

THE ANALYSIS OF COMMUNICATION STRATEGIES USED BY STUDENTS FROM MIXED MARRIAGE FAMILIES IN ATTENDING THE TEACHING AND LEARNING PROCESS IN BUSSINESS HOSPITALITY DEPARTMENT OF BALI TOURISM INSTITUTE

N.L. Supartini, I.K. Seken, I W. Suarnajaya

Language Education Study Program, Postgraduate Program
Ganesha University of Education
Denpasar, Indonesia

e-mail: mh_tini@yahoo.com, {ketut.seken, wayan.suarnajaya}@pasca.undiksha.ac.id

Abstrak

Penelitian ini bertujuan untuk menginvestigasi strategi komunikasi yang digunakan oleh siswa lokal dan siswa blasteran (campuran) di kelas Bisnis Perhotelan di Sekolah Tinggi Pariwisata Nusa Dua Bali. Subjek penelitian ini adalah dua siswa blasteran dan siswa-siswa local semester dua di kelas Bisnis Perhotelan. Penelitian ini dirancang dengan menggunakan kualitatif deskripsi serta instrumen yang digunakan adalah instrumen manusia dengan melakukan beberapa aktivitas seperti merekam proses belajar-mengajar di kelas dan wawancara. Hasil penelitian menunjukkan bahwa terdapat sebelas strategi yang digunakan oleh siswa lokal dan siswa blasteran selama proses belajar mengajar. Siswa blasteran lebih menyukai strategi menjelaskan, strategi meninggalkan pesan dan strategi pengulangan, sedangkan siswa lokal, mereka cenderung menggunakan strategi menerjemahkan kata per kata dan strategi alih bahasa. Berdasarkan hasil yang ditemukan, tujuan siswa menggunakan strategi untuk memfasilitasi percakapan mereka agar mencapai tujuan komunikasi dalam proses belajar mengajar.

Kata Kunci: strategi komunikasi, siswa blasteran (campuran), dan siswa lokal

Abstract

This study aimed at investigating the type of communication strategies (CS) used by local and mixed marriage students. The subjects were two mixed marriage students and local students of Business Hospitality class in second semester. This study was designed as descriptive qualitative inquiry and the instruments used was the researcher through some actions such as recording teaching and learning process, interviewing and doing observation. The findings showed that there were eleven (11) types of communication strategies (CS) found in teaching and learning process used by mixed marriage and local students. Mixed marriage students preferred to use circumlocution strategy, message abandonment and repetition. For local students, they frequently used literal translation and language switch. Based on the findings, they used certain strategies to facilitate their conversation in order to get the goal of communication during class sessions. The findings provide empirical evidence of the importance to use communication strategies for the students.

Keywords: communication strategies (CS), mixed marriage students and local students

INTRODUCTION

Communication can be done in both written and spoken forms. When people communicate in spoken form, language is definitely used as a means of communication. Language is known as a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000). It means that in oral communication, language takes the most important part as a system to understand the message. To deliver the message, the speaker should be able to use the language correctly and accurately. Therefore, the language needs to be learned in many ways.

Every language has its own set of rules for grammar, syntax and pronunciation. Brown (2000) said that one's cognitive development in his/her native language helps the person transfer the already learned concepts to the second language. The basic concepts and ideas of one language can be suitably applied to any other language. Therefore, many people still encounter problems in verbal communication such as expressing new words; get the intended meaning of interlocutors, use the grammar correctly, choose the appropriate vocabulary to explain certain objects, etc.

Language learning cannot be separated with the term of Second Language Acquisition (SLA). SLA refers to all of the aspects of language that the language learners need to master, such as phonology, semantic, pragmatic, syntax (Ellis, 1994). There are many ways where speakers acquire knowledge of a second language (L2). Different people in different situations will learn second language in different ways. The second language acquisition (SLA) theory suggests that one's learning of a second language is affected by his/her exposure to language models.

The difficulties in explaining the words in learning English as a foreign or second language commonly come to the people who start to learn a new language for the first time. They are lack of some linguistic resources which are not familiar with their native language. The listeners

are also hard to catch up the meaning from the speakers who are speaking a foreign language especially speaking English as a foreign language. Sometimes, they only listen some familiar words to understand what the speakers mean. The success of the use of language should be able to overcome all problems above.

Both non-native and native speakers of a given language sometimes struggle to find the appropriate vocabulary or grammatical construction when attempting to communicate their meaning. Some people tend to employ different techniques to overcome their problems. They may abandon the message, alter the meaning they intend to convey, omit some items of information, make their ideas simpler and less precise, or say something which is slightly different from the intended meaning. When person is able to anticipate such a communication problem, he may overcome it by avoiding communication or modifying what he intends to say. If the problem arises while the people are already engaged in speaking, he may try to find an alternative way of getting the meaning across. The ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistic resources are known as communication strategies (CS). According to Littlemore (2003), people take some ways in order to enhance the effectiveness of their communication known as communicative strategies.

The term of communication strategies (CS) is used by people in attempting to communicate in the foreign or second language with a reduced interlanguage system. They find that the target language items or structures to convey their messages are not available. In order to keep communication steady, speaker may circumvent linguistic difficulties by changing or reducing the content of their messages. In other words, the speakers may avoid reference to a concept or topic in order to overcome the lack of the target language term or expression needed to convey this meaning. These strategies are usually

known in the field of second language acquisition (SLA) research especially communication strategies as “avoidance” (Tarone, 1987) or “reduction” (Færch and Kasper, 1983). More often, speakers are able to keep their communicative goals and convey the original content of their messages by developing an alternative means of expression. People can also use the similar terms, a descriptive circumlocution, a word coinage, a native language transfer, a gesture or an appeal for assistance to achieve the goal of communication. These different kinds of techniques might be used to compensate for or avoid all sorts of interlanguage deficits: lexical, grammatical, pragmatic or sociolinguistic.

In classroom interaction, the researcher found that the students came from different backgrounds of characteristics, race, and language. They did not set the same language up, in case of their mother tongue and dominant language. The phenomena were also found in teaching and learning process. The researcher found that there were some students who are from mixed marriage family. The students from mixed marriage family were commonly becoming a bilingual. They master two different languages based on their parents’ nationality. Although they are able to speak in two different languages, it was found that they still had problems in expressing ideas in English. This means that the students who are from mixed marriage family require using certain strategy in order to be able to communicate with interlocutor in teaching and learning process. Commonly, the students use some communication strategies like repetition, code switching or expressing the word by giving examples.

In accordance with the phenomenon above, the researcher finds it interesting to conduct a study about communication strategies used by the students especially those who are from mixed marriage family. In addition, the thing that the researcher would analyze is communication strategies used by adult learners during teaching and learning process. Here, the researcher finds the students from mixed marriage family in

Bali Tourism Institute which is popular with the best and biggest tourism in Bali. The students are not only come from Bali, but they also come from other provinces even other countries. It seems to be interesting to conduct a research in the field of communication strategies used by students from mixed marriage family. Additionally, Business Hospitality Department will be selected since the class contains students from different family background such as mixed marriage students. This research will be carried out in Bali Tourism Institute Nusa Dua Bali on purpose to investigate the form of communication strategies used by students from mixed marriage family and local students during teaching and learning process. Bali Tourism Institute is the biggest tourism school in Bali which has a lot of students from outside of Bali and Indonesia.

METHOD

The study is based on a qualitative research which was conducted in Business Hospitality Department in Bali Tourism Institute.

The subjects in this research were mixed marriage and local students of second semester of Business Hospitality class and an English teacher. In this study, the students whose parents were mixed between Japanese and Indonesian. One of the subject used Japanese as their language in daily conversation. Other used Indonesian for the main language in communication.

The data was collected through observations, interview and note takings. The observation was done for three sessions of teaching and learning process. The students were given a task to make conversation with their friends related to certain topic. The process of teaching and learning were recorded and observed. The data were collected in three class meetings; in the first meeting they learned about their experience in working, the students are asked to tell about a job experience that they have, meanwhile in the second meeting, they were asked about their opinion of abilities and skills that they have. They were given a questionnaire which consisted of a list of

skill and abilities. The students were asked to choose which one that they have. For the third meeting, the students were asked to make a conversation about what kinds of abilities and skills must the person have for working in tourism or hospitality.

The interview was also conducted to gain additional information about the reason of the use of communication strategies used by the students. Certain data collected through the observation were cross-checked through the interviews.

The data from the observation were transcribed and coded in the form of utterances to identify the CS use by the subjects. Each strategies used by the students were recorded by placing a tick on the list of CS form.

FINDINGS AND DISCUSSION

There were eleven (11) types of CS were found in teaching and learning process namely: message abandonment, literal translation, circumlocution, stalling, circumlocution, and appeal for assistance, self repair, mime, word coinage and use of all purposes words. The researcher also found another strategy that was repetition. However, three CS namely foreignizing, approximation and topic avoidance were not found in this research.

From recording of 3 sessions of teaching and learning process, the researcher found that there were 50 utterances can be analyzed during teaching and learning process.

Table 1. List of CS used by Local and Mixed Marriage Students

No.	Communication Strategies	Subjects		
		S1A1	S1A2	S1B
Achievement and Compensatory Strategies				
1	Literal Translation	√	-	√
2	Language Switch	√	-	√
3	Mime	√	-	-
4	Word Coinage	-	-	√

5	Circumlocution	√	√	√
6	Appeal for Assistance	√	-	√
7	Use of All-Purposes Words	-	√	-
8	Self Repair or Restructuring	-	√	-
9	Stalling or Time Gaining Strategy	√	-	√
Avoidance or Reduction Strategy				
10	Message Abandonment	√	-	√
11	Others (Repetition)	√	√	√

Note:

S1A1 : mixed marriage student (female)

S1A2 : mixed marriage student (male)

S1B : local students

Table 1 above showed that they types of communication strategies (CS) employed by students during teaching and learning process were varied. Mixed marriage students employed more CS than local students. The researcher put a tick in observation list for the CS used by mixed marriage students and local students. Utterances said by mixed marriage students or local students were differentiated based on the subject. The subjects were coded based on mixed marriage and local. As illustration, CS (literal translation) and there are tick in column S1A1 and S1B means that the literal translation strategy was employed by mixed marriage and local students.

Table 2 Types of Communication Strategies used by Mixed Marriage Students

No	Types of CS	Subject	F	Percen
1.	Literal Translation	Mixed marriage students (S1A1+S1A2)	2	4.44%
2.	Language Switch		3	6.67%
3.	Mime		3	6.67%
4.	Circumlocution		4	8.89%

5.	Appeal for Assistance		2	4.44%
6.	Use of all Purposes Words		1	2.22%
7.	Stalling or Time Gaining Strag.		3	6.67%
8.	Self Repair		3	6.67%
9.	Message Abandonment		4	8.89%
10.	Repetition		3	6.67%

From table 2, it can be seen that the most frequent strategies used by mixed marriage students were message abandonment, circumlocution and repetition. Other strategies also employed by mixed marriage students are stalling, language switch, self repair and mime. The other strategies used by mixed marriage students were literal translation, appeal for assistance and use of all purposes.

Meanwhile, for local students also employed some CS in order to overcome the problem during communication when using English as foreign language. The local students used CS strategies such as literal translation, language switch, stalling, repetition and appeal for assistance.

Table 3. Types of Communication Strategies used by Local Students

No	Types of CS	Subject	Freq.	Prctg.
1.	Literal Translation	Local Students (S1B1,S1B2,S1B3, S1B4.S1B5.S1B6)	9	20%
2.	Language Switch		6	13.3%
3.	Word Coinage		1	2.22%
4.	Circumlocution		1	2.22%
5.	Appeal for Assistance use		3	6.67%

6.	Stalling or Time Gaining Strag.		3	6.67%
7.	Message Abandonment		2	4.44%
8.	Repetition		1	2.22%

Table 3 presents the result CS used by local students. It was found that literal translation to be the most commonly strategy which occurred during teaching and learning process. The percentage was 20%, means that this strategy was the most frequent strategy used by local students. The next strategy was language switch. Stalling or time gaining strategy and appeal for assistance strategy have the same percentage of frequency after language switch strategy. Then, followed by other strategy were message abandonment and repetition. The other least strategy used by local students was circumlocution and word coinage.

The low percentage of Use of All Purposes Strategy in mixed marriage students indicated that mixed marriage students did not like to use the general terms to explain certain words. They preferred to use circumlocution strategy, message abandonment and repetition because both mixed marriage students have good proficiency in English; therefore, it was easy for them to use circumlocution strategy to convey the meaning during communication. Meanwhile another mixed marriage student preferred to use message abandonment to avoid inappropriate topic during communication. She felt better to be silent rather than gave improper answer to interlocutor.

For local students, the lowest percentage word coinage and circumlocution strategy indicates that the students were lacking of vocabulary. Some local students with good English were able to use circumlocution and word coinage strategies in which these strategies required the speaker to be able to use

English fully. The highest percentage of language switch and literal translation shows that the local students were influenced by their first language. It can be concluded that the local students tended to avoid delivering difficult words or sentences owing to the shy feeling or worry of making mistakes; thus they switched the English words or sentences into their native language, which is Indonesian and since the listeners were all Indonesians, they thought it would not be a problem though they just used Indonesian words.

Based on the findings, there were found some major reasons identified beyond the strategy used by the students; those are:

1. The students did not realize what to say in certain situation. In this study, the researcher analyzed that the students did not aware about what they are going to say. They looked speechless when they are given a chance to give their opinion. They were hesitated to start certain utterances; it affected them to be silent in classroom. Thus, the reasons the students used certain strategies such as repetition, message abandonment or stalling strategies to overcome their problem in communication.
2. The students found difficulty in expressing their idea in English. Commonly the students are able to answer the question from the teacher. However, they were confused to say in English. They were not able to access the word that was actually stored in their memory. Therefore, they employed certain strategies such literal translation or language switch during their conversation.
3. The students did not recognize the English form or structure. The students were not familiar with some form or structure which are different with their first language. They were hard to recognize the correct and appropriate structure, then they used communication strategies such literal translation,

language switch, miming or stalling to deliver their message to their interlocutors.

4. The students do not have sufficient knowledge of English.

Although the students have learned English for years, it is still as a foreign language for them. They do not use the language for their daily conversation; therefore they do not have enough vocabularies or knowledge of the language. To enrich the vocabularies, the students require practicing the language regularly. Learning the language does not mean learn what language is, however learn how to use the language. The strategies such as literal translation, appeal for assistance or language switch.

5. The students tried to clarify their mistakes from their utterances.

While communicating by using English, the speaker frequently did not aware of what they were talking about. When they were realize their mistake, they tried to make a clarification of their utterances by using certain strategies as repetition, self repair, stalling or appeal for assistance.

6. The students tried to make the utterances run smoothly at the same time.

The students tended to make the utterances run smoothly rather that avoid the topic being discussed. It indicates that the students attempted to keep the conversation flowing and maintain their interaction with the interlocutor.

After finding the types of CS used, the researcher tried to make a comparison between CS used by mixed marriage students and local students. Table below provides a brief view about the comparison of both subjects.

Table 4. Comparison of CS used by Mixed Marriage and Local Students

No	Types of CS	S1A (F)	S1B (F)
1.	Literal Translation	2	9
2.	Language Switch	3	6
3.	Mime	3	-
4.	Word Coinage	-	1
5.	Circumlocution	4	1
6.	Appeal for Assistance	2	3
7.	Use of all Purposes Words	1	-
8.	Stalling or Time Gaining Strag.	3	3
9.	Self Repair	3	-
10.	Message Abandonment	4	2
11.	Repetition	3	1

From the result of observation in the classroom, the strategies which were employed by mixed marriage students were more varied than local students. Mixed marriage students used ten (10) types of communication strategy; meanwhile local students used eight (8) types of communication strategies. Based on the theoretical review about types of communication strategy, there two major of CS; achievement and compensatory strategy and avoidance and reduction strategy. Mixed marriage students tended to use both strategies and local students mostly used achievement and compensatory strategy. This happened because when the local students having problem in communication, they tried to deliver their intended meaning by saying any kinds of words in order to get the goal of communication. For mixed marriage students, they also tried to deliver their intended meaning to their interlocutors; however they dislike saying something not

important for them, so they decided to leave the message unfinished. It might be influenced by their Japanese culture. Japanese do not like to say something unimportant to their interlocutors. They just say to the point what they meant; it is different with Indonesian who is likely to talk something with many explanations. They did not straight to the point when they wanted to explain the certain words, so it influenced the local students did not use avoidance and reduction strategy. However, it was found that one of local students used avoidance strategy. It seemed that the student does not like to talk a lot or they are difficult to say in the target language.

The result of this research is related the previous study which is conducted by Hua and Nor (2012) which found that the level of proficiency influence the use of communication strategy by the students. Bialystok's (1983) study found that advanced students use more L2-based strategies of approximation, circumlocution and word coinage than the regular students who employed more L1-based strategies of borrowing, language switch and literal translation. He concluded that the more proficient the L2 learners become, the more they rely on L2 based strategies. She noted that as the learners move towards advanced levels, they abandon some strategies in favor of others. In this research, it was found that mixed marriage students employed more strategies because they have better proficiency in English. This statement was supported by the result of interview between the teacher and the students. While interviewing missed marriage students, they said that they really like learning English since she was child and have joined many kinds of English courses to improve their ability in English. The teacher also said that those mixed marriage students have got good mark in final examination in previous semester.

Dobao (2012) investigated the use of CS by Galician learners of English and learner's native language was one of the explored factors influencing CS choice. Fifteen EFL learners with different linguistic backgrounds were selected; seven of the spoke Galician as their

mother tongue and the rest spoke Spanish. All the subjects were required to accomplish three communicative tasks: a picture story narration, a photograph description and ten-minute conversation. The results showed that no significant differences existed between Galician and Spanish native speakers in their choice of specific types of CSs such as avoidance, achievement and L1-based strategies. However, there was a statistically significant difference between the two groups in frequency of CS use. However, he did not provide any well-founded explanation for the difference but suggested that further research should be carried out on this issue. Related to Dobao's research, in this study was also found the difference of two types students in using communication strategies, it seems that this study could answer the reasons behind the differences above. The differences above might be influenced by some factors such as:

1. English proficiency

Less proficient learners may employ L1 based or reduction strategies, more proficient learners may employ L2-based achievement strategies. It can be seen from the students who were local or mixed marriage with high proficiency English prefer to use strategies such as circumlocution, self repair and repetition. On the other side, the lower proficiency student preferred to use language switch and literal translation which are still influenced by the first language.

2. First language

The use of communication strategies was also influenced by their first language. The first language is the language that they usually use in daily life. When they were asked to speak English as a foreign language, in some cases they might use their first language to express the intended words. It can be seen from the result of observation that, mixed marriage students whose first language is Japanese was observed expressing a word using Japanese term. Meanwhile, local students who commonly use Indonesian as their first language were also found used Indonesian terms to express their ideas during conversation.

Related to the current study, based on teacher's perception on CS used by students, it was the strategy used by the students to overcome their problems during communication using English. It is really important for the students to use this strategy, because communicating by using English is not easy as using their first language.

According to the teacher, students faced many problems in communicating by using English in teaching and learning process such as the use the language, pronunciation, lack of vocabularies, errors or grammar and the use of facial expression. To overcome those problems, the students might use some strategies which are different from one to another. The teacher also said that the students commonly used Indonesian while facing difficulty to express the word in English. They just translate word by word and ignored the grammar, it seems that they lack of grammar knowledge. Moreover, when the teacher asked opinion about the students, some students forgot to use English anymore, after they have used Indonesian to say the unfamiliar words in English. The teacher directly reminded the students to use English. The strategies that they used based on task given and also their proficiency in English.

From the teacher's perception, the use of CS by mixed marriage students and local students are different. It depends on the first language of the students. She said that female student of mixed marriage family tend to be silent when she is not able to answer my question or understand the teacher' instruction. It might be because they are influenced by Japanese habit which people do not like to talk a lot. However, another student from mixed marriage family tended to explain or describe the words that he meant. The student said the words then giving examples or descriptions in detail so the listener can get his intended meaning. Compare, with local students, they were likely to answer the questions from the teacher in along explanation but there is no point inside their speaking. She said that commonly local students speak like 'talking around the bush'. They usually speak out of the

topic, even though they answer the teacher's question.

Every students uses different CS based on occasion, person and person to whom they talk with. The teacher found that mixed marriage students commonly use Japanese while communicating with their friends who understand Japanese. They use Japanese to talk about secret message. Therefore, the other will not get what they are talking about. To examine the perceptions of the teacher on the use of communication strategies in the classroom, an interview was held with the teacher who was teaching in this recording. The teacher was also asked about the different communication strategies employed by the students during teaching and learning session. The teacher reported that the communication strategies that the students used in the classroom included providing students with alternative ways of expressing in English. She said that the use of literal translation and language switch were influenced by their first language. She also said that the other strategies chose by the students were affected by their proficiency in English and their ability to speak more than one language. Sometimes, the teacher also used strategies in the classroom to encourage students to restructure their answer.

CONCLUSION AND SUGGESTION

From the explanation above, it can be concluded that there were ten (10) types of CS found in teaching and learning process used by mixed marriage and local students. The strategies used by mixed marriage students are 1) circumlocution, 2) message abandonment, 3) stalling or time gaining, 4) language switch, 5) self repair, 6) mime, 7) appeal for assistance, 8) literal translation and 9) use of all purposes words and (10) repetition.

The higher frequency of message abandonment and circumlocution strategy employed by mixed marriage students indicates that they prefer to explain some difficult words in the target language or they tended to be silent or not respond the questions to avoid miss understanding. On the other side, the highest frequency

occurred in literal translation strategy used by local students.

The comparison of CS used between local and mixed marriage students is that mixed marriage students tended to use both strategies and local students mostly used achievement and compensatory strategy especially intralingual strategy. However local students chose interlanguage strategy only during communication. Both local and mixed marriage students mostly used the literal translation and language switch as strategies to help them during communication by using English as a foreign language.

From the teacher's perception, the choice of CS used by the students was influenced by some factors such as their first language, their proficiency of English and the contexts.. The used of CS also contributes the teacher the way to speak to the students in order to make the students understand.

Referring to the findings described above, this research is expected to know what kind of strategy which appropriate to use while teaching and the students can use many kinds of communication strategies to interact during teaching and learning process.

The researcher expected that this study would provide information to other researchers in related discipline who are interested in conducting research in related field. As an illustration, other dimensions in communication strategy could be explored with more subjects to obtain more valid and reliable data. This study can become a reference for other researchers who want to analyze about communication strategies' practices in a community.

This study is also expected to enrich the knowledge of CS which can be used by the students in learning English as a foreign language. Although, there were abundant types of Communication strategies which were found in researches, however they have to use in appropriate contexts.

REFERENCES

- Bialystok, E. (1990). *Communication strategies: A psychological analysis of second language use*. London: Blackwell.
- Brown, H.D. (2000). *Principles of language learning and teaching*. (4th Edition.). NY: Longman.
- Dobao, Fernandez Ana M. 1999. *Communication Strategies Used by Galician Students in their Learning of English as a Foreign Language: a Case Study*. University of Santiago de Compostela. Retrieved on January 8th 2014 from http://www.miscelejournal.nt/images/stories/articulos/vol25/fernandez_zb25.pdf
- Dornyei, Z. (1995). On the Teachability of Communication Strategies. *TESOL Quarterly*, 29, 55-85.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Færch, C., & Kasper, G. (1983). Online Article. Plans and strategies in foreign language communication. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication*. Retrieved on November 10th 2013 from http://app.pte.hu/uprt2007/16_Curovic.pdf
- Hua, Nor & Fariza. (2012). *Communication Strategies Among EFL Students - An Examination Of Frequency Of Use And Types Of Strategies Used*. GEMA Online™ Journal of Language Studies 836 Volume 12(3)
- Littlemore, Jeannete. (2003): "An Empirical Study of the Relationship between Cognitive Style and the Use of Communication Strategy." *Scientific Research. Creative Education* Vol.2, No.4, 354-362
- Færch, C., & Kasper, G. (1983). Online Article. Plans and strategies in foreign language communication. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication*. Retrieved on November 10th 2013 from http://app.pte.hu/uprt2007/16_Curkovic.pdf
- Tarone, E. (1987). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15, 285