

		<p>Ss : Here is the letter.</p> <p>L : Oh, she Just sends me a letter</p> <p>L : <u>With some consideration and I can consider what consideration. And your consideration is able to be consider by me and it's appropriate to send me message. Just send me a message if you don't attend the class.</u></p>	
22 nd October 2015	<p>L : In the last meeting we talked about <u>constructing what?</u></p> <p>S : (silent)</p> <p>L : Yaa.. we talked about constructing continues tense</p>	Paraphrase	
	<p>L : What is the dependent of the continues construction?</p> <p>S : to be + V.ing</p> <p>L : Ok.. to be+ V.ing. And then <u>the next question, what makes this construction named, what named continues construction ..mmm.. perfect construction.</u> What makes continues construction? What makes the different?</p>	Paraphrase	
	<p>L : ya, do not ignore this, what's the meaning ignore?</p> <p>S : Mengabaikan</p> <p>L : Mengabaikan. Do not ignore time signal because this <u>makes you sentence more beautiful.</u> For example, I am singing a song, when?</p>	Transfer	
	<p>L : He was handsome. Yesterday, I met a boy, he was handsome. Itu kan tepat yaa, lampau. Walaupun ga ditunjukkan kalo misalnya I met a boy, he was handsome, tidak perlu menunjukkan waktunya. Itu</p>	Avoidance	

		<p>ditunjukkan dari apa? Bentuknya atau formnya. Ini belum diubah ke bentuk negative dan interrogative. Masak ditunjukkan satu- satu, kan ga ya. Ini Cuma pancingan yaa.. It's the hook, what is the hook? Kail.</p> <p>Ss : Kail</p> <p>L : So, I give you the hook not the fish. If I give you the hook. What? I only give you a typer summation. What is the meaning of type of resuming. <u>If I give you the hook, you can fish by your own. Apa artinya? Pancingan. Ok.. let's take a look at the book. Ayo kita buka bukunya yaa. You must be happy because you get a new book. So, here there is a word religious. What is the meaning of religious?</u></p> <p>Ss : Hmm</p>	
		<p>L : Poisonous. Jadi almost that term indicating adjective. Poison Poisonous, Religion Religious. Religion is agamanya but religious is orangnya. You are so religious, kamu agamis banget. He use <u>koko</u>, he wears <u>koko</u>, he wears cap, he wears white.. White apa? What is the.. White one? Tudung</p> <p>Ss : Veil</p>	Transfer
N	26 th October 2015	<p>L : So, this material will be introduction the whole day. Usually, miss dewi uses full English or <u>campur- campur</u>?</p> <p>S : Campur- campur..</p> <p>L : So, should I use campur-</p>	Transfer

		campur language? Is that OK?	
		L : So, well do you need to know me? I mean it's important for me to introduce myself to you? S : (silent) L : <u>Penting ga</u> if I introduce myself to you? S : Yes	Transfer
		L : I come from Gresik. Everyone comes from Gresik? S : Menganti miss L : If you don't know gresik mana. Just say, <u>Gresik? Where?</u> S : (silent) L : Ok.. Tanya saya. <u>Gresik? Where?</u>	Paraphrase
		L : Ok.. any questions? S : Miss..why do we use "what's your name?"? L : It's just the rule of English? Iya, itu memang aturannya. Any other questions? S : No	Avoidance
	27 th October 2015	L : A teacher tries to prepare anything. So, that's why please keep trying yaa. S : <u>(students come late)</u> L : <u>Did you join the class? Yesterday?</u> S : No L : Please introduce yourself.. In-tro-duce yourself to us, especially to me	Avoidance
K	28 th October 2015	L : I give you a card. Then, try to ask anything yg <u>kemungkinan</u> you friends do not know. Understand? S : No, example miss	Transfer
	29 th October 2015	-	
O	2th	L : Get up is after sleeping and	Avoidance

	November 2015	<p>then you get up and then you go to the bathroom. It is get up. But</p> <p>S : (students comes and says “Assalamu’alaikum)</p> <p>L : Wa’alaikumsalam.. Ketemu?</p> <p>S : tidak miss</p> <p>L : <u>Wake up is you open....</u></p> <p>S : LCD nya bias miss</p> <p>L : Oh.. ya? Bisa?</p> <p>S : iya miss.. (student helps the lecturer to turn on the LCD)</p>	
		<p>L : Your friend said sleeping, get up, wake up, which one is the right one? Let’s check whether it is sleeping, get up or wake up?</p> <p>(L plays the video)</p> <p>L : Sleep again.. He sleeps again (while writing on the white board)</p> <p>(<u>Students directly comes to the front of the class, and clean writing on the board</u>)</p> <p>L : Ok.. Thank you.. What will he do?</p>	Avoidance
		<p>L : What will he do?</p> <p>S : Take the doll</p> <p>L : Ok.. take the doll. Apakah bener put on the coat? Let’s check together. Oh.. No, he hangs on something. Not, putting on the coat.. and then open something from the coat. What is that? Oh.. paper. Hang yaa.. There is hanger and the paper. Hang is I (<u>the teacher mimes</u>) on the wall.</p>	Mime
	3th November 2015	-	
B	4 th	T : Did you read last night? Did you	Transfer

	November 2015	<p>study last night?</p> <p>T : No, why?</p> <p>T : So, why? Why didn't you learn about this last night? Hmm? Do you think that learn this book is nothing or you are not interested in learning English? Or what? Sometimes teacher only focus on the topic that they are going to discuss. But sometimes you the students should have decision for doing something. So you should have <u>a plan. Something for what gonna do.</u></p>	
	5 th November 2015	<p>L : <u>I'm not crazy with football.</u></p> <p>S : (laughing)</p> <p>L : But i just want to take a look, what is the thinking of italian people they think about english? Because they do not wanna study english.</p>	Transfer
		<p>S : If sayr'I rules..</p> <p>L : Do you agree or disagree? So I should confirm.</p> <p>S : Agree, if syar'I rules in Indonesia if..</p> <p>L : No, if you are given the choice the answer is.. what is your choice? So just choose one of them. I agree this one if .. no. you have two sides here. That is confusing. <u>So I should to think, so that's why think about the choice here you wanna choose. And strengthen your choice by giving something like, so just choose one of them, I can if this one this, I can support your theory strengthen your argument.</u> And it's part of commitment, existence the people effort.. yakan?</p>	Transfer
H	9 th	L : Why people so excited today?	Transfer

Table 4.9 Table of the Result of Interview

Participants	Opinion about CC	Consideration in Using communication strategies	Students' Response
A Class	Yes, students should have good communication competence. He said that it is assigned for the students whether the students are good in communicate with other or not.	<ul style="list-style-type: none"> - Frequency of speaking English outside the classroom - Motivation in speaking English 	He said, when he use some communication strategies in communicating with students. The students understand what actually he says.
B Class	Yes, students should have good communicative competence. He said the reason is it is a must for the students to have good communication competence. Especially in English.	<ul style="list-style-type: none"> - Self-perceived English oral proficiency - Motivation in speaking English 	He said that students respond when he used communication in the class.
H Class	Yes, students should have good communicative competence. It is because	- Students' language proficiency level	She said that sometimes the students do not really understand what she's saying even though she used some communication strategies. That's why she directly transfer it into bahasa.
K Class	Yes, she said that in teaching learning process	- Students Language proficiency level	She said that students directly response it when they have an easy

	not only students should have communicative competence. But also the teachers too in order to get the message transfer	- Self-perceived English oral proficiency	instruction. It means that the students respond in the different way of instruction.
N Class	Yes, she said that in this semester, the students should be able to speak English better so I think when I teach my class the main goal of this students is to be able to speak in grammatically and fluency. I think for better is better.	- Students Language proficiency level	Yes, she said that When she used translating strategies, the students communicate to her better and when she say she don't care about their grammar, then they started to speak confidently than before.
O Class	Yes, because the first ability that people know, English ability that people know from you is your speaking competence. Yaa. So you can speak English from where? From you can communicate with others fluently.	- Students Language proficiency level	She said that students need more time to respond when she speak English fully before she translate it into bahasa.

The table above shows that lecturers' have some reasons when they used some communication strategies, they are language proficiency, self-perceived English oral proficiency, frequency of speaking outside the classroom and motivation in speaking English. Some lecturers have more than one reason in using it. Such as the lecturer from K class, the lecturer said that the reason why they use some communication strategies were the students' proficiency level and self-perceived English oral proficiency.

In sum, from six lecturers that had been interviewed, most of their reason using part of Communication strategies that is communication strategies is because of their students' proficiency level. Four of six lecturers said that they reason in using some communication strategies because of their students' students' proficiency level, then two lecturers that the following factors is self-perceived English oral proficiency, and the last factors which stated by two lecturers is the students' motivation in Speaking English. Some teachers did not only have one factors that affect using those kind of communication strategies. In sum, one lecturers may have two or more affecting factors when they use those kind of communication strategies. Such as lecturers from A and K class. Lecturer from A class has two affecting factors, they are frequency of speaking English outside the classroom and motivation in speaking English. Then lecturer from K class has two affecting factors in using communication strategies, they are; Students Language proficiency level and Self-perceived English oral proficiency.

