

Communication Strategies Used In EFL Textbook In Conversation Models

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ABSTRACT

This study investigates the availability of communication strategies in conversation models in Indonesian EFL textbooks. Communication strategies, particularly achievement strategies, are critical for language learners to assist them when they encounter breakdowns when speaking in their target language, thereby improving their communication competence. Textbooks, as one of the most commonly used learning tools by students, should therefore include communication strategies, particularly in conversation models, to make students aware of communication strategies and how to use them on a daily basis because students typically learn and imitate what is in the book. A content analysis was conducted on two Indonesian EFL textbooks, *Bahasa Inggris* and Contextual English, both for the 12th grade. This analysis was carried out to examine the conversation models serve in both textbooks to evaluate whether or not it provides authentic communication strategies according to the achievement strategies of the communication strategies of Nakatani's framework. This study demonstrated that communication strategies were included in textbooks. Contextual English has 48 communication strategies, whereas *Bahasa Inggris* has 12 communication strategies. The availability of communication strategies in each textbook was influenced by the number of conversation models available. Despite the number of communication strategies discovered, the distribution of communication strategy types was uneven, and there was little evidence of various ways to use communication strategies.

KEYWORDS

Communication Strategies
Achievement Strategies
EFL Textbook
English Language Learning

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1. Introduction

Communication strategies are strategies which can help learners to overcome the hardship when they speak in English. Using communication strategies means learners using available linguistic resources that they have to aid the hole/ imperfection in the communication as well as improves their communication competencies. Communication strategies as defined by Canale and Swain (1980) are verbal and nonverbal problem-solving techniques used to resolve communication issues and compensate for the speaker's deficiencies caused by inadequate language proficiency. Hence, communication strategies are essential in language learning because foreigners may find it difficult to speak a foreign language due to an insufficiency of linguistic background. Communication strategies can help students resolve the problem they may face and allow them to improve their communicative competence. Communicative competence refers to learners' proficiency in communicating effectively, which they are able to express and interpret the message

as well as negotiate meanings (British council, n.d; McDonald, 2021). Scholars like Tarone (1979), Dörnyei (1995), Kim (2010), Lewis (2011), also Kárpáti (2017) agree that communication strategies can help learners overcome their communication problems. Dörnyei (1995) stated that interaction in a foreign language is unquestionably difficult due to linguistic barriers, and that students must learn specific communication strategies to deal with the difficulties in real communication. (Accordingly, Kim (2010) stated that people employ a diverse range of strategies to make up their speech breakdown and attempt to deliver their messages in actual conversations.

Concerning the matter, communication strategies are critical in effective communication, particularly in assisting learners to compensate for communication difficulties. As a result, it is critical to include communication strategies in ELT as well as teaching-learning material such as textbooks. Implementing communication strategies in ELT could provide English learners and users with tools for developing both awareness and practice of strategic competence, allowing them to develop such competencies in order to achieve communication goals (Johan (2021); Tarone (2016); Vettorel (2018)). Furthermore, Kárpáti (2017) believes that strategic competence, which refers to achievement strategy in communication strategies, is one of the critical competencies that should be covered in the learning material. These lead to the notion that communication strategies are also critical to take into account in speaking models in the textbook because conversation models in the textbook are most likely where learners obtained language input, and the way the textbook presents material is how students learn and imitate what is in it. According to Kusuma and Putri (2013), language learners, especially those at the beginner level, are likely to rely on the conversational structures and discourse patterns found in the dialogues as a means of instruction, a method of learning about how native English speakers operate in that language. Moreover, Nguyen et al. (2021) agree that students must not only become aware of different communicative norms for a variety of communication contexts, but they must also learn communication strategies because the conversation model in the textbook is used to present language input and can be used as a tool to explore and learn communication strategies. Therefore, communication strategies in textbook conversation models are required. Besides, Johan (2021) stated that incorporating communication strategies into the textbook may give students the opportunity to properly implement communication strategies. In conclusion, learners tend to learn and imitate what the textbook provides. As a result, introducing learners to communication strategies in the textbook's conversational model is required to provide input and awareness of communication strategies in order to support students in developing communication competence and achieving successful communication.

Many researchers have conducted studies in this field due to the importance of communication strategies for English language learners. However, most researchers more focused on conducting studies of how communication strategies are employed orally by learners or teachers, with only a few looking at how communication strategies are incorporated in textbooks, which can give learners exposure to communication strategies and allow them to work with them, that can also help learners improve their communication competence, especially when confronted with a communication problem, where they may benefit from having more options and alternatives. In addition, prior researchers who investigated communication strategies included in Indonesian textbooks discovered that communication strategies are not adequately presented in the textbooks. For example, Rukmini (2009) discovered only 4 out of 32 speaking models that employ communication strategies in an EFL textbook published by Semarang Municipality. Despite the fact that four of them are well implemented, the presence of a communication strategy in the model text is insufficient. Then, a study conducted by Johan (2021) that examined a textbook widely used by Indonesians, namely "*Bahasa Inggris*" published in 2008, found no communication strategies employed in the textbook.

Aside from the reasons stated above, English is emphasized on the most recent curriculum used, namely curriculum 2013 (K13), to become a language of international communication (Widiati et al., 2018). Hence, to meet the goal, students must have good communication competence. Furthermore, communication strategies in most recently updated Indonesian EFL textbooks which follow the curriculum change and the goal of the curriculum have not been investigated yet. Hence,

in light of this, the researchers intend to examine whether or not updated Indonesian textbooks cover and provide communication strategies. Examining whether or not communication strategies particularly achievement strategies are incorporated in the textbook is thus necessary to ascertain whether or not the book is still worth to be used by students. Moreover, the current study looked at two updated books that were released in response to curriculum changes which are “*Bahasa Inggris*” by Kemendikbud and “Contextual English” by PT. Tiga Serangkai. These books were chosen because they are widely used in Indonesian schools. According to Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 51 Tahun 2014 (2014), the textbook “*Bahasa Inggris*” is used as the English subject textbook in the national curriculum. Therefore, many schools, particularly public schools, use them. Furthermore, “Contextual English” is published by one of Indonesia's largest school book (textbook) publishers namely PT. Tiga Serangkai. According to Hastuti (2019), PT. Tiga Serangkai is one of the top three national scale publishers in Indonesia and according to Rudatiningtyas (2011), the book by PT. Tiga Serangkai has become a reference for Indonesian students, and it has reached thousands of Indonesian schools and bookstores. Implying that, textbook by PT. Tiga Serangkai is a popular complementary textbook in Indonesian schools. Complementary textbooks, according to Peraturan Pemerintah tentang Peraturan Pelaksanaan Undang-Undang Nomor 3 Tahun 2017 tentang Sistem Perbukuan (2019), are textbooks that contain material that expands, deepens, and completes the primary material in government-produced student books. As a result, these research questions were proposed 1) What communication strategies (CSs) are included in the conversation models in textbook “*Bahasa Inggris*” by Kemendikbud and “Contextual English” by PT. Tiga Serangkai? 2) How are communication strategies (CSs) included in the conversation models in textbook “*Bahasa Inggris*” by Kemendikbud and “Contextual English” by PT. Tiga Serangkai?

The current research examined the communication strategies in the textbook using a framework by Nakatani (2005). Nakatani compiled a set of core strategies based on traditional principles and classified them into two groups: achievement strategies and reduction strategies. The achievement strategies are associated with active skills in adjusting and maintaining communication, whereas the reduction strategies represent students' negative actions to avoid resolving communication breakdown. Achievement strategy was the only strategy used to analyze the two textbooks because it is an active skill in which the speaker finds a way to communicate their meaning, which allows learners to actively use and practice their skill, allowing them to improve their communicative skills. Whereas the other subcategory, reduction strategies, demonstrates negative action in which the speaker attempts to avoid resolving communication difficulties. This latter strategy is irrelevant to the current study because the researchers attempted to investigate communication strategies that can assist learners in improving their communicative competence. Therefore, reduction strategies were not included in this study to examine the data. According to Nakatani (2005), there are six types of Achievement strategy, namely help-seeking, modified interaction, modified output, time gaining, maintenance strategy, and self-solving strategy. First, help-seeking, as stated in Nakatani (2005), in this strategy, the speaker asks for assistance from the interlocutor when they face difficulty, either directly or indirectly. Help-seeking consists of two types which are appeal for help and asking for repetition. Furthermore, according to Nakatani (2005), when requesting assistance from an interlocutor to overcome difficulties caused by a lack of proficiency in the target language, an appeal for help is used, for instance, “I’m sorry, I don’t understand”. On the other hand, Nakatani (2005) stated that asking for repetition is employed when the participant did not hear or comprehend the interlocutor's utterance, for example “I beg your pardon?”. Second, Modified interaction, based on Nakatani (2005), a modified interaction strategy means the speaker sends negotiation cues to solve communication issues. This strategy has three subcategories: confirmation checks, comprehension checks, and clarification requests. First, confirmation checks are used when the speaker wants to ensure that the speaker has correctly apprehended the interlocutor's utterance, for instance, “You mean there is no bargain tour?” (Nakatani, 2010, p. 121). Second, comprehension checks are used to ascertain whether the listener has correctly comprehended what the speaker has conveyed, for example, “You see what I said?” (Nakatani, 2010, p. 121). Third, clarification requests are used to

ask for more explanation when the speaker does not fully comprehend something, for example “What does it mean?” (Nakatani, 2010, p. 121). Then, the third strategy is modified output. According to Nakatani (2005), modified output strategy seeks to increase understanding between the two parties and keep the conversation going by changing the initial utterance in response to the negotiation signals of the interlocutor. Speakers are more likely to use specific grammar structures in their own different ways when using this strategy, enhancing their interlanguage abilities. Moreover, based on Nakatani (2005), the following is an example of modified output:

Customer (student): “10 o’clock? I heard 9 o’clock.”

Travel agent (interviewer): “Which one? Pardon?”

Customer: “I heard the flight time is 9 o’clock” (Nakatani, 2005, p. 81).

The fourth strategy is time-gaining. As explained by Nakatani (2005) this strategy used when a speaker has difficulty expressing their idea, time-gaining strategies buy time to think while keeping the conversation going instead of giving up the communication. These strategies are divided into two categories: fillers and filled pauses. As stated by Nakatani (2005), to gain time in fillers, the speaker uses filling words such as “Well...” and “let me see...” and in filled pauses, the speaker uses mumble sounds such as “Oh. . . , emm. . , etc.” The fifth strategy is maintenance strategy. According to Nakatani (2005), there are two maintenance strategies: active response and shadowing. Giving positive remarks or attempting to engage in other conversational maneuvers is referred to as providing active response, and Nakatani (2010) provides examples of providing active response as “I see” and “sounds good.” Moreover, Shadowing, as explained by Nakatani (2005), is the act of repeating the interlocutor's utterance entirely or partly to demonstrate that the listener has grasped the matter, for example:

Travel agent (interviewer): “We have a bargain tour for four days.”

Customer (student): “Four days. Ah. . . ok” (Nakatani, 2005, p.82).

Then, the last strategy is self-solving strategies, according to Nakatani (2005), it is when a speaker has difficulty maintaining interaction and attempts to resolve the problem without the help and support of their interlocutor, they employ self-solving strategies. These strategies involve paraphrasing, approximation, and restructuring. According to Nakatani (2005), paraphrasing is a technique for describing words with various terms, such as listing the characteristics of the target expression or elaborating on it with other words, for example “I want to use ... traveler’s paper money” (Nakatani, 2010, p. 122), in here the speaker uses the term paper money instead of check. Then, the approximation is the use of a different phrase that is semantically related or similar to the target word, such as the speaker uses the term start instead of departure. “What is time for my start?” (Nakatani, 2010, p. 122). Finally, restructuring is the use of a different phrase to convey the desired message when the speaker is unable to complete a sentence. Here is the example of each strategy according to Nakatani (2010), for instance, “Do you any ... Do you have any information?” (Nakatani, 2010, p. 122).

2. Method

2.1. Research Design

Content analysis was used in this study because the researchers gathered the data for this study from textbooks. This analysis was carried out to examine the textbooks' material, specifically the conversation models, to evaluate whether or not it provides authentic communication strategies. G. Manimozhi & Srinivasan (2021) define content analysis as the investigation of the presence of specific words or ideas in a text or collection of texts. Additionally, G. Manimozhi & Srinivasan (2021) also stated that in content analysis, researchers collect data on the frequency, associations, and meanings of these words and concepts to conclude the information contained in the texts. Initially the researcher gathered the data from two Indonesian EFL textbook, then the researcher collected the conversation models presented into pdfs. Next, she analyzed the data using a table instruments and classified the data to answer the research questions. The researcher then presented the findings using charts and tables. Besides, the researcher verified the research using data triangulation.

2.2. Research Instrument

In this current study, the researchers collected data using a table as the instrument. The table assisted the researchers in organizing the data, making it easier to analyze the data. This table was divided into three columns: one for the types of communication strategies, one for the subcategories of communication strategies, and one for the sentence(s) containing a communication strategy.

2.3 Data Collection

To collect data for this study, the researchers analyzed the data from Bahasa Inggris and Contextual English book by reading the textbooks before selecting conversational models from the two textbooks. The researchers then combined the conversation models from each textbook into two separate PDF files. Moreover, the researchers performed close reading to fully understand the text while identifying the word/clause that implies communication strategy in the data, where selected keywords fell into defined categories. According to the National Governors Association Center for Best Practices and the Council of Chief State Schools (2010, as cited in Eppley, 2019), close reading is reading a text carefully to identify explicit meaning in the text and draw logical conclusions from it. Close reading also involves citing specific textual evidence to support inferences drawn from a text when writing or speaking. Finally, when a keyword indicates one of the six types of CS, the researchers color-coded it with a specific color based on the type of communication strategy it represents and put it in the table's instrument. A different color code represents every type of communication strategy:

- Blue – help seeking
- Green – modified interaction
- Yellow – modified output
- Purple – time-gaining
- Orange – maintenance
- Grey – self- solving strategies

The six types of communication strategy were one of two sub-categories of communication strategy proposed by Nakatani (2005), namely achievement strategies. Achievement strategy was the only subcategory used in this current study, as the other, which was the reduction strategy, shows speakers' unfavorable reaction to the breakdown they experience, where the speaker tends to avoid resolving communication difficulties that will not help them achieve better communicative competence. As a result, reduction strategies are irrelevant to the current study as the researcher attempted to investigate communication strategies that can assist learners in improving their communicative competence. The

researchers then used Microsoft Excel to create a table that organized the text that contains communication strategy with its type of communication strategy.

2.4 Data Analysis

This study aims to see whether or not communication strategies are presented in the conversation models in textbooks and how communication strategies are presented in the conversation models in textbooks. After the researchers collected the data, the researchers analyzed data from two textbooks separately. Initially, the researchers did further close reading on the data to determine which lexical item(s) signifies communication strategy while taking notes to construct the analysis based on the data obtained. For example, "I beg your pardon?" indicates that the participant did not hear or understand the interlocutor's utterance and thus requested a repeat. The researchers performed another close reading to determine whether or not it correctly implements the CS. To analyze and organize the data, the researchers then descriptively transferred the data from Microsoft Excel to Microsoft Word, and some headings were created in Microsoft Word for the analysis. In this step, the researchers analyzed the word/clause identified as a communication strategy with the communication strategies classification, particularly achievement strategies proposed by Nakatani (2005), and described it. Then, if the communication strategy is well implemented, it is left on the table. However, if the communication strategy is not correctly implemented, it is removed from the table. Finally, the communication strategies discovered were ordered from most frequently used to least frequently used.

3. Results and Discussion

3.1. Results

The findings of this study are based on an examination of communication strategies used in two Indonesian Local English books for twelfth grade students, *Bahasa Inggris* by Kemendikbud and Contextual English by Platinum. Nakatani's framework is used in this analysis of communication strategies. According to the data analysis, Contextual English serves more conversational models and has more communication strategies than *Bahasa Inggris*. Furthermore, the types of communication strategies used in contextual English are more diverse, from the six types of communication strategies; Contextual English employs five strategies, whereas *Bahasa Inggris* employs only three strategies. The data is summarized in the two charts below.

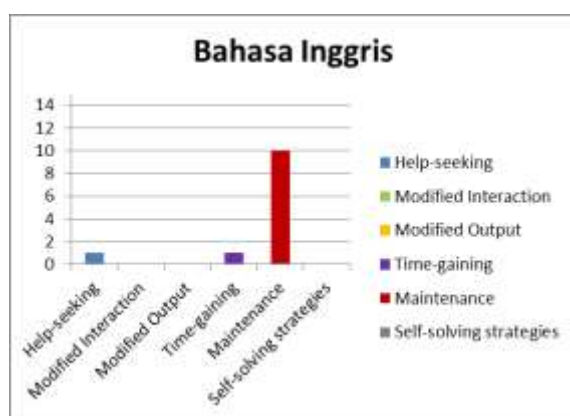


Fig. 1. Data of *Bahasa Inggris* Textbook

The data from the first book being analyzed show that 12 communication strategies were discovered out of a total of 21 conversation models found in the textbook; moreover, the book only offers three types of communication strategies out of six strategies, which are time-gaining strategy, maintenance strategy, and help-seeking strategy. From the data it can be seen that the most frequent used strategy was maintenance strategy, which made an appearance of 10 times out

of 12 communication strategies. While, time-gaining and help-seeking appear only once. Providing active response was used in the maintenance strategy, fillers were used in the time-gaining strategy, and appeal for help was used in the help-seeking strategy.

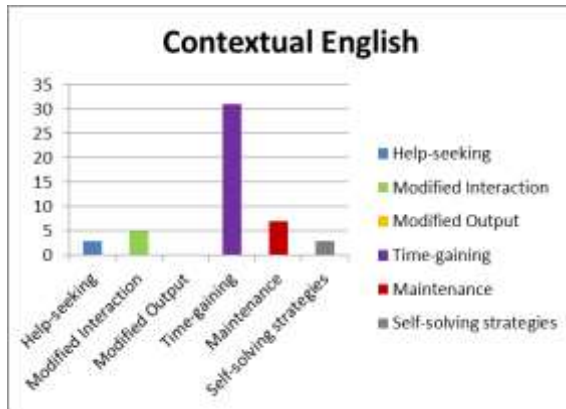


Fig. 2. Data of Contextual English Textbook

From the data, 48 communication strategies were found in a total of 68 conversation models in Contextual English. From the chart above it can be seen that time-gaining strategy was the most frequently used strategy in the textbook, appearing 31 times out of the 48 communication strategies discovered. Other strategies used in the textbook are modified interaction, maintenance, help-seeking, and self-solving strategies, which appear 5, 7, 3, and 3 times, respectively. Fillers were used frequently in the time-gaining strategy, whereas filled pauses were only used three times. In the maintenance strategy, asking for repetition and shadowing were used. Then, in modified output, clarification request was the only subcategory used in this strategy. Finally, in the help-seeking strategy, paraphrasing and approximation were used.

In conclusion, the two textbooks under evaluation provided communication strategies in their conversational models. Communication strategies were found in greater numbers in the Contextual English textbook than in the *Bahasa Inggris* textbook. The number of communication strategies found was also affected by the number of conversation models in the textbook, with *Bahasa Inggris* having fewer conversational models than Contextual English. Furthermore, while neither textbook includes all six types of communication strategies, those found in Contextual English were more diverse than those found in *Bahasa Inggris*.

3.2. Discussion

The analysis found that both textbooks served communication strategies in their conversational models. Each communication strategy from two textbooks was grouped under one heading in separate tables, with explanations provided below the table. Furthermore, the headings were arranged in descending order from the most commonly used communication strategy types to the least commonly used communication strategy types. The following are the findings:

- Time-gaining

Both textbooks contained time-gaining strategy. The speaker uses Time-gaining when they need time to think but want to keep the conversation going and maintain conversation when they are having difficulty expressing their meaning. It can be seen in textbook 1 that there is only one time-gaining strategy used, which is fillers. Furthermore, in textbook 2, time-gaining is used 31 times out of the total 48 communication strategies discovered, and it uses both fillers and filled pauses as a strategy to gain time to think. The data below are the samples of the whole actual data.

Table 1. Time-gaining in *Bahasa Inggris* textbook (Book 1)

Subcategory	Conversation
Fi llers	Conversation 1 Dr. N: “Oh, I am sorry to hear that. What’s the problem?” Fafa: “My stomach hurts terribly. I think I have fever as well. “ (Widiati et al., 2018, p. 4).

Table 2. Time-gaining in Contextual English textbook (*Book 2*)

Subcategory	Conversation
Fillers	Conversation 1 Sofia: “Really? That’s interesting. How can that happen?” Tom: “ Well , people are fed up with all the problem of city life, I suppose . . .” (Sugeng et al., 2019, p. 15).
Filled pauses	Conversation 2 I: “Why do you want to be one?” C: “ Mm ... mm . Why...” (Sugeng et al., 2019, pp. 72- 73).

Other than filled pauses, as shown in the table above, fillers were the only strategy used in book 1 and were used frequently in book 2. Using fillers means that the speakers used filling words such as I think, well, you know, and so on at the beginning of their utterance before conveying the intended message or in the middle of their utterance to gain time and fill the gap when they are thinking. In book 1, excerpt 1, for example, the speaker was using fillers in the middle of their utterance; they wanted to add their message, so instead of leaving a blank in their utterance, they added 'I think' before continuing their words. Furthermore, in book 2 excerpt 1, we can see that the speaker was using filler at the beginning of their words to fill the blank before beginning their intended meaning when they were not yet ready with their words. It also signals the listener that the speaker has something to say. Filled pauses, on the other hand, were only found in textbook 2, but they can also be placed at the beginning or middle of one's words, where instead of abandoning the conversation, speakers use eee.. or ummm.., or any mumble sound that fills the gap and signals the listener that the speaker has something to say, where it also allows the speaker to continue on their words. As seen in book 2 excerpts 2 the speaker uses mmm.. to fill the gap when they were thinking.

- Maintenance Strategy

When the speaker gives an active response to the interlocutor or when the speaker shadows the interlocutor's utterance, it indicates a maintenance strategy. The maintenance strategy was shown 10 times in book 1, making it the most frequently used strategy in book 1. It was also demonstrated seven times in Book 2 by using active response and shadowing. The samples of the whole actual data are shown below.

Table 3. Maintenance Strategy in *Bahasa Inggris* Textbook (*Book 1*)

Subcategory	Conversation
Providing active response	Conversation 1 Dhea: “Have you heard that the due date for the final project is extended?” Riza: “No, is it true?” Dhea: “Yes, it will be due next month.” Riza: “ That's wonderful! I haven't even started yet.” (Widiati et al., 2018, p. 5).

Table 4. Maintenance Strategy in Contextual English Textbook (*Book 2*)

Subcategory	Conversation
Providing active response	<p>Conversation 1</p> <p>Tom: “What do you mean how bad? As far as I know, we don’t have this problem. In big cities, people are moving out to the country, instead.”</p> <p>Sofia: “Really? That’s interesting. How can that happen?” (Sugeng et al., 2019, p. 15).</p>
Shadowing	<p>Conversation 2</p> <p>I: “No, no. well, you want to participate in the development of our . . .”</p> <p>C : “Yes, Ma'am. Yes. I want to participate in the development.” (Sugeng et al., 2019, p. 73).</p>

The excerpts above show examples of maintenance strategy being used in conversation. In the case of providing active response, as seen in the excerpts above, the speaker attempts to involve their interlocutors appropriately in order to develop their interaction meaningfully by showing interest in the interlocutor's utterance and demonstrating that they understand what the interlocutor is saying by giving active reaction. This strategy is indicated by the speaker's positive comments or conversation gambits, such as simple short utterances like "yes" or "no" and/or any positive comments such as "that sounds great", "that's wonderful", etc. the example of providing active response can be seen as in excerpt 1 of book 1

Dhea: “Have you heard that the due date for the final project is extended?”

Riza: “No, is it true?”

Dhea: “Yes, it will be due next month.”

Reza: “That's wonderful! I haven't even started yet “ (Widiati et al., 2018, p. 5).

Furthermore, as Nakatani explains, shadowing is used to demonstrate the listener's understanding of the key issues in order to maintain or develop the conversation, so that it does not become one-sided when the speaker is unsure how to respond to the interlocutor, as in book 2, excerpt 2, where the speaker tries to give the interlocutor a sign that they understand the key point when they were previously unsure what to think.

I: “No, no. well, you want to participate in the development of our . . .”

C: “Yes, Ma'am. Yes. I want to participate in the development” (Sugeng et al., 2019, p. 73).

- Modified Interaction

To cope with communication problems, modified interaction strategies entail giving a sign for negotiation (Nakatani, 2005). These strategies are divided into three subcategories: confirmation checks, comprehension checks, and clarification requests. This strategy did not appear in book 1 but did appear five times in book 2, but the clarification requests were the only subcategory available. The data below are the samples of the whole actual data.

Table 5. Modified Interaction in Contextual English Textbook (*Book 2*)

Subcategory	Conversation
Clarification requests	<p>Conversation 1</p> <p>C: “How bad is urbanization back in your country?”</p>

- I: **“What do you mean how bad?”** As far as I know, we don't have this problem . . .”
(Sugeng et al., 2019, p. 15).

The excerpt above shows that the speaker does not fully comprehend the interlocutor's utterance and thus requests an explanation to fully comprehend something. In this situation, the speaker can use clarification requests to ensure their understanding towards the partner's intended meaning by negotiating for additional explanation on something to ensure mutual understanding, so they can continue the conversation by signaling the difficulties to the partner.

- Help-seeking

Help-seeking refers to requesting assistance from an interlocutor in order to solve a communication problem. According to Kim (2010), help-seeking strategy is an important skill for students learning to communicate in a foreign language because it allows them to solve many problems caused by their lack of knowledge of the target language. Book 1 contains one help-seeking strategy, which was an appeal for help, whereas Book 2 contains three help-seeking strategies, two of which were appeals for help and requests for repetition. The samples of the whole actual data are shown below.

Table 6. Help-seeking in *Bahasa Inggris* Textbook (*Book 1*)

Subcategory	Conversation
Appeal for help	Conversation 1 A: “Do you know what text structure is used in the text about how to make chocolate dipped strawberries above?” B: “It's a sequential text structure “ (Widiati et al., 2018, p. 114).

Table 7. Help-seeking in Contextual English Textbook (*Book 2*)

Subcategory	Conversation
Appeal for help	Conversation 1 C: “I want to join because this is a good university.” I: “Mm ... mm. what did you mean?” (Sugeng et al., 2019, p. 72).
Asking for repetition	Conversation 2 C: “I want to join because this is a good university.” I: “Mm ... mm. what did you mean?” C: “What?” (Sugeng et al., 2019, p. 72).

Appeal for help as shown in the excerpt of book 1 is used when the speaker does not know or does not recall some words, structure, and/ or idioms thus they asked the interlocutor's help to aid the shortfall.

A: “Do you know what text structure is used in the text about how to make chocolate dipped strawberries above?”

B: “It's a sequential text structure.” (Widiati et al., 2018, p. 114).

Moreover, asking for repetition is used in when the speaker needs to clarify or comprehend what they heard because sometimes someone utters a word or a phrase we do not know, speaks a little too fast, or mumbles which can lead us to face communication breakdown and asking for repetition may help us understand on what the other person said to continue negotiations. For instance in the excerpts 2 book 2 the speaker asking for the interlocutor to repeat the utterance to comprehend the key idea so that the interlocutor can restate and clarify it, which can make the speaker able to keep the conversation going instead of abandoning it.

- Self-solving Strategies

In the self-solving strategy, instead of seeking assistance from the interlocutor, the speaker uses relevant linguistic items or expressions to solve their problem on their own. They can accomplish this through paraphrasing, approximation, and restructuring. These strategies appear three times in Book 2 but not in Book 1. In the three appearances, paraphrasing was used twice and approximation was used once. The data below are the samples of the whole actual data.

Table 8. Self-solving Strategies in Contextual English Textbook (*Book 2*)

Subcategory	Conversation
Paraphrasing	Conversation 1
	Tom: “Take my dad, for example. He’s kind of person who is not easily provoked by all these technological stuffs. You may not believe me. He hasn’t even got a cell phone.”
	Nita: “Gee, why’s that?”
	Tom: “Well, he wants privacy, first of all. He doesn't want to be annoyed by all the ringing of the thing . Often times, other people are disturbed too.” (Sugeng et al., 2019, p. 117).
Approximation	Conversation 2
	Sofia: “Say, how would you react when a strong country attacks?” Ben: “That depends. . . I like it, you know, when jets loaded with bombs are raiding the enemy quarter. You know, it makes you feel like ... wow .” (Sugeng et al., 2019, p. 186)

The first excerpt demonstrates how the speaker used paraphrasing to complement their utterance when they did not know the right term for their intended meaning. Paraphrasing means that someone described or explained the meaning or function of the target expression, such as 'by all the ringing of the thing' instead of 'by all (phone) notifications sound' in the excerpt one. Then, as shown in excerpt 2, approximation means that someone is using an alternative utterance that may not express exactly what it means, such as 'wow,' to aid their meaning, which stands for something astounding.

4. Conclusion

This study aims to answer two research questions whether or not communication strategies are included in conversation models in EFL textbooks and how they are included in the textbooks. The questions were raised to ascertain if the book is still worth being used by the students or not because communication strategies are said to be a crucial skill for language learners to help them

overcome communication breakdowns in speaking the target language and textbooks, particularly conversation models, are supplementary materials that learners use as examples of how to use and function the language correctly. To find out about this, research has been conducted on two Indonesian EFL textbooks for twelfth grade published by well-known publishers and analyzed the data using Nakatani's framework of achievement strategies. The findings are summarized below.

The two textbooks contain communication strategies. The *Bahasa Inggris* textbook contained 12 achievement strategies, while the Contextual English textbook contained 48 achievement strategies. According to the investigation's findings, the Contextual English textbook provided more variety in how to use achievement strategies. In the time-gaining strategy, for example, *Bahasa Inggris* (book 1) only provided the strategy using fillers. In contrast, Contextual English provided the two subcategories of time-gaining strategy, fillers and filled pauses. Furthermore, the number of communication strategies found in each textbook was affected by the number of conversational models available; the Contextual English textbook has more conversation models than the *Bahasa Inggris* textbook; therefore, the book has more communication strategies than the other.

Furthermore, neither textbook covered all six types of Achievement strategies of communication strategies. The *Bahasa Inggris* textbook only covered three of the six available types, namely time-gaining, maintenance, and help-seeking, with only a few subcategories. In this textbook, the only subcategory used in the time-gaining strategy was filler, the only subcategory used in the maintenance strategy was the active response, and the only subcategory used in the help-seeking strategy was the appeal for help. On the other hand, Contextual English covered five available types: time-gaining, maintenance, help-seeking, modified interaction, and self-solving strategy. Although this book offered a broader range of communication strategies and more options for implementing the strategies (subcategory) than *Bahasa Inggris*, the distributions of the subcategories were uneven. Fillers were used more than filled pauses in the time-gaining strategy; shadowing appeared only once in the maintenance strategy while providing active response appeared six times; appeal for help appeared only once in the help-seeking strategy while asking for repetition appeared twice; and finally, in the modified interaction strategy, this book only uses clarification request out of the three available subcategories.

The findings suggested that textbook designers should create materials that include communication strategies in the conversational model in a textbook and emphasize more the type of the strategies being used, as well as ensure that the presence of each strategy is balanced so that students are aware of many options in how to use communication strategies to help them in speaking, especially when facing difficulty, for them to achieve successful communication and better communication competence. Moreover, language teachers or instructors should be aware of communication strategies and master how to use and work with communication strategies so that when communication strategies are found in textbooks, teachers can let students know and explain to them what communication strategies are and how to use them, making students aware of it and learning how to use it to help them learn and use the target language.

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