroom practice*. Paper presented at the central states conference on the teaching of foreign languages, Detroit, Michigan. Retrieved from ERIC database. (ED135245)
- Sukirlan, M. (2014). Teaching Communication Strategies in an EFL Class of Tertiary Level. *Theory and Practice in Language Studies*, 4(10), 2033-2041.
- Tahernezhad, E., Behjat, F., Kargar, A. (2014). The Relationship between Language Learning Anxiety and Language Learning Motivation among Iranian Intermediate EFL Learners. *International Journal of Language and Linguistics*, 2(6-1), 35-48. doi: 10.11648/j.ijll.s.2014020601.16
- Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage 1. *Language learning*, 30(2), 417-428.

- Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15(3), 285-295.
- Toyokawa, T., & Toyokawa, N. (2002). Extracurricular activities and the adjustment of Asian international students: A study of Japanese students. *International Journal of Intercultural Relations*, 26(4), 363-379.
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), 8-23.
- Ugla, R. L., Adnan, N. I., & Abidin, M. J. Z. (2013). Study of the communication strategies used by iraqi efl students at tertiary level. *International Journal of Evaluation and Research in Education (IJERE)*, 2(1), 44-50.
- Wang, C.J. (2014). University EFL freshmen's academic speaking anxiety and oral communication strategy use. Unpublished master's thesis, Tunghai University, Taichung, Taiwan.
- Wang, Y. C. (2013). Evaluating learners' communication strategies within a synchronous cyber environment. *Journal of Language Teaching and Research*, 4(5), 1018-1027.
- Wong, C. C. Y., & Barrea-Marlys, M. (2012). The role of grammar in communicative language teaching: An exploration of second language teachers' perceptions and classroom practices. *Electronic Journal of Foreign Language Teaching*, 9(1), 61-75.

- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.
- Yang, H. C. (2012). Language anxiety: From the classroom to the community. *Language*, 36, 1-36.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education* ,1(1).
- Zulkurnain, N., & Kaur, S. (2014). Oral English communication difficulties and coping strategies of diploma of hotel management students at UiTM. *3L: Language, Linguistics, Literature*, 20(3).

APPENDIX A

Instruments of the study – Used for the pilot study (Bahasa Indonesia)

Introductory statements about the purpose, the content and the way to fill in the questionnaires (Bahasa Indonesia)

Kata pengantar tentang tujuan, isi dan cara mengisi kuesioner

Selamat pagi/siang/sore/malam

Saya memohon kesediaan Anda untuk berpartisipasi dalam pengisian kuesioner ini demi proses pengumpulan data yang saya butuhkan. Tiga kuesioner ini digunakan sebagai data penelitian untuk tugas akhir saya.

Kuesioner ini terdiri atas sejumlah pernyataan dan terbagi atas 3 (tiga) jenis yaitu angket diri, angket kegelisahan berkomunikasi dalam bahasa asing dan angket strategi komunikasi lisan. Di angket diri, anda diminta untuk mengisi jawaban sesuai dengan data diri anda.

Di angket kegelisahan berkomunikasi dalam bahasa asing dan angket strategi komunikasi lisan berisi pernyataan-pernyataan yang menggambarkan keadaan diri Anda. **Dalam pengisian kuesioner ini semua jawaban adalah benar selama menggambarkan keadaan pribadi Anda.** Oleh karena itu, saya berharap Anda bersedia untuk memberikan jawaban yang benar-benar sesuai dengan keadaan Anda saat ini. Data pribadi dan semua jawaban yang Anda berikan akan dijamin kerahasiaannya dan hanya akan digunakan untuk kepentingan penelitian ini.

Sebelum mengisi kuesioner ini, **Anda diminta untuk membaca dengan seksama petunjuk pengisian.** Setelah selesai menjawab, **mohon periksa kembali kelengkapan jawaban Anda, agar tidak ada yang terlewatkan.**

Partisipasi Anda dalam mengisi kuesioner ini sangat berharga bagi keberhasilan penelitian saya. Atas kesediaan Anda meluangkan waktu dan kerjasama yang Anda berikan, saya ucapkan terima kasih

Hormat saya,

Emma Martina

Angket Data Diri

Petunjuk pengisian kuesioner:

1. Isilah jawaban sesuai dengan data diri anda.
2. Setiap pernyataan hanya membutuhkan satu jawaban.

1. Nama:
2. Jenis kelamin: Laki-laki Perempuan
3. Usia: _____ tahun
4. Nama dan lokasi universitas di Taiwan: _____
di _____
5. Alamat di Taiwan: _____
6. Program studi: S1 S2 S3
7. Jurusan: _____
8. Lamanya belajar bahasa Inggris:
 Kurang dari 6 tahun 6 - 9 tahun lebih dari 9 tahun
9. Berapa lama anda tinggal di Taiwan?
 Kurang dari 1 bulan lebih dari 6 bulan - 1 tahun
 1- 6 bulan lebih dari 1 - 2 tahun lebih dari 2 tahun
10. Berapa banyak bahasa yang anda bisa?
 1 2 - 3 lebih dari 3
11. Pernahkah anda belajar bahasa Mandarin sebelum datang ke Taiwan?
 Ya, _____ bulan/ tahun
 Tidak
12. Apakah anda memiliki kelas Mandarin di universitas?
 Ya Tidak
13. Apakah anda memiliki kelas Bahasa Inggris di universitas?
 Ya Tidak
14. Apakah anda sering berkomunikasi dengan orang lain dalam bahasa Mandarin?
 Ya Tidak
15. Bahasa apa yang lebih sering anda gunakan untuk berkomunikasi dengan orang Taiwan?
 Bahasa Inggris Bahasa Mandarin

Angket Kegelisahan Berkomunikasi dalam Bahasa Asing

Tujuan dari survei ini adalah mengumpulkan informasi terkait pengalaman dan perasaan anda dalam berkomunikasi dengan orang lain. Jawab pertanyaan-pertanyaan di bawah ini sesuai dengan yang anda rasakan dengan menulis angka 1-5

5: sangat setuju, 4: setuju, 3: biasa saja, 2: tidak setuju dan 1: sangat tidak setuju

Kategori	Angket kegelisahan berkomunikasi dalam bahasa asing	Sangat setuju	Setuju	Biasa saja	Tidak setuju	sangat tidak setuju
	Pernyataan					
	Ketika berkomunikasi dengan orang Taiwan dalam Bahasa Inggris,					
Ketakutan akan evaluasi negatif	1. Saya merasa malu jika saya tidak dapat menjawab pertanyaan mereka.	5	4	3	2	1
	2. Saya khawatir membuat kesalahan.	5	4	3	2	1
	3. Saya merasa terganggu ketika mereka mengoreksi setiap kesalahan yang saya buat.	5	4	3	2	1
	4. Saya berusaha berbicara dengan jelas untuk menghindari kesalahan.	5	4	3	2	1
	5. Saya memikirkan persepsi mereka tentang pelafalan kata yang saya ucapkan.	5	4	3	2	1
	6. Saya khawatir mereka tidak mengerti yang saya katakan.	5	4	3	2	1
Kecemasan berkomunikasi	7. Saya tersenyum karena gugup.	5	4	3	2	1
	8. Saya menunduk untuk menghindari percakapan.	5	4	3	2	1
	9. Saya mengangguk jika saya tidak mengerti pertanyaan yang mereka tanyakan.	5	4	3	2	1
	10. Saya berpura-pura sibuk untuk menghindari percakapan.	5	4	3	2	1
	11. Saya berusaha menghindarkan pembicaraan dengan membiarkan orang lain terus berbicara.	5	4	3	2	1
	12. Saya tetap merasa gelisah walaupun saya tahu apa yang mereka katakan.	5	4	3	2	1
	13. Saya berusaha untuk tidak bertanya.	5	4	3	2	1
Ketakutan akan interaksi antar-budaya	14. Saya takut saya tidak mengerti lelucon dan budaya mereka.	5	4	3	2	1
	15. Saya takut menyinggung hati mereka karena perbedaan budaya.	5	4	3	2	1
	16. Saya takut saya tidak bisa berkomunikasi dengan tepat sesuai dengan budaya mereka.	5	4	3	2	1
	17. Saya takut berkomunikasi dengan mereka karena saya memiliki keterbatasan pemahaman akan budaya mereka.	5	4	3	2	1
	18. Saya merasa tersinggung jika mereka tidak mengerti budaya saya.	5	4	3	2	1

Angket Strategi Komunikasi Lisan

Tujuan dari survei ini adalah mengumpulkan informasi tentang strategi yang terbaik yang anda gunakan dalam berkomunikasi dengan orang lain, jawab pertanyaan-pertanyaan di bawah ini sesuai dengan yang anda pikirkan dengan menlis angka 1-5
 1. Sangat tidak mencerminkan saya; 2. Tidak mencerminkan saya; 3. Sedikit mencerminkan saya; 4. Mencerminkan saya; 5. Sangat mencerminkan saya.

Bagian 1 Strategi untuk mengatasi masalah berbicara selama berkomunikasi		Sangat tidak mencerminkan saya	Tidak mencerminkan saya	Agak mencerminkan saya	Mencerminkan saya	Sangat mencerminkan saya
Kategori	Pertanyaan					
	Ketika saya berbicara Bahasa Inggris untuk berkomunikasi dengan orang Taiwan,					
A	1. Saya berusaha terlihat santai untuk mengekspresikan yang ingin saya katakan.	1	2	3	4	5
	2. Saya menatap mata lawan bicara saya.	1	2	3	4	5
	3. Saya berusaha berbicara dengan jelas untuk memberikan kesan baik kepada pendengar.	1	2	3	4	5
	4. Saya memberanikan diri saya mengekspresikan yang ingin saya katakan.	1	2	3	4	5
	5. Saya berani mengambil resiko dalam mengekspresikan yang ingin saya katakan.	1	2	3	4	5
B	6. Saya memperhatikan irama dan intonasi suara saya.	1	2	3	4	5
	7. Saya berhati-hati dengan yang saya katakan.	1	2	3	4	5
	8. Saya memperhatikan arah pembicaraan.	1	2	3	4	5
	9. Saya butuh waktu untuk mengekspresikan yang ingin saya katakan.	1	2	3	4	5
	10. Saya berusaha berbicara dengan jelas dan dengan suara yang keras agar saya dapat mendengar yang saya katakan.	1	2	3	4	5
	11. Saya berusaha berbicara sefasih penutur asli.	1	2	3	4	5
	12. Saya memikirkan yang saya ingin katakan dalam Bahasa Indonesia terlebih dahulu, kemudian menerjemahkannya ke dalam bahasa lain.	1	2	3	4	5

C	13. Saya memastikan mereka mengerti yang saya katakan.	1	2	3	4	5
	14. Saya mengulang yang ingin saya katakan dalam hati untuk memudahkan mereka mengerti yang saya katakan.	1	2	3	4	5
	15. Saya menanggapi reaksi mereka ketika saya berbicara.	1	2	3	4	5
	16. Saya memberi contoh jika mereka tidak mengerti yang saya sedang katakan.	1	2	3	4	5
	17. Saya mengganti kata-kata saya jika mereka tidak mengerti yang saya katakan.	1	2	3	4	5
D	18. Saya memperhatikan struktur bahasa selama pecakapan seperti tata bahasa, susunan kata dan lain-lain.	1	2	3	4	5
	19. Saya berhati-hati dengan pelafalan kata yang saya ucapkan.	1	2	3	4	5
	20. Saya menggunakan aturan tata bahasa yang saya pelajari untuk mengekspresikan yang saya ingin katakan.	1	2	3	4	5
	21. Saya menggunakan beberapa ekspresi yang saya sudah pelajari dan mencocokkannya dengan kondisi.	1	2	3	4	5
	22. Saya mengoreksi diri saya ketika saya melakukan kesalahan dalam berbicara.	1	2	3	4	5
	23. Saya memperhatikan bagian-bagian kalimat seperti subyek, kata kerja, dll.	1	2	3	4	5
	24. Saya menggunakan kata-kata yang familiar untuk mengekspresikan yang saya ingin sampaikan.	1	2	3	4	5
E	25. Saya menggunakan gerak tubuh dan ekspresi wajah jika saya tidak dapat mengekspresikan yang ingin saya sampaikan.	1	2	3	4	5
	26. Saya menggunakan ungkapan yang sederhana untuk mengekspresikan topik utama dalam pembicaraan.	1	2	3	4	5
	27. Saya meminta bantuan orang lain ketika saya tidak dapat berkomunikasi dengan baik.	1	2	3	4	5
	28. Saya tidak menyelesaikan kalimat saya karena kesulitan menyampaikan yang saya ingin katakan.	1	2	3	4	5
	29. Saya mengambil nafas panjang ketika saya merasa gugup.	1	2	3	4	5
	30. Saya menggunakan kata-kata yang biasa saya gunakan	1	2	3	4	5

Bagian 2 Strategi mengatasi masalah mendengarkan selama berkomunikasi		Sangat tidak mencerminkan saya	Tidak mencerminkan saya	Agak mencerminkan saya	Mencerminkan saya	Sangat mencerminkan saya
Kategori	Pertanyaan					
	Ketika saya mendengarkan orang Taiwan berbicara Bahasa Inggris,					
A	31. Saya meminta mereka mengulangi kata-kata mereka ketika saya tidak mengerti yang mereka katakan.	1	2	3	4	5
	32. Saya meminta penjelasan ketika saya tidak yakin dengan yang mereka katakan.	1	2	3	4	5
	33. Saya meminta mereka menggunakan kata-kata yang lebih mudah jika saya sulit memahami yang mereka katakan.	1	2	3	4	5
	34. Saya meminta mereka berbicara dengan lambat jika saya tidak memahami yang mereka katakan.	1	2	3	4	5
	35. Saya memperjelas kata-kata mereka yang saya tidak mengerti.	1	2	3	4	5
B	36. Saya memperhatikan kalimat, pelafalan, irama dan intonasi mereka.	1	2	3	4	5
	37. Saya berpura-pura mengerti dengan apa yang mereka katakan walau saya tidak mengerti semuanya secara rinci.	1	2	3	4	5
	38. Saya memberi sinyal kepada mereka untuk melanjutkan perkataan mereka yang menunjukkan bahwa saya memahami apa yang mereka katakan untuk menghindari kekosongan pembicaraan.	1	2	3	4	5
	39. Saya berusaha menanggapi mereka dengan mengatakan “Benarkah?”, “Apakah begitu?”, dan lain-lain, walau saya tidak memahami yang mereka katakan.	1	2	3	4	5
	40. Saya berusaha mengikuti kecepatan mereka berbicara.	1	2	3	4	5
	41. Saya berusaha menerjemahkan apa yang mereka katakan ke dalam Bahasa Indonesia.	1	2	3	4	5

	42. Saya menundukkan kepala untuk mengindahkan diri mendengarkan mereka berbicara.	1	2	3	4	5
C	43. Saya mencoba menebak apa yang mereka ingin katakan melalui konteks pembicaraan.	1	2	3	4	5
	44. Saya menggunakan kata-kata yang mereka ucapkan untuk menebak tujuan pembicaraan.	1	2	3	4	5
	45. Saya menebak tujuan pembicaraan dengan memperhatikan bagian pertama kalimat yang diucapkan.	1	2	3	4	5
	46. Saya berusaha menangkap inti pembicaraan dari banyaknya penjabaran.	1	2	3	4	5
	47. Saya memperhatikan pertanyaan-pertanyaan yang mereka tanyakan.	1	2	3	4	5
	48. Saya berusaha mendengarkan apa yang mereka katakan bahkan ketika saya tidak mengerti.	1	2	3	4	5
D	49. Saya memperhatikan kata-kata yang mereka perlambat dan tekankan.	1	2	3	4	5
	50. Saya menggunakan kata-kata familiar yang mereka ucapkan untuk menebak maksud pembicaraan.	1	2	3	4	5
	51. Saya mencoba mengerti setiap kata yang mereka katakan.	1	2	3	4	5
	52. Saya memperhatikan subjek dan kata kerja dari kalimat yang mereka katakan.	1	2	3	4	5
	53. Saya memperhatikan kata-kata tanya yang mereka ucapkan seperti siapa, bagaimana, dan lain-lain.	1	2	3	4	5

Kategori:	
Strategi berbicara: A: Strategi afektif sosial B: Strategi yang berorientasi pada kelancaran C: Strategi menegosiasikan makna ketika berbicara D: Strategi yang berorientasi pada ketepatan E: Strategi pengganti	Strategi mendengarkan: A: Strategi untuk meminta klarifikasi B: Strategi untuk mempertahankan kelancaran komunikasi C: Strategi untuk mencari inti pembicaraan D: Strategi yang berorientasi pada kata-kata yang pembicara ucapkan

APPENDIX B
Instruments of the Study- used for Pilot Study (English)

Note: this translation does not include introductory statements about the purpose, the content and the way to fill in the questionnaires.

Basic Personal Background Information Questionnaire

1. Name:
2. Gender: Male Female
3. Age: _____ years old
4. Name and location of university in Taiwan:
_____ in _____
5. Place of residence in Taiwan: _____
6. Degree program: Undergraduate Master Doctoral
7. Major: _____
8. Number of years of learning English:
 under 6 years 6 - 9 years over 9 years
9. How long have you been in Taiwan?
 under 1 month over 6 months - 1 year
 1 month - 6 months over 1 year - 2 years over 2 years
10. How many languages can you speak?
 1 2 – 3 over 3
11. Did you ever learn Chinese before you came to Taiwan?
 Yes No
12. Do you have Chinese classes at university?
 Yes No
13. Do you have English classes at university?
 Yes No
14. Do you often communicate with Taiwanese people in Chinese?
 Yes No
15. Which one do you prefer, using English or using Chinese to communicate with Taiwanese people?
 English Chinese

Foreign Language Communication Anxiety Questionnaire

The purpose of this survey is to collect information about what do you feel in communicating with other people. Please answer the question by how you really feel and think and write the numbers from 1 to 5.

5: strongly agree, 4: agree, 3: neutral, 2: disagree and 1: strongly disagree

Foreign Language Communication Anxiety Scale		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Categories	Items						
	When I communicate with Taiwanese,						
evaluation	Fear of negative	1. I feel embarrassed if I cannot answer their question.	5	4	3	2	1
		2. I don't worry about making mistakes.	5	4	3	2	1
		3. I get upset when they correct every mistake I make.	5	4	3	2	1
		4. I try to speak clearly to avoid mistake.	5	4	3	2	1
		5. I think of their perception about my pronunciation.	5	4	3	2	1
		6. I worry that the listeners do not understand what I am saying.	5	4	3	2	1
apprehension	Communication	7. I keep smiling because of nervousness.	5	4	3	2	1
		8. I keep my head down to avoid having a conversation.	5	4	3	2	1
		9. I nod if I don't understand the question.	5	4	3	2	1
		10. I pretend to be busy to avoid having a conversation	5	4	3	2	1
		11. I try to avoid having to talk by keeping others talking	5	4	3	2	1
		12. I felt anxious even If I know what they say.	5	4	3	2	1
		13. I avoid asking questions.	5	4	3	2	1
interactions	Anxiety in cross-cultural	14. I fear that I cannot understand Taiwanese people's jokes and cultural references.	5	4	3	2	1
		15. I fear that I would offend Taiwanese because of our cultural differences.	5	4	3	2	1
		16. I am afraid that I cannot have a culturally appropriate conversation.	5	4	3	2	1
		17. I worry to have conversation due to my limited understanding of their culture.	5	4	3	2	1
		18. I feel upset if they do not understand my cultural values.	5	4	3	2	1

Oral Communication Strategy Inventory (OCSI)

The purpose of this survey is to collect information about the best strategy that you use in communicating with other people. Please answer the question by what you think about yourself and write the numbers from 1 to 5.

1. Not true of me at all; 2. Not true of me; 3. Somewhat true of me; 4. True of me; 5. Very true of me.

PART 1 Strategies for coping with speaking problems during communicative tasks		Not true of me at all	Not true of me	Sometimes true of me	True of me	Very true of me
Categories	Items					
	When I'm speaking English to communicate with Taiwanese,					
A	1. I try to relax to express what I want to say.	1	2	3	4	5
	2. I make eye contact with the person I am talking to.	1	2	3	4	5
	3. I try to speak well to give a good impression to the listeners.	1	2	3	4	5
	4. I encourage myself to express what I want to say.	1	2	3	4	5
	5. I take risks of making mistakes to express what I want to say.	1	2	3	4	5
B	6. I pay attention to my rhythm and intonation.	1	2	3	4	5
	7. I pay attention to what I say.	1	2	3	4	5
	8. I pay attention to the conversation flow.	1	2	3	4	5
	9. I take my time to express what I want to say.	1	2	3	4	5
	10. I try to speak clearly and loudly to make myself heard.	1	2	3	4	5
	11. I try to speak English as fluently as native speaker.	1	2	3	4	5
	12. I'll think of what I want to say in Bahasa Indonesia first and then construct to the English sentence.	1	2	3	4	5
C	13. I check with the listeners to make sure they understand what I said.	1	2	3	4	5
	14. I repeat myself to help the listeners understand what I want to say.	1	2	3	4	5
	15. I respond to the listeners' reaction to what I have said.	1	2	3	4	5
	16. I give examples if the listeners do not understand what I am saying.	1	2	3	4	5
	17. I replace the message if the listeners do not understand what I am saying.	1	2	3	4	5

D	18. I pay attention to grammatical structures during conversation such as grammar, word order, etc.	1	2	3	4	5
	19. I pay attention to my pronunciation.	1	2	3	4	5
	20. I use the grammatical rules I have learned to express what I want to say.	1	2	3	4	5
	21. I use some expressions I already know and fit it to the situation.	1	2	3	4	5
	22. I correct myself when I notice that I have made a mistake.	1	2	3	4	5
	23. I pay attention to the parts of speech, such as subject, verb, etc.	1	2	3	4	5
	24. I use words which are familiar to me to express what I want to say.	1	2	3	4	5
E	25. I use gestures and facial expressions if I can't express what I want to say	1	2	3	4	5
	26. I use simple expressions to help me to express the main ideas.	1	2	3	4	5
	27. I ask other people to help when I can't communicate well.	1	2	3	4	5
	28. I leave a message unfinished because of some language difficulty.	1	2	3	4	5
	29. I take a deep breath when I feel nervous to talk.	1	2	3	4	5
	30. I use words which are familiar to me.	1	2	3	4	5

Part 2 Strategies for coping with listening problems during communicative tasks		Not true of me at all	Not true of me	Sometimes true of me	True of me	Very true of me
Categories	No. Items					
	While I'm listening to Taiwanese speaking English,					
A	31. I ask for repetition when I can't understand what the speakers have said	1	2	3	4	5
	32. I ask for a clarification when I am not sure what the speakers have said	1	2	3	4	5
	33. I ask the speakers to use easier words when I have difficulty in comprehension	1	2	3	4	5
	34. I ask the speakers to slow down when I can't understand what they have said	1	2	3	4	5
	35. I make clear to the speakers what I have not been able to understand	1	2	3	4	5
	36. I pay attention to the speakers' speech, pronunciation, rhythm and intonation.	1	2	3	4	5

B	37. I pretend that I understand what the speakers have said even I do not understand at all the details.	1	2	3	4	5
	38. I send the speaker continuation signals to show my understanding in order to avoid conversation gaps.	1	2	3	4	5
	39. Even I do not understand what the speakers have said, I still try to respond to them by saying “Really?”, “Is that so?”, etc.	1	2	3	4	5
	40. I try to keep up with the speakers’ speed.	1	2	3	4	5
	41. I try to translate what the speakers have just said into Bahasa Indonesia generally.	1	2	3	4	5
C	42. I guess what the speakers are going to say based on the context.	1	2	3	4	5
	43. I use what the speakers have just said to guess their intention.	1	2	3	4	5
	44. I guess the speakers’ intention by paying attention to the first part of the sentence.	1	2	3	4	5
	45. I try to catch the speakers’ main point if there are too many details.	1	2	3	4	5
	46. I pay attention to the subject and verb of the sentence that the speakers say.	1	2	3	4	5
	47. I pay attention to the interrogative.	1	2	3	4	5
	48. I try to listen to even when I do not understand what they say perfectly.	1	2	3	4	5
D	49. I pay attention to the words that the speakers slow down or emphasize	1	2	3	4	5
	50. I pick up familiar words to guess the speakers’ intention.	1	2	3	4	5
	51. I try to catch every word that the speakers say.	1	2	3	4	5
	52. I pay attention to the interrogative sentence.	1	2	3	4	5
	53. I pay attention to interrogative WH-words, such as who, how, etc.	1	2	3	4	5

Categories:	
Speaking strategy: A: Social affective strategy B: Fluency-oriented strategies C: Negotiation for meaning in speaking D: Accuracy-oriented strategies E: Compensation strategy	Listening strategy: A: Clarification strategies B: Fluency-maintaining strategies C: Getting the gist strategies D: Word-oriented strategies

APPENDIX C

Instruments of the study – Used for the main study (Bahasa Indonesia)

Angket Data Diri

Petunjuk pengisian kuesioner:

1. Isilah jawaban sesuai dengan data diri anda.
2. Setiap pernyataan hanya membutuhkan satu jawaban.

1. Nama:
2. Jenis kelamin: Laki-laki Perempuan
3. Usia: _____ tahun
4. Nama dan lokasi universitas di Taiwan: _____
di _____
5. Alamat di Taiwan: _____
6. Program studi: S1 S2 S3
7. Jurusan: _____
8. Lamanya belajar bahasa Inggris:
 Kurang dari 6 tahun 6 - 9 tahun lebih dari 9 tahun
9. Berapa lama anda tinggal di Taiwan?
 Kurang dari 1 bulan lebih dari 6 bulan - 1 tahun
 1- 6 bulan lebih dari 1 - 2 tahun lebih dari 2 tahun
10. Berapa banyak bahasa yang anda bisa?
 1 2 – 3 lebih dari 3
11. Pernahkah anda belajar bahasa Mandarin sebelum datang ke Taiwan?
 Ya, _____ bulan/ tahun
 Tidak
12. Apakah anda memiliki kelas Mandarin di universitas?
 Ya Tidak
13. Apakah anda memiliki kelas Bahasa Inggris di universitas?
 Ya Tidak
14. Apakah anda sering berkomunikasi dengan orang lain dalam bahasa Mandarin?
 Ya Tidak
15. Bahasa apa yang lebih sering anda gunakan untuk berkomunikasi dengan orang Taiwan?
 Bahasa Inggris Bahasa Mandarin

Angket Kegelisahan Berkomunikasi dalam Bahasa Asing

Tujuan dari survei ini adalah mengumpulkan informasi terkait pengalaman dan perasaan anda dalam berkomunikasi dengan orang lain. Jawab pertanyaan-pertanyaan di bawah ini sesuai dengan yang anda rasakan dengan menulis angka 1-5

5: sangat setuju, 4: setuju, 3: biasa saja, 2: tidak setuju dan 1: sangat tidak setuju

Kategori	Angket kegelisahan berkomunikasi dalam bahasa asing					
	Pernyataan	Sangat setuju	Setuju	Biasa saja	Tidak setuju	sangat tidak setuju
	Ketika berkomunikasi dengan orang Taiwan dalam Bahasa Inggris,					
Ketakutan akan evaluasi	1. Saya merasa malu jika saya tidak dapat menjawab pertanyaan mereka.	5	4	3	2	1
	2. Saya khawatir membuat kesalahan.	5	4	3	2	1
	3. Saya takut mereka menertawakan kesalahan saya.	5	4	3	2	1
	4. Saya berusaha berbicara dengan jelas untuk menghindari salah paham.	5	4	3	2	1
	5. Saya merasa malu jika mereka mengoreksi pelafalan saya.	5	4	3	2	1
	6. Saya khawatir mereka tidak mengerti yang saya katakan.	5	4	3	2	1
Kecemasan berkomunikasi	7. Saya tersenyum karena gugup.	5	4	3	2	1
	8. Saya menunduk untuk menghindari percakapan.	5	4	3	2	1
	9. Saya mengangguk jika saya tidak mengerti pertanyaan yang mereka tanyakan.	5	4	3	2	1
	10. Saya berpura-pura sibuk untuk menghindari percakapan.	5	4	3	2	1
	11. Saya berusaha menghindari pembicaraan dengan membiarkan orang lain terus berbicara.	5	4	3	2	1
	12. Saya tetap merasa gelisah walaupun saya tahu apa yang mereka katakan.	5	4	3	2	1
	13. Saya berusaha untuk tidak bertanya.	5	4	3	2	1
Ketakutan akan	14. Saya takut saya tidak mengerti lelucon dan budaya mereka.	5	4	3	2	1
	15. Saya takut menyinggung hati mereka karena perbedaan budaya.	5	4	3	2	1
	16. Saya takut saya tidak bisa berkomunikasi dengan tepat sesuai dengan budaya mereka.	5	4	3	2	1
	17. Saya takut berkomunikasi dengan mereka karena saya memiliki keterbatasan pemahaman akan budaya mereka.	5	4	3	2	1
	18. Saya merasa tersinggung jika mereka tidak mengerti budaya saya.	5	4	3	2	1

Angket Strategi Komunikasi Lisan

Tujuan dari survei ini adalah mengumpulkan informasi tentang strategi yang terbaik yang anda gunakan dalam berkomunikasi dengan orang lain, jawab pertanyaan-pertanyaan di bawah ini sesuai dengan yang anda pikirkan dengan menlis angka 1-5

1. Sangat tidak mencerminkan saya; 2. Tidak mencerminkan saya; 3. Sedikit mencerminkan saya; 4. Mencerminkan saya; 5. Sangat mencerminkan saya.

Bagian 1 Strategi untuk mengatasi masalah berbicara selama berkomunikasi		Sangat tidak mencerminkan saya	Tidak mencerminkan saya	Agak mencerminkan saya	Mencerminkan saya	Sangat mencerminkan saya
Kategori	Pertanyaan					
	Ketika saya berbicara Bahasa Inggris untuk berkomunikasi dengan orang Taiwan,					
A	1. Saya berusaha terlihat santai untuk mengekspresikan yang ingin saya katakan.	1	2	3	4	5
	2. Saya menatap mata lawan bicara saya.	1	2	3	4	5
	3. Saya berusaha berbicara dengan jelas untuk memberikan kesan baik kepada pendengar.	1	2	3	4	5
	4. Saya takut mengekspresikan apa yang ingin saya katakan.	1	2	3	4	5
	5. Saya berani mengambil resiko dalam mengekspresikan yang ingin saya katakan.	1	2	3	4	5
B	6. Saya memperhatikan irama dan intonasi suara saya.	1	2	3	4	5
	7. Saya berhati-hati dengan yang saya katakan.	1	2	3	4	5
	8. Saya memperhatikan arah pembicaraan.	1	2	3	4	5
	9. Saya butuh waktu untuk mengekspresikan yang ingin saya katakan.	1	2	3	4	5
	10. Saya berusaha berbicara dengan jelas dan dengan suara yang keras agar mereka dapat mendengar yang saya katakan.	1	2	3	4	5
	11. Saya berusaha berbicara Bahasa Inggris dengan fasih.	1	2	3	4	5
	12. Saya memikirkan yang saya ingin katakan dalam Bahasa Indonesia terlebih dahulu, kemudian menerjemahkannya ke dalam bahasa lain.	1	2	3	4	5

C	13. Saya memastikan mereka mengerti yang saya katakan.	1	2	3	4	5
	14. Saya mengulang yang ingin saya katakan dalam hati untuk memudahkan mereka mengerti yang saya katakan.	1	2	3	4	5
	15. Saya menanggapi reaksi mereka ketika saya berbicara.	1	2	3	4	5
	16. Saya memberi contoh jika mereka tidak mengerti yang saya sedang katakan.	1	2	3	4	5
	17. Saya mengganti kata-kata saya jika mereka tidak mengerti yang saya katakan.	1	2	3	4	5
D	18. Saya memperhatikan struktur bahasa selama pecakapan seperti tata bahasa, susunan kata dan lain-lain.	1	2	3	4	5
	19. Saya berhati-hati dengan pelafalan kata yang saya ucapkan.	1	2	3	4	5
	20. Saya menggunakan aturan tata bahasa yang saya pelajari untuk mengekspresikan yang saya ingin katakan.	1	2	3	4	5
	21. Saya menggunakan beberapa ekspresi yang saya sudah pelajari dan mencocokkannya dengan konteks pembicaraan.	1	2	3	4	5
	22. Saya mengoreksi diri saya ketika saya melakukan kesalahan dalam berbicara.	1	2	3	4	5
	23. Saya memperhatikan bagian-bagian kalimat seperti subyek, kata kerja, dll.	1	2	3	4	5
	24. Saya menggunakan kata-kata yang familiar untuk mengekspresikan yang saya ingin sampaikan.	1	2	3	4	5
E	25. Saya menggunakan gerak tubuh dan ekspresi wajah jika saya tidak dapat mengekspresikan yang ingin saya sampaikan.	1	2	3	4	5
	26. Saya menggunakan ungkapan yang sederhana untuk mengekspresikan topik utama dalam pembicaraan.	1	2	3	4	5
	27. Saya meminta bantuan orang lain ketika saya tidak dapat berkomunikasi dengan baik.	1	2	3	4	5
	28. Saya tidak menyelesaikan kalimat saya karena kesulitan menyampaikan yang saya ingin katakan.	1	2	3	4	5
	29. Saya mengambil nafas panjang ketika saya merasa gugup.	1	2	3	4	5
	30. Saya menggunakan aplikasi terjemahan seperti kamus elektronik untuk membantu mengekspresikan kata-kata yang ingin saya sampaikan.	1	2	3	4	5

Bagian 2 Strategi mengatasi masalah mendengarkan selama berkomunikasi		Sangat tidak mencerminkan saya	Tidak mencerminkan saya	Agak mencerminkan saya	Mencerminkan saya	Sangat mencerminkan saya
Kategori	Pertanyaan					
	Ketika saya mendengarkan orang Taiwan berbicara Bahasa Inggris,					
A	31. Saya meminta mereka mengulangi kata-kata mereka ketika saya tidak mengerti yang mereka katakan.	1	2	3	4	5
	32. Saya meminta penjelasan ketika saya tidak yakin dengan yang mereka katakan.	1	2	3	4	5
	33. Saya meminta mereka menggunakan kata-kata yang lebih mudah jika saya sulit memahami yang mereka katakan.	1	2	3	4	5
	34. Saya meminta mereka berbicara dengan lambat jika saya tidak memahami yang mereka katakan.	1	2	3	4	5
	35. Saya memperjelas kata-kata mereka yang saya tidak mengerti.	1	2	3	4	5
B	36. Saya memperhatikan kalimat, pelafalan, irama dan intonasi mereka.	1	2	3	4	5
	37. Saya berpura-pura mengerti dengan apa yang mereka katakan walau saya tidak mengerti semuanya secara rinci.	1	2	3	4	5
	38. Saya memberi sinyal kepada mereka untuk melanjutkan perkataan mereka yang menunjukkan bahwa saya memahami apa yang mereka katakan untuk menghindari kekosongan pembicaraan.	1	2	3	4	5
	39. Saya menunjukkan minat dan rasa ingin tahu atas apa yang mereka katakan dengan mengatakan "Benarkah?", " Apakah begitu?" dan lain-lain.	1	2	3	4	5
	40. Saya berusaha mengerti maksud pembicaraan mereka bahkan ketika mereka berbicara dengan cepat.	1	2	3	4	5
	41. Saya berusaha menerjemahkan apa yang mereka katakan ke dalam Bahasa Indonesia.	1	2	3	4	5

	42. Saya menundukkan kepala untuk menghindarkan diri mendengarkan mereka berbicara.	1	2	3	4	5
C	43. Saya mencoba menebak apa yang mereka ingin katakan melalui konteks pembicaraan.	1	2	3	4	5
	44. Saya menggunakan kata-kata yang mereka ucapkan untuk menebak tujuan pembicaraan.	1	2	3	4	5
	45. Saya menebak tujuan pembicaraan dengan memperhatikan bagian pertama kalimat yang diucapkan.	1	2	3	4	5
	46. Saya berusaha menangkap inti pembicaraan dari banyaknya penjabaran.	1	2	3	4	5
	47. Saya memperhatikan pertanyaan-pertanyaan yang mereka tanyakan.	1	2	3	4	5
	48. Saya berusaha mendengarkan apa yang mereka katakan bahkan ketika saya tidak mengerti.	1	2	3	4	5
D	49. Saya memperhatikan kata-kata yang mereka perlambat dan tekankan.	1	2	3	4	5
	50. Saya menggunakan kata-kata familiar yang mereka ucapkan untuk menebak maksud pembicaraan.	1	2	3	4	5
	51. Saya mencoba mengerti setiap kata yang mereka katakan.	1	2	3	4	5
	52. Saya memperhatikan subjek dan kata kerja dari kalimat yang mereka katakan.	1	2	3	4	5
	53. Saya memperhatikan kata-kata tanya yang mereka ucapkan seperti siapa, bagaimana, dan lain-lain.	1	2	3	4	5

Kategori:	
Strategi berbicara: A: Strategi afektif sosial B: Strategi yang berorientasi pada kelancaran C: Strategi menegosiasikan makna ketika berbicara D: Strategi yang berorientasi pada ketepatan E: Strategi pengganti	Strategi mendengarkan: A: Strategi untuk meminta klarifikasi B: Strategi untuk mempertahankan kelancaran komunikasi C: Strategi untuk mencari inti pembicaraan D: Strategi yang berorientasi pada kata-kata yang pembicara ucapkan

APPENDIX D

Instruments of the study – Used for the main study (English)

Basic Personal Background Information Questionnaire

1. Name:
2. Gender: Male Female
3. Age: _____ years old
4. Name and location of university in Taiwan:
_____ in _____
5. Place of residence in Taiwan: _____
6. Degree program: Undergraduate Master Doctoral
7. Major: _____
8. Number of years of learning English:
 under 6 years 6 - 9 years over 9 years
9. How long have you been in Taiwan?
 under 1 month over 6 months - 1 year
 1 month - 6 months over 1 year - 2 years over 2 years
10. How many languages can you speak?
 1 2 – 3 over 3
11. Did you ever learn Chinese before you came to Taiwan?
 Yes No
12. Do you have Chinese classes at university?
 Yes No
13. Do you have English classes at university?
 Yes No
14. Do you often communicate with Taiwanese people in Chinese?
 Yes No
15. Which one do you prefer, using English or using Chinese to communicate with Taiwanese people?
 English Chinese

Foreign Language Communication Anxiety Questionnaire

The purpose of this survey is to collect information about what do you feel in communicating with other people. Please answer the question by how you really feel and think and write the numbers from 1 to 5.

5: strongly agree, 4: agree, 3: neutral, 2: disagree and 1: strongly disagree

Foreign Language Communication Anxiety Scale		strongly agree	agree	neutral	disagree	strongly disagree
Categories	Items					
	When I communicate with Taiwanese,					
evaluation of negative	1. I feel embarrassed if I cannot answer their question.	5	4	3	2	1
	2. I don't worry about making mistakes.	5	4	3	2	1
	3. I am afraid they will laugh at me if I make a mistake.	5	4	3	2	1
	4. I try to speak clearly to avoid misunderstandings.	5	4	3	2	1
	5. I feel embarrassed if they correct my pronunciation.	5	4	3	2	1
	6. I worry that the listeners do not understand what I am saying.	5	4	3	2	1
Communication apprehension	7. I keep smiling because of nervousness.	5	4	3	2	1
	8. I keep my head down to avoid having a conversation.	5	4	3	2	1
	9. I nod if I don't understand the question.	5	4	3	2	1
	10. I pretend to be busy to avoid having a conversation	5	4	3	2	1
	11. I try to avoid having to talk by keeping others talking	5	4	3	2	1
	12. I felt anxious even If I know what they say.	5	4	3	2	1
Anxiety in cross-cultural interactions	13. I avoid asking questions.	5	4	3	2	1
	14. I fear that I cannot understand Taiwanese people's jokes and cultural references.	5	4	3	2	1
	15. I fear that I would offend Taiwanese because of our cultural differences.	5	4	3	2	1
	16. I am afraid that I cannot have a culturally appropriate conversation.	5	4	3	2	1
	17. I worry to have conversation due to my limited understanding of their culture.	5	4	3	2	1
	18. I feel upset if they do not understand my cultural values.	5	4	3	2	1

Oral Communication Strategy Inventory (OCSI)

The purpose of this survey is to collect information about the best strategy that you use in communicating with other people. Please answer the question by what you think about yourself and write the numbers from 1 to 5.

1. Not true of me at all; 2. Not true of me; 3. Somewhat true of me; 4. True of me; 5. Very true of me.

PART 1 Strategies for coping with speaking problems during communicative tasks		Not true of me at all	Not true of me	Sometimes true of me	True of me	Very true of me
Categories	Items					
	When I'm speaking English to communicate with Taiwanese,					
A	1. I try to relax to express what I want to say.	1	2	3	4	5
	2. I make eye contact with the person I am talking to.	1	2	3	4	5
	3. I try to speak well to give a good impression to the listeners.	1	2	3	4	5
	4. I am afraid to express what I want to say.	1	2	3	4	5
	5. I take risks of making mistakes to express what I want to say.	1	2	3	4	5
B	6. I pay attention to my rhythm and intonation.	1	2	3	4	5
	7. I pay attention to what I say.	1	2	3	4	5
	8. I pay attention to the conversation flow.	1	2	3	4	5
	9. I take my time to express what I want to say.	1	2	3	4	5
	10. I try to speak clearly and loudly to make the listeners hear what I said.	1	2	3	4	5
	11. I try to speak English fluently.	1	2	3	4	5
C	12. I'll think of what I want to say in Bahasa Indonesia first and then construct to the English sentence.	1	2	3	4	5
	13. I check with the listeners to make sure they understand what I said.	1	2	3	4	5
	14. I repeat myself to help the listeners understand what I want to say.	1	2	3	4	5
	15. I respond to the listeners' reaction to what I have said.	1	2	3	4	5
	16. I give examples if the listeners do not understand what I am saying.	1	2	3	4	5
	17. I replace the message if the listeners do not understand what I am saying.	1	2	3	4	5

D	18. I pay attention to grammatical structures during conversation such as grammar, word order, etc.	1	2	3	4	5
	19. I pay attention to my pronunciation.	1	2	3	4	5
	20. I use the grammatical rules I have learned to express what I want to say.	1	2	3	4	5
	21. I use some expressions I already know and fit it to the situation.	1	2	3	4	5
	22. I correct myself when I notice that I have made a mistake.	1	2	3	4	5
	23. I pay attention to the parts of speech, such as subject, verb, etc.	1	2	3	4	5
	24. I use words which are familiar to me to express what I want to say.	1	2	3	4	5
E	25. I use gestures and facial expressions if I can't express what I want to say	1	2	3	4	5
	26. I use simple expressions to help me to express the main ideas.	1	2	3	4	5
	27. I ask other people to help when I can't communicate well.	1	2	3	4	5
	28. I leave a message unfinished because of some language difficulty.	1	2	3	4	5
	29. I take a deep breath when I feel nervous to talk.	1	2	3	4	5
	30. I use language translation service such as online dictionary to help me to express what I want to say.	1	2	3	4	5

Part 2 Strategies for coping with listening problems during communicative tasks		Not true of me at all	Not true of me	Sometimes true of me	True of me	Very true of me
Categories	No. Items					
	While I'm listening to Taiwanese speaking English,					
A	31. I ask for repetition when I can't understand what the speakers have said	1	2	3	4	5
	32. I ask for a clarification when I am not sure what the speakers have said	1	2	3	4	5
	33. I ask the speakers to use easier words when I have difficulty in comprehension	1	2	3	4	5
	34. I ask the speakers to slow down when I can't understand what they have said	1	2	3	4	5
	35. I make clear to the speakers what I have not been able to	1	2	3	4	5

	understand					
B	36. I pay attention to the speakers' speech, pronunciation, rhythm and intonation.	1	2	3	4	5
	37. I pretend that I understand what the speakers have said even I do not understand at all the details.	1	2	3	4	5
	38. I send the speaker continuation signals to show my understanding in order to avoid conversation gaps.	1	2	3	4	5
	39. I show interest and curiosity to what they have said by saying "really?" "Is that so?" etc.	1	2	3	4	5
	40. I try to catch what the speakers say even when they speak too fast.	1	2	3	4	5
	41. I try to translate what the speakers have just said into Bahasa Indonesia generally.	1	2	3	4	5
C	42. I guess what the speakers are going to say based on the context.	1	2	3	4	5
	43. I use what the speakers have just said to guess their intention.	1	2	3	4	5
	44. I guess the speakers' intention by paying attention to the first part of the sentence.	1	2	3	4	5
	45. I try to catch the speakers' main point if there are too many details.	1	2	3	4	5
	46. I pay attention to the subject and verb of the sentence that the speakers say.	1	2	3	4	5
	47. I pay attention to the interrogative.	1	2	3	4	5
	48. I try to listen to even when I do not understand what they say perfectly.	1	2	3	4	5
D	49. I pay attention to the words that the speakers slow down or emphasize	1	2	3	4	5
	50. I pick up familiar words to guess the speakers' intention.	1	2	3	4	5
	51. I try to catch every word that the speakers say.	1	2	3	4	5
	52. I pay attention to the interrogative sentence.	1	2	3	4	5
	53. I pay attention to interrogative WH-words, such as who, how, etc.	1	2	3	4	5

Categories:	
Speaking strategy: A: Social affective strategy B: Fluency-oriented strategies C: Negotiation for meaning in speaking D: Accuracy-oriented strategies E: Compensation strategy	Listening strategy: A: Clarification strategies B: Fluency-maintaining strategies C: Getting the gist strategies D: Word-oriented strategies

APPENDIX E

Summary of Basic Personal Background Information for the Pilot Study

1. Gender

Gender	Frequency	Percentage (%)
Male	12	24
Female	38	76
Total	50	100

2. Age

Gender	Frequency	Percentage (%)
17 to 22	24	48
23 to 28	22	44
29 to 34	4	8
Over 34	-	-
Total	50	100

3. Degree program

Gender	Frequency	Percentage (%)
Undergraduate	24	48
Master	21	42
Doctoral	5	10
Total	50	100

4. Number of years of learning English

Gender	Frequency	Percentage (%)
Under 6 years	-	-
6 to 9 years	22	44
Over 9 years	28	56
Total	50	100

5. The length of living in Taiwan

Gender	Frequency	Percentage (%)
Under 1 month	-	-
1 month to 6 months	4	8
Over 6 months to 1 year	16	32
Over 1 year to 2 years	20	40
Over 2 years	10	20
Total	50	100

6. Number of language can be spoken

Gender	Frequency	Percentage (%)
1	3	6
2 to 3	46	92
Over 3	1	2
Total	50	100

7. Learning Chinese before coming to Taiwan

Gender	Frequency	Percentage (%)
Yes	18	36
No	32	64
Total	50	100

8. Chinese classes at university

Gender	Frequency	Percentage (%)
Yes	44	88
No	6	12
Total	50	100

9. English classes at university

Gender	Frequency	Percentage (%)
Yes	36	72
No	14	28
Total	50	100

10. Communicating with Taiwanese in Chinese

Gender	Frequency	Percentage (%)
Yes	31	62
No	19	38
Total	50	100

11. Language preferences when communicating with Taiwanese

Gender	Frequency	Percentage (%)
English	38	76
Chinese	12	24
Total	50	100

APPENDIX F

Summary of Basic Personal Background Information for the Main Study

1. Gender

Gender	Frequency	Percentage (%)
Male	71	35.5
Female	129	64.5
Total	200	100

2. Age

Gender	Frequency	Percentage (%)
17 to 22	81	40.5
23 to 28	107	53.5
29 to 34	12	6
Over 34	-	-
Total	200	100

3. Degree program

Gender	Frequency	Percentage (%)
Undergraduate	64	32
Master	113	56.5
Doctoral	23	11.5
Total	200	100

4. Number of years of learning English

Gender	Frequency	Percentage (%)
Under 6 years	-	-
6 to 9 years	79	39.5
Over 9 years	121	60.5
Total	200	100

5. The length of living in Taiwan

Gender	Frequency	Percentage (%)
Under 1 month	3	1.5
1 month to 6 months	32	16
Over 6 months to 1 year	50	25
Over 1 year to 2 years	83	41.5
Over 2 years	32	16
Total	200	100

6. Number of language can be spoken

Gender	Frequency	Percentage (%)
1	21	10.5
2 to 3	167	83.5
Over 3	12	6
Total	200	100

7. Learning Chinese before coming to Taiwan

Gender	Frequency	Percentage (%)
Yes	81	40.5
No	119	59.5
Total	200	100

8. Chinese classes at university

Gender	Frequency	Percentage (%)
Yes	175	87.5
No	25	12.5
Total	200	100

9. English classes at university

Gender	Frequency	Percentage (%)
Yes	118	59
No	82	41
Total	200	100

10. Communicating with Taiwanese in Chinese

Gender	Frequency	Percentage (%)
Yes	78	39
No	122	61
Total	200	100

11. Language preferences when communicating with Taiwanese

Gender	Frequency	Percentage (%)
English	123	61.5
Chinese	77	38.5
Total	200	100

APPENDIX G

Frequencies of Response (in %), Means (M) and Standard Deviations (SD) of Foreign Language Communication Anxiety for the Main Study

Item descriptions	1	2	3	4	5	M	SD
1. I feel embarrassed if I cannot answer their question.	14	39	31	14	2	2.51	0.96
2. I don't worry about making mistakes.	10	25	26	29	10	3.04	1.16
3. I am afraid they will laugh at me if I make a mistake.	3	15	29	36	17	3.49	1.03
4. I try to speak clearly to avoid misunderstandings.	1	7	22	54	16	3.77	0.83
5. I feel embarrassed if they correct my pronunciation.	6	27	36	24	7	2.99	1.01
6. I worry that the listeners do not understand what I am saying.	1	18	23	41	17	3.55	1.00
7. I keep smiling because of nervousness.	6	13	24	41	16	3.48	1.09
8. I keep my head down to avoid having a conversation.	23	45	19	12	1	2.23	0.97
9. I nod if I don't understand the question.	15	43	18	19	5	2.56	1.11
10. I pretend to be busy to avoid having a conversation	15	44	28	11	2	2.41	0.94
11. I try to avoid having to talk by keeping others talking	14	39	31	14	2	2.51	0.96
12. I felt anxious even If I know what they say.	15	44	28	11	2	2.41	0.94
13. I avoid asking questions.	14	43	29	12	2	2.45	0.94
14. I fear that I cannot understand Taiwanese people's jokes and cultural references.	1	15	38	40	6	3.35	0.84
15. I fear that I would offend Taiwanese because our cultural differences.	1	10	26	52	11	3.62	0.84
16. I am afraid that I cannot have a culturally appropriate conversation.	3	14	31	42	10	3.42	0.95
17. I worry to have conversation due to my limited understanding of their culture.	7	26	31	27	9	3.05	1.08
18. I feel upset if they do not understand my cultural values.	19	39	25	13	4	2.44	1.06

APPENDIX H

Frequencies of response (in %), Means (M), and Standard Deviations (SD) of Oral Communication Strategy Inventory for the Main Study

PART 1 Strategies for coping with speaking problems during communicative tasks

Item descriptions	1	2	3	4	5	M	SD
1. I try to relax to express what I want to say.	6	10	12	42	30	3.80	1.15
2. I make eye contact with the person I am talking to.	2	8	31	41	18	3.65	0.93
3. I try to speak well to give a good impression to the listeners.	1	7	22	54	16	3.77	0.83
4. I am afraid to express what I want to say.	5	27	37	22	9	3.03	1.02
5. I take risks of making mistakes to express what I want to say.	11	19	25	27	18	3.22	1.25
6. I pay attention to my rhythm and intonation.	6	18	29	33	14	3.31	1.10
7. I pay attention to what I say.	2	9	34	43	12	3.54	0.89
8. I pay attention to the conversation flow.	2	7	27	51	13	3.66	0.86
9. I take my time to express what I want to say.	10	31	36	18	5	2.77	1.02
10. I try to speak clearly and loudly to make the listeners heard what I said.	5	16	31	37	11	3.33	1.03
11. I try to speak English fluently.	1	7	22	54	16	3.77	0.83
12. I'll think of what I want to say in Bahasa Indonesia first and then construct to the English sentence.	2	21	34	36	7	3.25	0.93
13. I check with the listeners to make sure they understand what I said.	0	4	28	53	15	3.79	0.74
14. I repeat myself to help the listeners understand what I want to say.	1	5	23	45	26	3.90	0.88
15. I respond to the listeners' reaction to what I have said.	2	8	37	43	10	3.51	0.85
16. I give examples if the listeners do not understand what I am saying.	1	6	32	49	12	3.65	0.80
17. I replace the message if the listeners do not understand what I am saying.	5	8	34	43	10	3.45	0.95
18. I pay attention to grammatical structures during conversation such as grammar, word order, etc.	11	19	25	27	18	3.22	1.25

19. I pay attention to my pronunciation.	2	7	27	41	23	3.76	0.95
20. I use the grammatical rules I have learned to express what I want to say.	2	8	31	41	18	3.65	0.93
21. I use some expressions I already know and fit it to the situation.	2	4	24	49	21	3.83	0.87
22. I correct myself when I notice that I have made a mistake.	1	10	26	52	11	3.62	0.84
23. I pay attention to the parts of speech, such as subject, verb, etc.	11	19	25	27	18	3.22	1.25
24. I use words which are familiar to me to express what I want to say.	1	4	28	52	15	3.76	0.79
25. I use gestures and facial expressions if I can't express what I want to say	1	5	23	45	26	3.90	0.88
26. I use simple expressions to help me to express the main ideas.	1	6	27	48	18	3.76	0.85
27. I ask other people to help when I can't communicate well.	2	8	37	43	10	3.51	0.85
28. I leave a message unfinished because of some language difficulty.	13	44	32	8	3	2.44	0.92
29. I take a deep breath when I feel nervous to talk.	10	36	38	12	4	2.64	0.95
30. I use language translation service such as online dictionary to help me to express what I want to say.	1	12	40	40	7	3.40	0.82

Part 2 Strategies for coping with listening problems during communicative tasks

Item descriptions	1	2	3	4	5	M	SD
31. I ask for repetition when I can't understand what the speakers have said	0	4	24	53	19	3.87	0.75
32. I ask for a clarification when I am not sure what the speakers have said	0	4	24	55	17	3.85	0.74
33. I ask the speakers to use easier words when I have difficulty in comprehension	2	4	24	49	21	3.83	0.87
34. I ask the speakers to slow down when I can't understand what they have said	2	8	37	43	10	3.51	0.85
35. I make clear to the speakers what I have not been able to	5	16	31	37	11	3.33	1.03

understand							
36. I pay attention to the speakers' speech, pronunciation, rhythm and intonation.	6	18	29	33	14	3.31	1.10
37. I pretend that I understand what the speakers have said even I do not understand at all the details.	15	39	27	13	6	2.56	1.08
38. I send the speaker continuation signals to show my understanding in order to avoid conversation gaps.	1	8	34	42	15	3.62	0.87
39. I show interest and curiosity to what they have said by saying "really?" "Is that so?" etc.	6	11	26	37	20	3.54	1.11
40. I try to catch what the speakers say even when they speak too fast.	2	9	35	42	12	3.53	0.89
41. I try to translate what the speakers have just said into Bahasa Indonesia generally.	9	23	24	29	15	3.18	1.20
42. I guess what the speakers are going to say based on the context.	18	39	29	10	4	2.43	1.02
43. I use what the speakers have just said to guess their intention.	4	14	31	34	17	3.46	1.05
44. I guess the speakers' intention by paying attention to the first part of the sentence.	4	14	31	34	17	3.46	1.05
45. I try to catch the speakers' main point if there are too many details.	11	19	25	27	18	3.22	1.25
46. I pay attention to the subject and verb of the sentence that the speakers say.	1	8	34	42	15	3.62	0.87
47. I pay attention to the interrogative.	2	4	24	49	21	3.83	0.87
48. I try to listen to even when I do not understand what they say perfectly.	4	10	33	37	16	3.51	1.00
49. I pay attention to the words which the speakers slow down or emphasize	3	8	25	46	18	3.68	0.96
50. I pick up familiar words to guess the speakers' intention.	4	14	31	34	17	3.46	1.05
51. I try to catch every word that the speakers say.	5	8	31	36	20	3.58	1.05

52. I pay attention to the interrogative sentence.	11	19	25	27	18	3.22	1.25
53. I pay attention to interrogative WH-words, such as who, how, etc.	3	10	33	37	17	3.55	0.98

APPENDIX I

Interview Guide

Hello, this interview attempts to know your opinion about the strategies that you used when you communicate with Taiwanese. Please share your ideas and thoughts according to your experience. Your personal information including your name will not appear in the result of the interview. Please feel free to answer all the following questions.

1. What languages do you often use to communicate with Taiwanese? Do you think using English to communicate with Taiwanese is a good way?
2. Do you feel comfortable communicate with Taiwanese? What are the challenges you encountered in communication?
3. Based on your experiences, do you think Taiwanese people understand if you speak English?
4. What strategies do you use if Taiwanese cannot understand what you say? Why?
5. Based on your experiences, do you understand if Taiwanese speak English to you?
6. What strategies do you use if you cannot understand what Taiwanese say? Why?

