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## Communication Strategy on Students' Written Arabic Text

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### ABSTRACT

The purpose of this study was to describe how the communication strategy in student's written text which included paraphrasing strategies, borrowing strategies and avoidance strategies. This research was a qualitative research with a socio-psycho-structural approach. The research data were verbal data in the form of data: (1) written fiction narrative, (2) interview transcription, and (3) observation notes. The data were analyzed by interactive analysis by Tarone's communication strategies. The result of the research showed that in solving the communication problem, Arabic language learners used the strategy based on the language between the Indonesia or the Javanese language, by generalizing the forms, creating paraphrases, creating words, and reconstructing sentences. Some of the communication strategies which were employed by learners were: (a) paraphrasing strategies, (b) borrowing strategies, and (c) avoidance strategies. Paraphrasing strategies were implemented through approximation techniques, creating or substituting word coinage, and using circumlocution. Borrowing strategies were done through the use of literal translation strategies, code mixes, requests for help, and use of mimic or gestures. Avoidance strategy was used through the process of avoidance of the use of language phrases that had not been properly mastered or avoid certain topics that would complicate the speaker in expressing the purpose of the speech.

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### Keyword

Communication Strategies, Students, Written text

### مستخلص البحث

كان الغرض من هذه الدراسة هو وصف كيفية استراتيجية الاتصال في النص المكتوب لدى الطالب التي تتضمن استراتيجيات إعادة الصياغة واستراتيجيات الاقتراض واستراتيجيات التجنب. كان هذا البحث بحثاً نوعياً بمدخل اجتماعية نفسية هيكلية. كانت بيانات البحث عبارة عن بيانات شفوية على شكل بيانات: (1) رواية خيالية مكتوبة، (2) نسخ مقابلة الملاحظة، و (3) الملاحظات. تم تحليل البيانات من خلال تحليل تفاعلي بواسطة استراتيجيات الاتصال في Tarone. أظهرت نتيجة البحث أنها في حل مشكلة الاتصال، استخدم متعلموا اللغة العربية الاستراتيجية القائمة على اللغة بين اللغة الإندونيسية أو الجاوية، من خلال تعميم الأشكال، وإنشاء إعادة الصياغة، وإنشاء الكلمات، وإعادة بناء الجمل. بعض استراتيجيات الاتصال التي استخدمها المتعلمون هي: (أ) استراتيجيات إعادة الصياغة، (ب) استراتيجيات الاقتراض، و (ج) استراتيجيات التجنب. تم تنفيذ استراتيجيات إعادة الصياغة من خلال تقنيات التقريب، وإنشاء أو استبدال نقود الكلمات، واستخدام الإحاطة. تم تنفيذ استراتيجيات الاقتراض من خلال استخدام استراتيجيات الترجمة الحرفية، ومزيج الكود، وطلبات المساعدة، واستخدام التقليد أو الإيماءات. تم استخدام استراتيجيات التجنب من خلال عملية تجنب استخدام العبارات اللغوية التي لم يتم إتقانها بشكل صحيح أو تجنب موضوعات معينة من شأنها أن تعقد وتصبح المتحدث في التعبير عن الغرض من الكلام.

استراتيجيات الاتصال، نص مكتوب، طلاب

كلمات أساسية

## INTRODUCTION

Communication skills are closely related to the ability to solve problems, it is very much needed related to communication skills in this 21st century era, this is in accordance with the results of Makiyah's research; Easy; Sulistyaningsih; Susanti (2021) which states that there is a significant relationship between communication skills and problem solving skills.

Some of the communication strategies by learners according to Tarone (1983) are (a) paraphrasing strategies, (b) borrowing strategies, and (c) avoidance strategies. The use of communication strategies in language activities is a positive thing for learners not to stop or avoid language activities. A communication strategy is a tool or medium that can help the acquisition and learning of a second language.

Hayes's (1996) study of the cognitive processes described in the interpretation of certain texts and texts in general states that second language writers have more difficulty due to their limited language proficiency. Accordingly, Weigle's (2004) research finds that the second language writer is having difficulties due to the limitations of the language aspect, and lack of understanding of the social cultural aspects of the second foreign languages studied. The author does not understand the various functional language expressions that can be applied in writing.

This study supports Hayes and Weigle's research on the difficulties that many finds in second-language learners for lack of understanding of various functional language expressions. What distinguishes this research from Hayes and Weigle's research is on the limitation of socio-cultural reviews. The study was directed to the inherent habits of the subject as speakers of the Indonesian language that influenced the appearance of written language of the second language learner.

The results of the research by Yuzparizal, et al (2018) stated that both male and female students used 10-12 communication strategies in spoken language activities, and they stated that communication strategies really helped them in communicating spoken language. The results of this study focus on the use of communication strategies in spoken language, while this study focuses on written communication.

Along with the times, 21st century students' skills are trained to know how to communicate effectively. Because by being able to communicate effectively, students can compete in the world of work. Effective communication is communication that is able to produce attitude change. Communication always involves humans both in intrapersonal, group and mass contexts. Communicating means the development of speech and language that has emotional and social content, namely how the communication session can take place reciprocally

(Septikasari, Resti & Frasandy, Rendy Nugraha.2018). Based on this background, this study aims to describe how the communication strategies used by students in their written texts

## METHOD

This research was conducted by qualitative descriptive research method. this research is conducted inductively descriptive. Researchers stand-by the data and describe it without isolating the phenomenon encountered. This is as stated by Bogdan & Biklen (1998) that the qualitative approach characteristics are (a) done in the natural setting, (b) data analysis is inductively descriptive, and (c) pay more attention to the process than the results.

Data communication strategy at the time of writing process is obtained from the interviews of students the subject of research and observation of the learning process of writing, as well as text analysis of student writing. Interviews are conducted outside the hours of the course so as not to interfere with the lecture, while the observation is done directly at the lecture in order to obtain authentic data about the strategy that emerged during the lecture process took place.

Broadly speaking, the data analysis process is grouped into 3 stages, namely data reduction, data presentation, and verification (Miles & Huberman, 1992). Data reduction is a process of selecting, simplifying, abstracting and transforming raw data. Presentation of data includes activities of classification, coding, matrix creation, and interpretation. Verification is an activity of interpreting, inferring, and checking the validity of the findings of this analytical technique combined with the performance analysis technique of Larsen et al. (1991).

Communication strategy data is identified and classified from data sources in the form of short stories written by students which are the final semester assignments for writing courses. The communication strategies used by students in writing are classified based on Tarone's theory of communication strategies which include paraphrasing strategies, borrowing strategies, and avoidance strategies. The three major strategies are then broken down into smaller types of strategies to be explained later based on the students' written performance data. To complete the data analysis of texts written by students, interviews were conducted with research subjects and observations during the writing learning process to obtain data on communication strategies that emerged during the lecture process.

## RESULTS & DISCUSSION

### Paraphrasing Strategies on Text

A paraphrasing strategy is a strategy for the formation of an alternative meaning which is the acceptable or acceptable language construct of a language, when the precise or precise construction of the construction is unknown. Paraphrasing strategies are implemented through strategies of estimating, creating or substituting words, and using explanatory sentences.

### Reconstruction of Words, Phrases, and Sentences

#### First Sentence

*Kaifa la: Nafis rajulun jami:lun*

*Fil ma:dli: Nafis rajulun chadlirun wa daiman fi naumiha: (kode I1-1-N-1)*

How not, Nafis is a handsome young man

In the past, Nafis was a man who was always present and appeared in his sleep.

In **first sentence** there is an expression which is the student's own reconstruction. The phrases which are student reconstructions are (a) *kaifa la: 'how not'*, and (b) *Nafis rajulun cha: dli:run wa daiman fi naumiha* 'Nafis is a man who is always present and appears in his sleep'. This expression is an expression that is not commonly used in Arabic sentence construction. Students use and reconstruct these sentences to express meanings that are not yet known precisely in Arabic. The first expression of the data when compared is thought to have the same meaning as the phrase: *La: 'ajaba, aw la: syakka Nafis rajulun jami:lun* 'not surprising or no doubt, Nafis is a handsome young man'. The second expression can be matched with the expression: *fil ma: dli, maza: la Na: fis hadlara fil yaqdhah wa fin naum* 'formerly Nafis was always present when he was awake or sleeping'.

### Descriptions

#### Second Sentence

*Ya: Fa:thimah, inna baiti: kabi:run wa jami:lun, wa anti la: yaju:zu (la:taju:zi) an tadhkula (tadhkuli:) baiti: liannaki miski:nah, ma: laki mala:bisu jami:lah wa sayya:rah gha:liyah, baaitun kabi:run wa ghoiru dz:lika (kode I2-2-N-28).*

O Fatimah, my house is big and beautiful, and you are not allowed to enter my house because you are poor, you do not have good clothes and luxury cars, big houses, etc.

**Second sentence** shows that to carry out written speech, students use communication strategies with descriptive strategies. In the data, it can be seen the description of the expression about the house of Fatimah's friend which stated that her house was big and nice, so that Fatimah who was poor, did not have clothes and a good car, did not have the right to enter the house.

The description process is an effort made by students to carry out their written speech, the effort is allegedly motivated by the student's desire to develop a fictional narrative written speech which in the data is in accordance with the theme of the story, which is about Fatimah's feud with a rich friend named Bint. This descriptive strategy is very good for developing fictional narrative writing, which in the process of telling requires story details and depictions of real characters 'showing don't telling'.

The description is a communication strategy used by the author through clarifying certain parts of the sentence expressed or clarified through the description of the whole sentence intent. A description strategy is an effort to make the speech more detailed and can be categorized as an effort to expand the word.

### Example Usage

Example usage strategies are used to clarify a speech. Examples can clarify a concept, a term, and a sense that is still vague meaning. Use of examples is an expansion strategy. Through the use of examples, the author wanted to explain to the reader background time fiction narrative.

Through the use of examples, the author wants to explain to the reader the setting of the fictional narrative as contained in [third sentence](#). In this sentence, the author describes examples of conditions and activities carried out by animals and humans in the morning and evening. The process of giving examples supports the continuity of speech to describe the background of the story clearly.

#### Third sentence

*Idza: asyroqol (asyroqotil) ardhu binu:ri robbiha:, wa thola'an naha:ru, ghorodath thuyu:ru wakhorojat min auka:riha: lil bachtsi 'an tho'a:miha. Wa kadza:likan na:su kullu wa:chidim minhum yadzhabu ila: 'amalihi. Fat tilmi:dzu ila: madrosatihi, wal muwadhofu ila: maktabihi, wat ta:jiru ila: dukka:nihi, wash sho:ni'u ila: mashna'ih, waal; falla:hu ila: chaqlihi. Wa 'indama: ya'til masa:u, ya'u:du kullu wachidin ila: baitihi liyastari:cha min ta'abil 'amali naha:ron baina ahlihi wa aula:dihi*

When the light of God shone on the earth, the day began to see birds chirping and coming out of their nests to look for food. Likewise, each man goes to work. Students go to school, employees go to their offices, traders go to the market, workers go to factories, and farmers go to their fields. And when the afternoon came, each one went home to rest with his family and children from the fatigue of working during the day.

### Defining

The [fourth sentence](#) below is the use of paraphrasing strategy with definition. The defining strategy is found in the narrative with the theme of ladunni science. This defining strategy is used by the author to maintain the

continuity of the writing which presents the debates that occur between the students and discusses the nature of ladunni science. The paraphrasing strategy through this definition is an attempt by the speaker to explain the utterance, especially to the expressions that the speaker believes are not clear.

#### Fourth Sentence

*Ma: huwa al-ilmu al-ladunni:? Wa man yastachiqquhu? Saala Fuad ....*

*Ya Fua:d, ha:dza: 'ilmun yahabu Allahu liabdihil mushtofa: bithori:qin sirriyyin wa bisababin khosh:shin*

What is ladunni science? Who owns it? Fuad asked.

Hi Fuad, knowledge of ladunni is knowledge given by Allah to his servants who are chosen in a secret way and for a special reason.

### Synonym usage

The **fifth sentence** shows the use of synonyms shown in the form of the use of the word mas'alatan for a meaning that is actually more suitable for using the word musykilatan. In Arabic, these two words have the same meaning, but have different functions. Both words can be translated into Indonesian with the word problem or problem, but the word problem is not commonly used in Arabic sentences to convey the intended meaning.

#### Fifth Sentence

*Aljawwu fi: Lamongan la yakun masalatan (musykilatan) li Amanda:*

The air in Lamongan is not a problem for Amanda

In writing that made the subject of research found the use of words that are believed the author has the same meaning. This is the writer's attempt to get the talk through the estimating strategy.

### Use of Simile

Through the use of similes, the author can communicate and describe the physical and psychological conditions of the characters, which in **sixth sentence** the authors compare the faces of the characters with the brightness of the morning and the smile of the characters with the moon that illuminates the night.

#### Sixth sentence

*As-sama:u hadza ash-shoba:chu sho:fiyatan kawajhika...Ibtisa:muha: kal qomaril lati:*

*tunawwirul laila* The sky this morning is as clear as your face. ...His smile was like the moon shining through the night.

### Use of Personification

**Seventh sentence** shows the author's efforts in describing and presenting the characters in the story through the use of personification. Unlike other communication strategies that are used because of the author's inability to express certain sentences or expressions. The personification strategy is used by



the author to make the story interesting and make variations of the story. The use of this communication strategy with personification is an attempt by the speaker to clarify the utterance, or it can also be an attempt by the speaker to construct his own sentence using the personification strategy. The following is narrative data that uses personification.

#### Seventh sentence

*Saimas sacha:bush shoghi:ru mim mitsli tilkal charokah.... Huwa yuri:du an- yathi:ro churron ...sacha:bun kabi:run ja:a ilaihi waq taroba minhu...faqo:la lahus sacha:bush shoghi:ru madz'u:ron...faqo:la as-sacha:bush shoghi:ru: na'am sa a:khudzul 'ahda...ansas sacha:bush shoghi:ru wa'dahu...sami'as sacha:bush shoghi:ru shoutash sho'iqoh*

Little cloud is bored with such activities...he wants to fly freely...big cloud comes to him and approaches him...little cloud says to him while complaining...little cloud says: I will keep my promise...little cloud hears a voice thunder.

### Borrowing Strategy

A code-mixed borrowing strategy is a strategy used by borrowing words, phrases, or sentences from other foreign languages or author's first language. Borrowing strategies with requests for assistance are a strategy that learners do by consulting or expecting speech or reader partners to provide improvement and criticism of the communicating speech. The borrowing strategy by using mimic or gesture is a communication strategy to solve the problem of communication that only done by writer when using oral language.

This is in accordance with the results of research Purwijanti, et al (2017) which states that the strategy of borrowing English is also used by students of Indonesian students from the Philippines Magaskar. The Borrowing is used to bridge the communication gap between students and lecturers and among Filipino students with students from other countries.

Borrowing strategies found in the writings of subjects include borrowing strategies with literal translations, code mixes, and assistance requests. The three borrowing strategies are described below.

### Literal Translation Strategy

The **eighth sentence** shows the author's use of communication strategies through literal translation. The author in presenting the speech tries to translate words into Arabic sentences without realizing that the translation process cannot always be done verbally.

There are some Indonesian words that cannot be translated directly without changing the grammatical arrangement and the message of meaning intended by the context of the sentence. For example in data 8, the expression

in the data has the meaning that the speaker feels Nadia's behavior is strange so she says it is nothing.

Eighth sentence

*Nadia-Nadia mauju:d faqoth (ma: za:lat Nadia ta'malu 'amalan ghorib:ban)*

Nadia-Nadia is nothing

### Mixed Code Strategy

A code-mixed borrowing strategy is a strategy used by borrowing words, phrases, or sentences from other foreign languages or author's first language. Mix this code is a strategy the author uses when he is unable to use appropriate words, phrases, and sentences in the language learned.

The use of code mixed by the author is also intended to get a revision of the lecturer and other authors of the decoded expression. Mixed codes found in writing include the borrowing of Indonesian words, phrases and sentences and borrowing of foreign words, phrases, and sentences.

### Word, phrase and sentence borrowing strategy from Indonesia Language

The ninth sentence is a verse of a song whose contents are in accordance with the nuances of the heart of the main character in a fictional narrative written by students. The use of song expressions in [ninth sentence](#) is data on the use of Indonesian in student writing which can be interpreted that it is possible for students to use the song because they want to directly quote the original song lyrics from the Indonesian language.

Ninth sentence

You are the one I always adore

Turns out to be doubling me, betraying my love

I never imagined

You broke my heart, shattered my dreams

Leave me...

### Borrowing Strategies for Words, Phrases, and Sentences of a Non-Arab Foreign Language

The phrase *Cat Women* shows the use of English in fiction narrative writing. In addition to borrowing linguistic elements from Indonesian, the author also utilizes linguistic elements from non-English. Arabic foreign languages, which can include borrowing of words, phrases, and sentences. The foreign languages used by the research subjects are



### **English and Egyptian languages.**

This is in accordance with Tarone's statement (1983) that mixed code used by the author if between the language learned with the borrowed language has a resemblance or derived from a single family.

Borrowing strategies with requests for assistance are a strategy that learners do by consulting or expecting speech or reader partners to provide improvement and criticism of the communicating speech. From the observational note of learning in the class, it is found that the author performs this strategy through the process of (a) terminating the sentence before perfection, (b) writing the phrase with the original term, (c) asking about the use of certain vocabulary, expression or idiom, (d) or write a sentence by translating the meaning of Indonesian into Arabic word of speech, and (e) brainstorming (complementary between writers and lecturers). At the time of the learning process of writing narrative courses, the lecturer asked the author frequently to express certain sentences that fit the topic discussed. From the observation of the researchers found the writer stopped the speech if you feel cannot express a particular word, phrase or sentence. This termination is intended for the authors to get help from lecturers or other authors of unknown phrases.

This assistance request strategy is also found in written data in the form of writing words, phrases, or sentences from the Indonesian language or from other foreign languages. From the interviews with the authors obtained information that they deliberately use certain expressions with non-Arabic language in hopes of getting help in revealing new vocabulary or unknown phrases.

At the time of the learning process also found a request assistance strategy by asking about the translation of vocabulary, phrases, idioms, or certain sentences. The author notes the difficulties encountered at the time of writing the narrative and bringing to the class or inquiring during the consultation of individual end-writing counseling. Brainstorming strategy is also used frequently by lecturer's mentors writing at the time of the learning process. This strategy is used to train the author to use certain expressions by pointing the author one by one to express the sentence in accordance with the request of the lecturer.

### **The Strategy of Avoid**

Avoidance strategy is a strategy used by the author to avoid the problematic communication through the process of avoidance of the use of linguistic phrases that have not been mastered properly or avoid certain topics that would make it difficult for the author in expressing the intent. There are three methods of avoidance by the author and reflected in their written text, namely: (a) avoidance of the use of complex morphological forms, (b) avoidance

of the use of complex sentence structures, and (c) avoidance of variations in writing themes.

### Strategies for Avoidance of Complex Morphological Forms of Use

The tenth sentence shows the simplicity of the vocabulary used. The verbs used are *taskunu*, *tuwuffiyat*, *tanqushu*, *dzahaba*, *tajlisu*, and *ahabba*. From the six verbs used by the students, only two are verbs with affixes, namely the verb *tuwuffiyat* which comes from the verb *tsulatsi waffa*, and the verb *ahabba* which comes from the verb *tsulatsi habba*. The other verbs are basic verbs in the form of past tense 'fi'il madhi:' and present tense 'fiil mudhore'. The nouns used in the article are *qoryatin*, *shoghirotin*, *jami:latin*, *mar'atun*, *jami:latun*, *ismuha:*, *Nabil*, *hiya*, *abi:ha:*, *ismuhu*, 'Umar, *ummuha*, *Nabil*, *hiya*, *mar'atun*, *jami:latun*, *mujtahidatun*, *tho:'atun*, *abi:ha:*, *haya:tu*, *Nabil*, *masrurotun*, *syaian*, *yaumin*, *rojulun wasi:mun*, *qoryati*, *Nabi:l*, *tija:rotin*, *ismuhu*, *Alif*, *Nabi :l*, *hiya*, *baiti*, *abi:ha*, *Alif*, *Nabil*. Of the umpteenth nouns written by the students, all of them are vocabularies that are known in everyday life and have a simple structure. The noun consists of three root words with added feminine signifier elements *muannats* and pronouns.

#### Tenth Sentence

*Fi qoryatin shoghirotin wa jami:latin mar'atun jami:latun ismuha: Nabil hiya taskunu ma'a abi:ha: ismuhu 'Umar wa ummuha qod tuwuffiyat. Nabil hiya mar'atun jami:latun wa mujtahidatun wa tho:'atun biabi:ha:.. Chaya:tu Nabil masrurotun wala tanqushuha: syaian. Dza:ta yaumin dzahaba rojulun wasi:mun ila: qoryati Nabi:l litija:rotin ismuhu Alif wa nadhoro Alif Nabi:l chinama hiya tajlisu ama:mal baiti ma'a abi:ha wa fi chi:na dza:lika achabba Alif ila: Nabil* In a small and nice village there is a beautiful woman named Nabil she lives with her father named 'Umar her mother has died. Nabil is a beautiful woman and diligent and obedient to her father. Nabil's life is happy that he doesn't lack anything. One day a handsome man went to Nabil village to trade his name Alif and Alif saw Nabil when he (Nabil) was sitting with his father in front of the house, at that time Alif already liked Nabil.

In writing, the authors tend to use a simple patterned morpheme which consists of three elements or in Arabic is called tree verb *fiil tsulatsi* with vocabulary that has a meaning related to daily life. The effort is an attempt by the author while learning a foreign language to use a pattern of construction that has been understood in the hope that there will be no error in exposing vocabulary with certain patterns that have not been believed to be true.

### Avoidance Strategy Using of Complex Sentence Structure

The sentence used by the students on the written text varies, but the tendency to use simple sentences appears in some papers. The use of simple sentences as an option made possible is an attempt by the author to avoid using broad sentences in order to avoid mistakes. In addition, the tendency to use single sentences is also possible because the authors tend to use a lot of dialogue

texts to develop their narrative writing. The dialogue text is more likely to be economical in the use of the word chosen by the author. This is done because the text of the dialog is more interesting impression and can avoid reading saturation.

**Table 1. Forms Of Sentences Written by Students**

No	Sentence	Complex Sentence	non complex sententece	affirmati ve	Question	Positive	Negative
1	<i>Arruzzul maqliyyu thobakhothu bik Su:mi, thobbakhuna; ma: za:la: ladzi:dz!</i>	v		v		v	
2	<i>Uchibbuhu chubban jamman la:siyama ma: thobakhathu bik Sumi.</i>	v		v		v	
3	<i>Ar ruzzul maqliyyu! Hem...ladzi:dz un!</i>		v	v		v	
4	<i>Bik Su:mi min qoryati Sumber Pucung,</i>		v	v		v	
5	<i>Hiya zaujatu bang Umar busta:niyyuna:</i>		v	v		v	
6	<i>Laisa 'indahuma waladan (waladun);</i>		v	v			v
7	<i>Bik Sumi mahirun fith thobkhi</i>		v	v		v	

The seven sentences contained in table 1 consist of 2 complex sentences, 5 non complex sentences, 7 afirmatif sentences, 6 positive sentences and there is only one negative sentence. If we compare the sentence structure used, then there is a tendency that the writer uses more basic sentences than complex sentences and the writer uses more positive sentences than negative sentences.

### **Variation Avoidance Strategy Theme of Writing.**

In order to avoid language irrelevance, or to avoid uncovering certain sentences that are not properly mastered, the author avoids a particular topic or theme of writing which, when developed, requires many new vocabularies that have not been mastered by the author. The narration of fiction with the theme of love as much as 9 narration (30%), as well as fictional narrative with family theme

as much as 9 narration (30%). The narration of fiction with social theme is 3 pieces of narration (10%), as well as narration that raises the theme of accident as much as 3 pieces of narration (10%). Narrative fiction with the theme of Islamic boarding school life as much as 2 narration (7%), hobby theme, broken promise, and empire respectively as much as 1 piece of narration (3,3%). From the themes mentioned, the theme of romance and family is the most chosen theme. This shows that the theme of romance and family is the most easily developed theme.

A paraphrasing strategy is a strategy for the formation of an alternative meaning which is the acceptable language construct of a language, when the precise construction of the construction is unknown. Paraphrasing strategies are implemented through strategies of estimating, creating or substituting words, and using explanatory sentences. A paraphrase strategy by creating and substituting a word is a new word creation strategy that is the creativity of the author to communicate the desired concept, when the author does not find the right words or phrases in the language learned or to convey the intent to the speech partner. This strategy is also called creative word creation strategy. This strategy is a learner's effort to make the formation of lexical items as a creation by the author by choosing the conceptual characteristics of the lexical items of the language learned and incorporating them into the language system learned to be mastered. This strategy can also be rewriting sentences that have been spoken with different structures.

Based on the three strategies used in the paraphrasing strategy, seven paraphrase strategies are found in the text. The seven strategies are (a) reconstruction of words, phrases, and sentences, (b) descriptions, (c) use of examples, (d) definitions, (e) use of synonyms, (f) simile use, and (g) personification.

Reconstruction of words, phrases, or phrases in the form of the use of words, phrases, sentences with a pattern devised by the author to express a particular meaning. The words, phrases, and sentence patterns reconstructed by the author are less formal language. The tendency of this author's reconstruction phrase is a longer and less efficient pattern.

The description is a communication strategy used by the author through clarifying certain parts of the sentence expressed or clarified through the description of the whole sentence intent. Example use strategies are used to clarify a speech. Examples can clarify a concept, a term, and a sense that is still vague meaning.

Definition is one paraphrase strategy used by the author attempts to explain the meaning of a term, concept, or a particular expression. A paraphrasing strategy with this definition is not used by the author. This is

presumably because this definition process is less necessary in the construction of written text, which requires a lot of background description, character description, and presentation of events. The use of the word synonym is a strategy used and believed the author has the same meaning. This is the writer's attempt to get the talk through the estimating strategy.

Paraphrasing strategy with simile use is a strategy used by writer to explain speech through the use of comparative sentence. Simile is a comparison between two things or two things that do not always resemble essentially, using words like or like. Simile is used to make the speech clearer, more interesting, and more distinctive.

Through the use of simile, the author uses the fictional world as the background of reality or problem to be presented. Through the fictional world the reader can live reality and problems in concrete form. Touched by these problems is not just thoughts but also feelings and imaginations, so that the reader can respond with all of his personality.

The language in a story is processed in such a way that up to several sentences which, among others, can use simile, the writer can describe clearly and interesting an event. Through simile the author can communicate many messages through a solid language. The use of this dense language can help the author's communication to reveal clearer and more effective intentions. The paraphrase strategy using this simile supports the claim that the students' writing is part of the paper that contains the characteristics of written text that is the use of special language (Sumardjo & Saini 1991: 16).

Research data shows that the author has not maximized the simile. Simile use is a strategy to describe a speech that requires vocabulary mastery of many and varied. This is the cause of the simile has not been used optimally.

A paraphrase strategy with personification is a strategy used to bring the story character out of a dead object, so as if the character of the story is alive and can work. The use of personification is part of a paraphrase strategy with a view to varying the text and adding to the attraction of the story. The use of this personification strategy is not intended to overcome communication difficulties, as well as the use of other communication strategies. This communication strategy is only used by one author, so it needs to be increased again its use.

The strategies used by the authors show that the language reflected in their writing is an intermediate language that Selinker (1978) and Huda (1984) have four characteristics, namely the stability of errors over time, can be mutually understood by fellow writers of language between, the symptoms of fossilization appear, and there is a systematic intermediate language. This is in line with Tarone's (1980) opinion which states that the communication of learners who are in the intermediate language stage, uses various strategies to master the

necessary forms of speech, to express the intent, and achieve the success of the communication objectives.

Borrowing strategies found include literal translations, code mixes, and help requests. The use of this literal translation strategy is a tangible form of reduction strategy that many authors use in the early stages and will move on to achievement strategies if the author's mastery of the language studied increases (Ellis, 1986). Authors with limited language acquisition prefer to use reduction or achievement strategies based on the first language or more controlled languages. The writer with good language mastery will use the strategies based on the language learned (Bialystok, 1990).

This mixed-Borrowing strategy is consistent with the research of Werdiningsih (2007) which states that the strategy of using verbal forms includes (a) speech code switching which includes the use of Javanese words, phrases and sentences in communicating in the Indonesian language, (b) speech exposure through use of words, use of examples, use of sentence reconstructions and analogies, and (c) word creation and use of word/phrase parts, synonym usage, and word associations. Based on the results of interviews with the authors obtained an explanation that they use the expression of the Indonesian language or other languages with the intention of getting help improvement from lecturers or from other authors about the expression that they do not know. The authors state that they use Indonesian vocabulary, terms and phrases because they have not known the exact phrase for the terms in Arabic. Thus, they deliberately mixed the code to get additional terms and phrases that have not been known at the time of writing. This is in line with Robert's (1990) assertion that communication strategy serves as a medium to aid the acquisition and development of vocabulary and grammar.

Borrowing strategies especially done with requests for assistance are often done by authors with open personalities. As Ellis (1983: 183) argues that learners with an open personality will be able to use language freely, fearlessly wrong, and fear criticized, so they tend to use lending or achievement strategies.

The writing found in this study tends to use a simple patterned morpheme that is a morpheme consisting of three elements or in Arabic language called *fiil tsulatsi* with vocabulary that has meaning related to daily life. This is an attempt by the author to use a pattern of construction that has been understood in the hope that there will be no error in exposing vocabulary with certain patterns that have not been believed to be true.

Avoidance strategy is used by writers to facilitate the writing and convey the ideas effectively and can be understood by the partners said, but in reality, often the communication is not necessarily effective, and partners said cannot catch the message as intended by the author. The ineffectiveness of such



communication often occurs in the language learners who have not been able to master the language well studied. The difficulties of using the learned language can occur because of (a) difficulty in choosing meaning, (b) difficulty in choosing the form, and (c) difficulty in choosing the correct grammatical and communication rules (Varadi, 1983).

The avoidance strategy used by the students did not match the results of Aladin's research (2012) which stated that 6th grade students. At the religious high schools in Selangor are more likely to use an extensive strategy of achievement to increase their communicative attainment in Arabic than using avoidance strategies. It is possible because they are already at the top of the level that makes them more motivated to use more challenging strategies to try to use strategies that allow them to increase their language experience.

From the various titles and themes of writing that have been mentioned, some of the writing themes that are avoided by the writer is a paper that themed culture, moral, social economy, and science of technology. Avoidance of various themes, is possible because the author avoids the use of unknown vocabulary or aims to divert the theme of writing that they do not know well. This is in accordance with the results of research Hidayana, et al. (2014) which states that this avoidance strategy is also used by foreign students who are studying Indonesian language in addition they also use compensation strategy.

Communication strategy is a systematic effort which is a learner's effort to express meaning when he is unable to master the right system in the language learned. The communication strategy is a conscious effort to communicate the learners' minds when the structure of the learned foreign language is inadequate to convey meaning (Tarone, 1983).

This strategy implies how the speech of learners in the foreign language studied is influenced by the first language (Taylor, 1975), how learners simplify the lexicon (Blum & Levenstone, 1983), and how the steps the learners undertake to express certain concepts when not knowing the right words in the language learned (Tarone, 1983).

## CONCLUSIONS

Communication strategy used by the author in accordance with the characteristics of the genre of writing fiction narrative, sociological characteristics, and psychological character as the author. A communication strategy that fits the characteristics of fictional narrative writing is a much-needed description strategy for describing characters and backgrounds. Communication strategy that suits the sociological and psychological characteristics of authors is a paraphrase

strategy with reconstruction techniques of words, phrases, and sentences, lending strategies with literal techniques and avoidance strategies with techniques avoiding certain themes. As novice writers, students use reconstruction techniques of words, phrases, and sentences, the use of similes and synonyms and the use of strategies to ask for help as an effort to achieve communication goals. This achievement strategy is done by an open personality writer. Authors with this open personality do not feel burdened with the wrong construction they are doing. The avoidance strategy is done by a closed personality writer. Authors with a closed personality tend to avoid the vocabulary, phrase, sentence, and theme of writing simpler and in accordance with the environment around the student as the author. The research findings about this communication strategy show that the author has been working on various communication strategies without realizing that these efforts can facilitate the process of writing.

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