COMMUNICATION STRATEGIES USED BY THE ENGLISH LEARNERS OF SATURDAY DISCUSSION AT THE CENTRE FOR LANGUAGE AND CULTURE (CLC)

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Abstract
There are some factors influence someone in expressing the language, such as experiences, knowledge, age and cultural background. Yet, since the communication must go on with any limitedness, the learners should employ some strategies in order to keep holding communication. The strategies used in communication are identified as communication strategies. This present study analyses on an investigations into communication strategies used by the learners of Saturday discussion at the Centre for Language and Culture (CLC) Surabaya. The learners are the participants of Saturday Discussion at CLC Surabaya. In this study, the researcher wanted to find out kinds of communication strategies used by the learners, differences and similarities between young and adult learners in applying communication strategies, and how they apply communication strategies in their discussions. In her study, she applied communication strategies typology proposed by Tarone and Faerch and Kasper which consist of transfer from native language, overgeneralization, prefabricated pattern, overelaboration, epenthesis or vowel insertion, avoidance which can be subdivided into topic avoidance, semantic avoidance, appeal to authority, message abondanment and language swicth. Appeal to authority can be subdivided into paraphrase, word coinage, and circumlocution. Tarone, divided the communication strateies as formal reduction strategies, functional reduction strategies, and achievement strategies. To answer the research questions, she used descriptive qualitative approach. In collecting the data she carried out observation, and interview. In her study she found out that there were ten communication strategies used by the learners, they are message abondanment, appeal to authoriy, and language switch, paraphrase, transfer from native language, overgeneralization, and overelaboration.

Key Words: *Communication strategies, Ages, Experiences and Knowledge*

Abstrak
Ada beberapa faktor yang mempengaruhi seseorang dalam menggunakan strategi komunikasi, diantaranya pengalaman, ilmu pengetahuan, latar belakang budaya, dan usia. Walaupun para pembelajar mempunyai banyak kekurangan dan keterbatasan, komunikasi harus berjalan, sehingga merupakan suatu keharusan bagi mereka untuk menggunakan strategi komunikasi dengan tujuan untuk mampu berkomunikasi dengan baik. Strategi yang digunakan dalam berkomunikasi dinamakan strategi komunikasi. Penelitian ini mempelajari penemuan strategi komunikasi yang digunakan oleh para pembelajar Saturday Discussion di Pusat Bahasa dan Budaya Surabaya. Pembelajar di sini merupakan peserta kelompok diskusi di Pusat Bahasa dan Budaya. Dalam penelitian ini, diharapkan bisa menemukan jenis–jenis strategi komunikasi yang digunakan oleh para pembelajar, perbedaan dan persamaan antara pembelajar usia muda dan pembelajar usia tua dalam menggunakan strategi komunikasi, dan bagaimana mereka menggunakan strategi komunikasi dalam berdiskusi. Dalam penelitian ini, diterapkan jenis–jenis strategi komunikasi berdasarkan teori yang disampaikan oleh Tarone, dan Faerch and Kasper yang terdiri dari transfer from native language, overgeneralization, prefabricated pattern, overelaboration, epenthesis or vowel insertion, avoidance which can be subdivided into topic avoidance, semantic avoidance, appeal to authority, message abondanment and language swicth. Appeal to authority di bagi menjadi paraphrase, word coinage, and circumlocution. Tarone, membagi strategi komunikasi menjadi 3, yaitu formal reduction strategies, functional reduction strategies,dan achievement strategies. Untuk menjawab pertanyaan penelitian, peneliti menggunakan pendekatan deskriptif kualitatif. Pengumpulan data, dilakukan dengan observasi, perekaman dan wawancara. Dalam penelitian ini, ditemukan 10 jenis strategi komunikasi yang digunakan para pembelajar dalam berdiskusi, diantaranya adalah transfer

from native language, overgeneralization, overelaboration, paraphrase, topic avoidance, message abondanment, appeal to authoriy, and language switch., paraphrase and word coinage.

Kata Kunci: *Strategi Komunikasi, Usia, Pengalaman dan Pengetahuan*

INTRODUCTION

Communication is a must for people who live in a certain place, to close to other people. We need a certain language, where the speaker and the hearer will understand each other, but sometimes we need some problems. Communication strategies will help the learners overcome their problems while they are expressing the language.

"Communication is the process participants use to exchange information and ideas, needs and desirers" (Owens, 2005:11).

English learners should not only able to write in English, but also speak well in order to communicate to others. Although English is taught in order to be able to communicate to others, but it is still difficult for the learners to practice it directly.

ITS is one of a State University in Surabaya. Through the Centre for Language and Culture (CLC), ITS offers a program to help people inside or outside of the university participants who are willing to practice English. The members come from different background. The ages are also different, but they learn together in a club to practice English. Some members are Yunior High School students, Senior High School students, the students of ITS, students from UNESA and other universities in Surabaya, and some of them are workers.

Children and adult are different in acquiring second language. As stated by Long and Freeman. As revaled by long-term studies, younger is better in the most crucial area, *ultimate attainment* with only quite young (child) starters being able to achieve accent–free, native–like performance in a SL. As a revealed by short term studies, older learners are at an advantage in *rate of acquisition* adult faster than children, and older children faster than young children (Long and Freeman, 1993:155)

Review of Related Study

Learners Strategies

Speaking is interacting to others, so, the speakers and hearers agree on the certain things which make them involve on the communication process. Gumperz stated that Speakers must agree on the fact that particular stretches of speech can legitimately be associated with speakers of certain ethnic or social backgrounds or with certain distinct speech event (Gumperz, 1982:33).

Knowledge is very important to make the learners able to communicate to others well. Every learner has L2 knowlegde as it has been stated by Ellis (1985) The learners has two types of L2 knowledge: declarative and procedural (Faerch and Kasper, 1983b). Declarative knowledge is' knowing that'; it consisits of internalized L2 rules and memorized chunks of language. Procedural knowledge is 'knowing how'; it consists of the strategies and procedures employed by the learner to process L2 data for acquisition and for use (Ellis, 1985:164).

Littlewood (1979) in (Ellis, 1985) "distinguishes two sets of strategies based on the model: minimal strategies and maximal strategies" (Ellis, 1985:177). Minimal is described as a strategy of semantic simplification, while maximal strategies occur when the learner has developed both sufficient L2 knowledge and adequate control over this knowledge to realize all constituents linguistically, thus removing the need to rely on shared knowledge.

Definition of Communication Strategies

Communication strategies are strategies used by the language learners in solving their problems while they are

having communication.There are some more definitions of communication strategies stated on Faerch and Kasper's book**.**

"Communication strategies are a systematic technique employed by a speaker to express his meaning when faced with some difficulty (Cordner, 1977 in Kasper and Faerch 1983:16)."

"Communication strategies are potentially consious plans for solving what to an individual presents itself as problem in reaching a particular communicative goal (Faerch and Kasper, 1983:36)."

"Communication strategy is a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared (Faerch and Kasper, 1983:72)."

From those definitions above, it can be concluded that communication strategies are the strategies used by the learners in order to find out the way to solve a communication problem when they are having a conversation or expressing the target language.

Tarone's taxonomy in Faerch and Kasper defines kinds of communication strategies are transfer from NL, Overgeneralization, Prefabricated pattern, Over elaboration, Epenthesis, Avoidance, Appeal to authority, Paraphrase, Message abandonment and language switch, formal reduction strategies, Functional Reduction Strategies, Achievement Strategies

Factors Affecting The Use of Communication Strategies

Every learner chooses his or her own strategies. Bialystok, (1990:48) identifies three potential factors that influence the choice of communication strategies, i.e nature of the task, proficiency of the L2 learner and feature of the communication situation (Bialystok, 1990:48), proficiency of The L2 Learner,features of the communicative situation, Attitudes and Beliefs,Motivation,Cultural Background,Learning Style,Proficiency Level and Age.

The age of the learners is a factor which influences the learners in selecting the communication strategies. It is not the main factors , as someone's age doesn't influence to someone's way of thinking.

An important thing of communication strategies is how the learner expresses his or her meaning when faced with some difficulty. Another thing is to what extend and in what ways communication strategies contribute to L2 learning. As stated by Faerch and Kasper**.**

Communication strategies, by definition, are concerned with L2 production. An important issue, however, is to what extent and in what ways they contribute to L2 learning (Faerch and Kasper, 1983:187).

Communication strategies are the main ways of keeping going our communication. Anxiety is one of the factors which make the learners have difficulties in practising English. Anxiety is associated with feelings of uneasiness, frustration, self doubt, apprehention, or worry (Scovel, 1978, p.134) in Brown (2007:161). Interlanguage development is including lexical and grammatical development. Faerch and Kasper argue that "a basic condition for communication strategies to have a potential learning effect is that they are governed by achiement, rather than avoidance, behaviour" (Faerch and Kasper, 1983:54).

RESEARCH METHODS

Research Design

In conducting this research, the researcher used a descriptive qualitative approach due to the fact that the data of this research was in form of words, not numbers. As it has been stated by Creswell. Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects the data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and

conducts the inquiry in a subjective, biased manner (Creswel, 2002:46).

The data in this research were the uttarances of the English Learners in expressing the strategies in the discussions. The sources of the data were spoken language used by the learners of a Saturday Discussion at the Centre for Language and Culture (CLC) in overcoming and tackling the difficulties in communication. The spoken language were recorded, then the researcher trascribed them into the text. So, the sources of the data could be the record data (oral speaking) and the text.

There were three steps in collecting the data in this study, first, observing the discussions by recording the learners uttarances. The next was transcribing the recording data and observing the video recording. After that having interview to the learners why they used certain communication strategies, and how did they feel when they had communication strategies, then analyse them by non statistical methods. The last step was describing the data using narative sentences. Dornyei in Research Methods in Applied Linguistics stated that Qualitative research involves data collection procedure that result primarily in open–ended, non–numerical data which is then analysed primarily by non–statistical methods. Typical example: interview research, with the transcribed recording analysed by qualitative content analysis (Dornyei, 2007:24).

Data and Source of The Data

The data in this research were the uttarances of the learners at CLC Saturday Discussions and the texts which were got from the trascript of the record data. The uttarances were produced during the discussions on January 22, February 19 and March19, 2011.

The sources of the data were the English Learners at CLC Saturday Discussion who had different ages. The youngest learner was forteen years old, and the oldest one was fifty one years old.

Doing Non Participant Observation: The researcher did not get involve in the discussions. She just sat among the participants to have an observation, and it was allowed by the leader because the researcher showed a letter from ITS stated that the researcher was allowed to have a research.

In having observation, the researcher had a recording. While recording the data, the researcher tried to have a note about something which supported the needed in this study.

Recordings were needed to observe the uttarances of the learners in appling the strategies they used when they had discussions. After having record, the researcher listened and selected the data record, then transcribed them into the text. After getting the record data, the researcher listened to the dialogue carefully, then transcribed them into the witten text.

Video recording was needed to observe the non verbal stategies such as mime. The researcher watched the video recording carefully to know the learners who used mime strategies.

Interviewing The Participants: Interview was done after having a discussion or by having another discussion. Some interviews were done in group by having the discussions in order to get the data naturally.

Data Analysis

The data were analysed using the combination of communication strategies taxonomy proposed by Elaine Tarone and Faerch and Kasper, in order to find the types of communication strategies employed by the learners, what are differences and similarities between the school age and adult English learners in applying those communication strategies and how they apply them in the discussions. In this step, the researcher classifid the data into three, because the data were taken in three meeting with different topic, then classifid the topic into many fragments.

The next step was reading through all the data in order to obtain general sense of the informations to reflect on its overall meaning. After that, the general thoughts lead to identify and classified the communication strategies employed using the codes as seen in table below.

CS   :   Types of Communication.
M1   :   Meeting 1.
M2   :   Meeting 2.
M3   :   Meeting 3.
Cs   :   Communication Strategies.
TNL   :   Transfer from Native Speaker.
Og   :   Overgeneralization.
Ol   :   Overelaboration.
Ep   :   Epenthesis.
TA   :   Topic Avoidanace.
SA   :   Semantic Avoidance.
AA   :   Appeal to Authority.
PR   :   Paraphrasing.
MA   :   Message Abondanment.
LS   :   Language Switch.
PD   :   Problems in Discouse.
CS   :   Code Switching.
IT   :   Interlingual Transfer.
IIT   :   Inter / intralingual Transfer.
GN   :   Generalization.
WC   :   Word Coinage.
Co S :   Cooperative Strategies.
MM   :   Mime / Non Linguistic Strategies.
AL   :   Adolescence Learner.
EL   :   Early adulthood Learner.
ML   :   Middle Age Learner.
LML   :   Later Maturity Learner.

Describing The Data: The next step was moving on how the description was represented in the qualitative narrative passage.

RESULTS AND DISCUSSIONS

The purpose of this study is to analyze and to expose communication strategies of the learners at CLC ITS, Cokroaminoto, Surabaya. These analyses and findings were based on the research questions in chapter one, they are: 1). What communication strategies used by the learners in a Saturday discussion? 2). What are differences and similarities between the young and the old learners in using the communication strategies? 3).

How do they apply communication strategies in their discussions?

Data were taken on Saturday, May 14, 2011, June 11, 2011 and July 23, 2011. All discussions were held at 10.00 a.m till 12.00 am, at CLC (Centre for Language and Culture), ITS Surabaya.

There were no certain rules applied on the discussions. The lecturer lead the discussions by giving some copies about the topic or by telling the topic directly when they had discussions. The number participants were different every activity. There were nine participants on January, seven participants on February and ten participants on April.

The descriptions of this section are presented in three points, i.e.: the kinds of communication strategies, differences and similarities among adolescence, early adulthood, middle age and later maturity learners in applying communication strategies, and how they use communication strategies.

Kinds of Communication Strategies

Adapted from Tarone in Faerch and Kasper, there are six kinds of communication strategies are observed in this study, they are transfer from native language, overgeneralization, prefabricated pattern, overelaboration, epenthesis, avoidance. Avoidance is subdivided into topic avoidance, appeal to authority, mssage abondanment and language switch. Appeal to authority is subdivided into paraphrase, word coinage and circumlocution. Faerch and Kasper devide communication strategies into three, they are formal reduction strategies, functional reduction strategies, and achievement strategies.

The researcher analyzed the kinds of communication strategies appeared in the discussions conducted by the English Learners at CLC Cokroaminoto Surabaya. The setting was at CLC Cokroaminoto Surabaya. There were three meetings conducted on May 14 , June 11, and July 23, 2011. There were eight communication strategies used by the

learners in the discussions. They were message abondanment, appeal to authorithy, paraphrase, word coinage, language switch, transfer from native language, overgeneralization and overelaboration.

Differences and Similarities among Adolescence, Early adulthood, Middle age and Later Maturity Learners in Using Communication Strategies.

Adolescence is the age between 12 and 18 years old. There were 4 participants, they were AL1, 14 years old, 2 . AL2 16 years old, 3. AL316 years old and 4. AL4 17 years old. The ages were not the most factors influenced the learners in using communication strategies. The learners who had more knowledge used better communication strategies than the ones who had less. But the adolescence who had more knowledge created long sentences before having message abondanment.

Early adulthood is the age between 18 to 30 years old,had more communication strategies than the adolescence. They used transfer from native language, overgeneralization, message abondanment, appeal to authority, language switch, and paraphrase.

Middle age learners who had more knowledge and experiences had more communication strategies and better in using them than the adolescence, early adulthood, and middle age learners who had less knowledge and experiences. They also had long sentences in one uttarance. They were relaxing to have uttarances as no one judged them when they made some mistakes. They did not afraid of making some mistakes, something which was important for them were practising the language.

The later maturity applied communication strategies less than early adulthood and middle age. From the explanations above we can conclude that there were some differences and similarities among adolescence, early adulthood, middle age and later maturity in

using communication strategies. We can see in the table below.

Table 1. Differences and similarities among adolescence, early adulthood, middle age and later maturity.

Adolescence	14	Using message abondanment, making very short sentences, feeling anxious while uttering, and keeping more silent while discussion.
	16	Using message abondanment,trasnfer from NL and overgeneralization, making longer sentences and feeling braver in uttering than the forteen year old learner.
	18	Using message abondanment, transfer from NL and overgeneralization, making long sentences in one uttarance, relaxing while uttering.
Early Adulthood	20	Using message abondanment, transfer from NL, overgeneralization, appeal to authority, language switch, making long and more than two sentences in one uttarance, relaxing while uttering.
	21	Using message abondanment, transfer from native language, overgeneralization, appeal to authority, making long and more than two sentences in one uttarance, feeling less anxious while uttering.
	22	Using message abondanment, transfer from NL, overegeneralization, making long sentences and more thantwo sentences in one uttarance, relaxing while uttering.
	23	Using message abondanment, transfer from NL, overgeneralization, language switch, making long and more than two sentences in one uttarance,relaxing while uttering.

	No.	Description
	28	Using message abondanment, transfer from NL, overgeneralization,making long and more than two sentences in one uttarance, relaxing while uttering.
	29	Using message abondanment, transfer from native language, language switch, making long and more than two sentences while uttering, relaxing while uttering.
Middle Age	36	Using message abondanment, overgeneralization, language switch, making long and more than two sentences in one uttarance, relaxing while uttering.
	40	Using message abondanment, overgeneralization, overelaboration, appeal to authority, language switch, paraphrase, word coinage, making very long and more than two sentences in one uttarance, relaxing while uttering
Later Maturity	51	Using message abondanment, overgeneralization, language switch, making short sentences in one uttarance, feeling less anxiuous than adolesence.

The Way of The Learners Used Communication Strategies : The learners applied the communication strategies when they expressed their opinions. They applied them in many ways: Transfer From Native Language; Overgeneralization; Overelaboration; Message Abondanment; Appeal to Authority; Language Switch and Paraphrase.

Table 2. The way communication strategies used by the learners Adolesence (The age between 12 – 18 years old).

No.	Communication Strategies	The Way
1.	Transfer From NL	1. By thinking in their native language, then express them in English. 2. By putting the wrong structures in their uttarances. 3. By using the native language pattern, which was expressed in second language.
2.	Overgeneralization	1. By making short sentences without caring the structure and feeling anxious. 2. By making long sentences without caring about the structures and feeling sure to what they have uttered. 3. By transferring their native language then translating them in English directly.

Middle Age , the age between 30 – 50 years old

No.	Communication Strategies	The Way
1.	Transfer from NL	1. By uttering the sentences in the ntive language patterns. 2. By uttering native language's term then translated into second language. 3. By using the native language's terms in the uttarances. 4. By thinking in

No.	Communication Strategies	The Way
		the native language, then translated into scond language. 5. By using native language's terms in the second language.
2.	Overgeneralization	1. By aplying the inappropiate stuctures in the uttarances. 2. By applying the native language's rules in the uttarances.
3.	Overelaboration	1. By applying the inappropriate words in the uttarances. 2. By applying the native language's then translated into second langueg directly.
4.	Message Abondanment	1. By stopping suddenly in the middle of the sentences. 2. By saying a ... a ..., ehm ..., ya ... then stopped the uttarances.
5.	Paraphrase	Paraphrasing using the native language
6.	Word Coinage	By joining two words in the native language.

Later Maturity, the age more than 50 years old.

No.	Communication Strategies	The Way
1.	Overgeneralization	By using native language 's rules to be applied in the uttarances. By thinking in native

		language's rules or terms, then translated into second language direcly.
2.	Message Abondanment	By saying ehm..ehm..then stopped talking
3.	Language Switch	By applying the native language in the middle of the sentences.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Types of communication strategies used by the learners were message abondanment, appeal to authoriy, language switch, paraphrase, word coinage, transfer from native language, overgeneralization, and overelaboration.

Suggestions

Some learners could apply communication strategies in order to have communication better when they had some difficulties in expressing their language.

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