



**COMMUNICATION STRATEGIES AMONG ENGLISH SPEAKERS  
OF INDONESIA IN CONVERSATION BETWEEN THE RADIO  
ANNOUNCERS AND THEIR PARTICIPANTS**

**A FINAL PROJECT**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English**

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***“Communication Strategies Among English Speakers of Indonesia in  
Conversation Between the Radio Announcers and Their Participants”***

Yang Saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri yang Saya susun setelah menjalani proses penelitian, pembimbingan, diskusi dan ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah.

Semarang, 13 Agustus 2007

Yang menyatakan,

Safik Rokhayati

**Diligence is the mother of success**

**(Anonymous)**

**No gain without pain**

**(Anonymous)**



## ABSTRACT

Safik Rokhayati 2007. "*Communication Strategies Among English Speakers of Indonesia in Conversation Between the Radio Announcers and Their Participants*". A Final Project. English Department, Faculty of Languages and Arts, Semarang States University. First Advisor : Dra. Rahayu Puji Haryanti, M.Hum. Second Advisor : Rudi Hartono, S.S., M.Pd.

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Communicative competence was understood as the underlying systems of knowledge and skill required for communication. It is importance to stress that communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication.

Knowledge refers to what one knows (consciously and unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication.

Realizing that either participants or the announcers do not comprehend the communicative competence, therefore they need strategy to convey their messages. Here, communication strategy is the appropriate one to bridge the gap between the speakers and the announcers.

The strategy used by the announcers and the participants in making conversation includes message abandonment, topic avoidance, appeal to the authority, language switch and changing code.

In this study, the objects chosen are the radio announcers who make conversation with the participants in a radio English program of IMELDA FM which is called 'happy hour'. The method used is qualitative (study case) and emphasized on the description of the conversations. In order to collect the data, I record the conversation using tape recorder and blank cassettes and then the data is analyzed by classifying them into message abandonment, topic avoidance, appeal to the authority, language switch, and changing code.

The framework used is Mujianto's framework. The results indicated that the announcer and the participants of 'happy hour' program have tried to apply communication strategy in conversation.

I hope by learning the communication strategy, the English Speakers of Indonesia particularly and the learners of English in general, can communicate in English well.

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Alhamdulillahirabbil ‘alamin

Semarang, July 2007

The writer

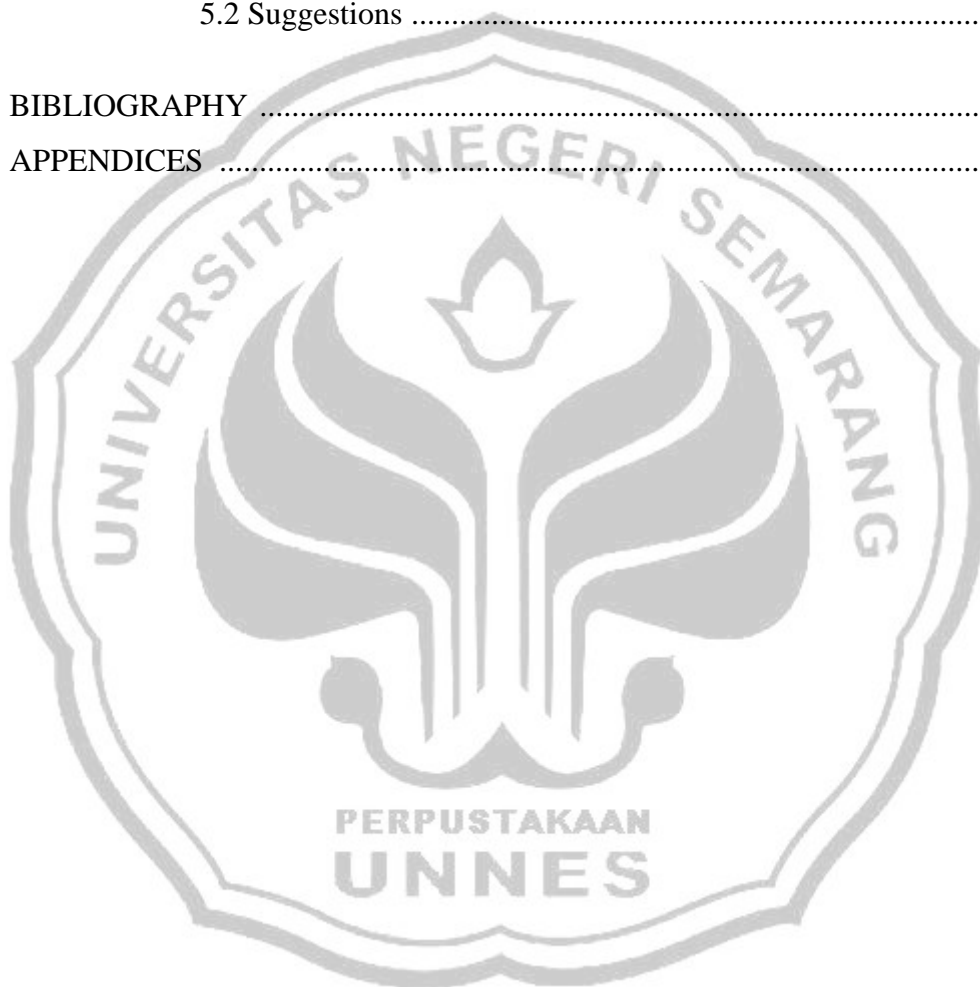


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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In daily life, people communicate with other from the time they wake up until they go to bed. Communication is a basic human activity, and the basis of all human communication is called language. Language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro,1974:3). By means of languages, people are able to convey messages, feelings, and thoughts in their mind, so that they can interact with each other. As a devise for communication, language is an effective means of expressing ideas and feeling both in spoken and written form to communicate or to interact with other people who use the language. Everything is impossible without language. Furthermore, language gives people a way to communicate easier and helps the people socialize in the society.

The purpose of language is to communicate. Lubis (1988:10) says that one form of communication is the interaction between speakers. The interaction includes the way speaker to convey meaning and express their feeling, how people do with words and utterances and then form good sentences to be sent to other speakers. However, misunderstanding can always occur in daily life conversation, because the speakers do not find appropriate words to express

their feeling, even though the speakers try to use the media of communication properly.

To avoid misunderstanding between the speakers, they usually try to convey the messages clearly and find another way or strategy to convey the messages. Sometimes, when they get stuck in the middle of conversation, they will change the words could not find with mime, gesture, and face expression or translate the words unknown into the native language, even, they laugh in the middle utterance. Since the topic only run to the buses, they use strategies to convey the messages.

There are many situations in which the speakers use communication strategies to transfer messages correctly according to the messages exist. Usually, communication strategies used when the speakers become aware that the words structure seem do not to be shared and the communication is breakdown. Communication strategies used to help them to convey the messages easier and clearer and to bridge the gap between the speakers and listeners, dealing with their misunderstanding. So mutual intelligibility is formed. Mutual intelligibility is a condition when both speaker and listener find the goals of communication and understand what the linguistics signals sent from another speaker.

To make a clear speech and to avoid misunderstandings, the knowledge that the speakers should master is communicative competence. It is understood as the underlying system of knowledge and skill required for communication. In making communication, communicative competence is very important. I realize

that communicative competence of each people is different. The term of communicative competence has been defined in the following ways:

Communicative competence may be defined as ability to function in a truly communicative setting that is in a dynamic exchange in which linguistic competence much adopt itself to the total informational input (Savignon quoted by Lubis 1988:1).

Communicative competence was understood as the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistics convention for a given language) (Canale and Swain quoted by Lubis 1988:1).

In Savignon's definition as quoted by Lubis (1988:1), there is one thing to know about language. There is the suggestion about language or linguistic competence being or modulated by context. Whereas in Canale, to some extent reflecting the change; there is the notion that the communicative competence as a function of many systems, language being one of them.

Hymes as quoted by Sari (1988:1) says that in communicative competence, it is involved of seven components of conversation, there are sender, receiver, message form, channel, code, topic, setting and the interaction between them. A member of participants needs to be able to function both as speaker and listener and select appropriate message form, channel, and code according to the topic and setting.

In assessing linguistics competence, it is not enough for us to study only in practical or educational purposes. I am interested not just in the fact that someone knows a language but that he knows how to use it. In this thesis, I try to search about the language, which is spoken by foreigners, and how they use

the foreign language in making conversation. I would like also to find, are there any communication strategies to cover their lack in conveying their messages, especially in conversation.

I am particularly interested in studying one of the aspects of language that is conversation made by English speakers of Indonesia. When English speakers of Indonesia involve in conversation, they often find difficulties to express their ideas and their feeling. It can be seen at apparent non – fluency features such as hesitations, pauses, false starts, recycling of the material and etc. With regard to the variety of phenomenon occurred in conversation, I try to reveal the participants' (the English speakers of Indonesia) difficulties when they could not express what they have in mind. I also attempt to analyse what goes on in their conversation.

In brief, I can say that communicative competence is very importance since it determines the meaning of sentence and leads the speakers to the stream of conversation, communication competence cannot be separated from communication strategies if the speakers only washy in the speech and what should they do when they get stuck in the middle utterance is to find another way to convey the message form.

## **1.2 Reasons for Choosing the Topic**

For most of us, the use of language is a crucial part of our daily lives. With just a little reflection it soon becomes clear that nobody, whatever their age, social background, way of life or job, can for long avoid the use of language from the moment they wake until the moment they fall a sleep. Even

then they may well dream of situations in which the use of language is again unavoidable.

Many mass media such as magazines, newspapers, TV, radio, even internet provide them with information that they look for. The existence of news media is very important to make them easier in following the development and the changes of the world.

Recently in Indonesia, there are a lot of English programs broadcasted by the governmental and private radio stations. Those programs mostly involve the two ways of communication between the participants and announcers via telephone line. It means that the participants can join the program by giving opinion based on the topic given.

In Semarang, there is an English radio program in IMELDA FM. It is one of radio station that held English program every evening from 06.00 p.m to 08.00 p.m. The purposes of this program are to encourage the listeners to be their participants in giving their opinions, views, and ideas in English through telephone line. However the participants who join this program still confused in combining to form meaningful utterances in order to get the main point.

Based on the problem above, I want to reveal what strategies used by IMELDA FM participants to compensate their lack in linguistics in the target language. I choose the topic for the following reasons :

(I) I believe that the analysis of communication strategies among English speakers of Indonesia, maintains its role in English language learning.

(2) I believe that this research can be valuable contribution to English speakers of Indonesia to encourage them in conveying their ideas, thoughts, opinion in English to communicate in foreign language or to make conversation in English.

(3) For me, this topic is very interesting to be investigated because it can add my knowledge about how to enrich my vocabularies of English.

### **1.3 Statements of the Problems**

In daily conversation, to form the smoothness of conversation, both listeners and speakers necessary to possess a set of abilities as function to transfer the meaning.

In other words, in order to be able to interact effectively and to avoid the breakdown of communication, the participants should possess communicative competence to transfer the message in appropriate words.

Considering that non-native speakers of English do not always have the communicative competence, they try to find a way or strategy that can be used to compensate parts of the messages that they can convey by means of the competence that they already have. And the strategy that is mostly used by the speakers to compensate the part of messages is called communicative strategy. Corder as quoted by Mujianto (1990:20) defines communicative strategies as a systematic technique employed by the speaker to express his or her meaning when faced with some linguistics difficulties.

Communicative strategy is divided into two categories (Mujianto 1990: 20) as follows:

- 1) formal communication strategy
- 2) functional communication strategy

The formal strategy that is used can be in form of transfer, overgeneralization, etc, while the functional strategy can be in the form of message abandonment, topic avoidance, changing code, language switch, and appeal to the authority.

Due to the vastness of the area of communication strategies that can be discussed, I intend to restrict the topic on discussing the functional communication strategy only because the learners or the speakers attempt to compensate the meaning through functional communication strategy (Mujianto 1990:25).

So, the writer formulated the research problems as follows:

- (1) How do the English speakers of Indonesia construct message abandonment communication strategy?
- (2) How do the English speakers of Indonesia construct the avoidance as their communication strategy?
- (3) How do the English speakers of Indonesia construct the appeal to the authority as their communication strategy?
- (4) How do the English speakers of Indonesia construct the changing code as their communication strategy ?
- (5) How do the English speakers of Indonesia construct the language switch as their communication strategy ?



#### 1.4 Objectives of the Study

The objectives of the study is to find out the communication strategies used by the participants in constructing their dialogues in order to convey the messages, ideas, opinions, or in making conversations.

To make the statement of the problems more specific, I would like to analyze:

- (1) The radio announcers and their participants' message abandonment, in constructing their dialogues.
- (2) The radio announcers and their participants' topic avoidance, in constructing their dialogues.
- (3) The radio announcers and their participants' appeal to the authority in constructing their dialogues.
- (4) The radio announcers and their participants' changing code in constructing their dialogues.
- (5) The radio announcers and their participants' language switch in constructing their dialogues.

#### 1.5 Benefits of the Study

In conducting this study, hopefully, the results will be useful for the followings :

- (1) English speakers of Indonesia: this research will be useful for them, in order to realize their lack of making conversation, so that they are supported to be more.

- (2) English learners: for the English learners, to know some strategies in making conversation in order to convey their message. This study will be the support for them to study English more, and to encourage themselves, not to afraid to make mistakes if they make a conversation.
- (3) Radio announcers (especially the Indonesian announcer of English programs): this research will be very useful for them to know more about the participants' condition, their lack in making conversation in English, and what kinds of strategies used by the participants in conveying their messages.

### **1.6 Organization of the Study**

This thesis consists of five chapters. Chapter 1 talks about introduction which discuss about background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, method of investigation and outline of the thesis.

Chapter II presents review of related literatures which discuss about English language learning program in the radio, conversation, communicative competence, communication strategies, and theoretical framework of the study.

Chapter III deals with method of investigation. This chapter consists of assumption, objects, instruments for collecting the data, procedures for collecting the data, classification data, data analysis.

Furthermore chapter IV describes the results of the study and the explanation of the data; finally chapter takes the points of conclusion and suggestion. Conclusion is made based on the study.

## CHAPTER II

### REVIEW TO THE RELATED LITERATURE

#### 2.1 English Language Learning Program in the Radio

Radio has been use extensively as an educational medium. The potential of radio to motivate listeners to take action, modify behavior, and undertake activities is evident in the literature reviewed thus far. In some cases, radio has been used effectively....and to encourage discussion, feedback...and other programs in which self-help and community participation are essential (Bryam, Kaute and Matenge 1980).

..."radio can teach; it can present new concepts and information (Jamison&Mc Anany 1978:23). Jamison and Mc Anany also concluded that radio plays an effective educational role both as the sole medium or in conjunction..."

Based on the theories above, radio as one of media communication, can make everyone gets brand new, knowledge and information needed to take a part in the world competition.

In the radio broadcast, there are three benefits to attract listeners; they are music, words, and sound effect (Jamison and McAnany 1978 : 23).

Based on those benefits, the radio broadcast can include many kinds of programs, such as straight newscast, press commentary, music entertainment, language program and so on. In its function as a means of providing information and also education, radio can give useful and necessary speech and news.

Educational programs broadcasted by radio as a means of communication and education, will give useful knowledge. This phenomenon is popular among the people where radio will be regarded as good one, if the radio broadcasts English language program. Moreover, English program, especially, will teach everyone about how to speak English wherever s(he) lives, even in the rural areas. English program is not merely about its grammar or vocabulary, although it has been understood that grammar and vocabulary play an important role in English, but it can be in conversational form of English. English conversational program teaches how to speak fluently in English despite of from its grammar and vocabulary. This language program emphasizes, commonly, in speaking ability, since the listeners are invited to join in announcers' conversation.

Hopefully, by broadcasting language-learning program, in this case English program, listeners get a brand new knowledge about English language and its culture. For that reason, the announcers have to master wide knowledge and share it to the listeners. Communication between announcers and participants will occur and succeed if both language and message content used in communication are understandable.

To attract the listeners to join in the conversation happily, and due to the smoothness of conversation, the announcers should choose an interesting topic that commonly takes place in the daily life. The topic may vary depends on the situation and circumstance, so that the listeners do not feel bored.

Since radio broadcasts English program, it is importance for the announcer to fulfill a certain qualification as an announcer. An excellent diction and accurate pronunciation are considered as the most important qualification for an announcer. An announcer has to pronounce English words clearly and well, therefore mutual intelligibility is formed.

An announcer is someone who conveys messages to the listeners clearly. Because of that, his/her pronunciation, choices of words and how to arrange the sentences have to be understandable. In speaking or announcing, s(he) must be able to pronounce word by word clearly, and also s(he) must muster English stress and intonation well, must know when s(he) has to stop reading, when s(he) has to breathe, and how to pronounce words well.

Going back to English program in the radio, it is very important to broadcast English program in Indonesia which employs them as a foreign language. The use of radio in education falls into three advantages, they are; improving educational quality and relevance; lowering educational cost and improving access to educational particularly in rural areas (Jamison & McAnany 1978:12). Furthermore, the increased use of radio has the potential source to improve education.

## **2.2 Conversation**

Conversation is an enterprise in which one person speaks and another listens. Discourse analysis that study conversation note that speakers have

systems for determining when one – person turn is over and the next person’s turn begin (Deborah, 2000:7). Conversation analysis or ethnomethodology is an approach that views talk in much the same way as formal linguists view language : as a system that is syntactically organized and has a structure that can be discerned independently of attention to the social attributes of participants in particular talk.

Conversation is more than merely the exchange of information. When people talk part in conversation, they bring to the conversation process shared assumptions and expectations about what conversation is, how conversation develops, and the sort of contribution they each expected to make. When people engage in conversation they share common principles of conversation that lead them to interpret each other’s utterances as contributing to conversation.

## **2.3 Communicative Competence**

### **2.3.1 Definition of Communicative Competence**

In daily conversation, to form the smoothness of conversation and that both listeners and speakers understand each other, it is necessary for the to posses a set of abilities as function to transfer the meaning. If the listeners can not translate linguistic signals sent by speakers, it will be difficult to achieve the communication goals. Actually, the goals of communication are the most important thing in the communication, so take and give messages between the speakers are almost necessary. Furthermore, to achieve the goals of

communication, the speakers have to master language vocabulary or any competencies to convey the meaning easily.

People possess a set of competencies that enable them to function effectively as a part of social being (Lubis,1988:8). For example, an individual develops and possesses a set of social competence. What sort of social competence do they need in Indonesia that has pluralistic society? Indonesia has different culture, language and ethnic group. These differences drive them to contact with others effectively, to share about life, social and politic etc. Furthermore, students are part of this contact situation. Their behavior toward another is part of their social competence.

Another set of competencies, for example, teachers are often concerned with the ability to think, or cognitive competence. The students are expected to think well and are concerned about ability to learn and to think. Now what is communicative competence? The facilitator of other competencies, such as social competence, cognitive competence is communicative competence. Communicative competence helps people to interact with one another in meaningful way (Sari,1988:9).

Communicative competence can be used to avoid the breakdown of communication due to the lack of knowledge and skill in using the sociolinguistic conventions for a given language . In another words, in order to be able to interact effectively and to avoid the breakdown of communication the participant should possess communicative competence to

transfer the message in appropriate words. Hymes as quoted by Sari (1988:9) defines communicative competence essentially “as competence in language use or as language abilities of speaker or listener.” Are you able to vary your speech and gesture to reach the expectation of others in a certain situation in order to transfer meaning, or are you able to decode what others are communicating, what others mean whether it is spoken and written? . Furthermore, it must be understood that the actual language used in communication is apart of competence. Speakers must also know how and when to use language or different varieties of a language, and with them they use the language. So, it is clear that communicative competence is necessary to communicate with others that enable a person to communicate in understandable language.

Other several definitions of communicative competence have been attempted from different theoretical positions. I will take as first reference, Savignon’s definition as quoted by Lubis (1988:1) who consider communicative competence as the “ability to function in a truly communicative setting that is dynamic exchange in which linguistic must adapt itself to the total information input”. There are some aspects of language, for example vocabulary item, grammatical patterns and the use of language in a conversational exchange. The mastery of vocabulary items plays an importance role in the way the speakers might download one illocutionary word that exists in their mind quickly. Furthermore, in English, grammar is



very important since it determines the meaning of utterance. The knowledge of language includes the mastery of vocabulary and grammar and the use of language in a conversational exchange lead the speakers to find the goal of communication.

As the second reference, I will take Canal and Swain's definition of communicative competence as quoted by Lubis (1988:1) and Mahajna (2002: 2) communicative competence is understood as "the underlying systems of knowledge and skills required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistics conventions for a given language)". It is understood that the communicative competence refers to knowledge and skills in using this knowledge when interacting in actual communication. Knowledge refers to what a person knows and skills refer to the extent one is capable to implement his or her knowledge in real communication or not. Furthermore, the knowledge here is the language knowledge, how to arrange a good sentences, that can be understood and decoded easily by the interlocutors in the actual communication. Therefore, both interlocutors catch linguistic signals sent.

### **2.3.2 Components of Communicative Competence**

According to Canale and Swain as quoted by McRoy and Hirst (2002: 2), and Asasi (2002:2), four different components make up communicative competence. The first two components reflect the use of linguistic system

itself, the last two define the functional aspects of communication. The four components are (1) grammatical competence, (2) discourse competence, (3) sociolinguistic competence, and (4) strategic competence.

Grammatical competence consists of knowledge of linguistic structure. It is concerned with the mastery of the language code that is grammatical rules, vocabulary, spelling etc. Grammatical competence directly focuses on the knowledge and skill required to express accurately the literal meaning of utterances. It includes features of the language such as morphological, syntactical, phonological, and lexical rules.

Discourse competence concerns the mastery of how to combine grammatical forms and meanings to achieve unified and acceptable spoken or written texts in different genres or types of texts such as narrative, procedural texts, expository texts, persuasive texts, argumentative texts and others. Tarone (1984:422) argues that sociolinguistic competence is the knowledge of what acceptable usage within the speech community.

Canale and Swain as quoted by McRoy and Hirst (2002:2) say that sociolinguistic competence included both socio- cultural rules of use and rules of discourse and also the extent to which utterances are produced and understood appropriately in different sociolinguistic context.

Strategic competence consists of the ability to employ strategies of language use in the attempt to reach communicative goals. This is a set of strategies that is put into use when the communication fails. Strategic

competence is composed of the mastery of verbal and non-verbal communication strategies, which enhance the efficiency of communication and where necessary, enable the speakers to overcome difficulties when communication occurs.

The first three components involve the participants' abilities in making use of linguistic and socio cultural discourse, while the strategic competence refers to strategies, which are used to compensate for imperfect knowledge of rules or limiting factors in their application.

Bachman as quoted by Inuzuka (2002:2) proposes another model of communicative competence which he called "language competence". Further he divides it into two subcategories : organizational competence and pragmatic competence. Each subcategory has two components. Organizational competence consists of grammatical competence, that includes features of the language, such as morphological, syntactic, semantics, phonological and lexical rules. The second is textual competence that includes features of language of cohesion and rhetorical organization. Furthermore, pragmatic competence consists of illocutionary competence that includes the functional aspects of language and sociolinguistic competence includes the differences in dialect or variety, differences in register, naturalness cultural differences.

Grammatical competence and textual competence are equivalent to the first two competences defined by Canale and Swain. However, Canale and

Swain's third competence, pragmatic competence, is divided into two categories in Bachman model: illocutionary competence and sociolinguistic competence. Moreover Bachman adds strategy competence on a separate element of communicative language ability (Inuzuka 2002:4).

Thus, communicative competence includes not only the mastery of grammar and lexicon, but also the rules of speaking; for example knowing when it appropriate to open conversation and how, what topics is appropriate to particular speech event, which forms of address are to be used to whom and in which situations, and how such speech acts as greetings, compliments, apologies, invitations and complaints are to be given, interpreted and responded to.

From the explanation above, it can be drawn that communicative competence is different from communicative performance or actual communication. Chomsky (1965:3) illustrates the distinction between competence, conceived as a mental model and performance, that is speaker's actual use of language as a means of communication and social interaction. Competence means what one knows since it is defined as an underlying ability, whereas performance means what one does based on this ability or the manifestation of the ability in concrete situation.

## **2.4 Communication Strategies**

### **2.4.1 Definition of Communication Strategies**

Communication strategies are a vital part of native speakers. In interaction when speakers transfer meaning and express their feeling, sometimes, they get stuck in the middle of utterances and misunderstanding can always occur, even if the speakers learn grammar, vocabulary and some useful expressions for conversation and eventhough they have tried to use the media of communication properly to compensate the unknown words, there is still something missing; a lack of communication strategies. Speakers need to learn how to restore face to face conversation when they meet communication breakdown in their conversations. In real life, when the speakers make conversation, they often misunderstand each other, interrupt, hesitate, and get distracted by other speakers or by things they see and hear so pause and long silences may occur in their conversation. They react and communicate not only through words, but also through facial expression, gesture, and non-verbal sounds (such as mmm, hm, eer, oh,etc). The statements above suggest that in interaction, both participants should have ability in language to convey meaning, idea, feeling clearly, to form mutual intelligibility.

Due to the fact that they do not always have all the competence, they try to find a way or strategy that can be used to express what they have in mind concerning the particular topic. This kind of strategy is called communication

strategy. The term of communication strategies have been proposed by various researchers ; Tarone (1980:194), Corder (1983:16), Fraech and kasper (1984:47).

Communication strategy is one of the components of communicative competence. Corder (1983:16) defines communicative strategy as a systematic technique employed by the speakers to express their meaning when faced with some linguistic difficulties. The strategy that the speaker mostly uses to compensate their lack in the linguistic system can be formal as well as functional, as verbal as well as non-verbal.

Tarone's definition of communication strategies, which has been used productively by many researchers is one of that view.....conscious communication strategies are used by an individual to overcome a crisis which occurs when language structures are inadequate to convey the individual's thought (Tarone 1980:194).

In the statements above, Tarone points out that communication strategy is a systematic attempt by the learners to express or to code meaning in the target language in situations where the appropriate systematic target language rules have not been formed.

Dornvyei and Thurrell as quoted by Rich (2002:1) state that communication strategies are "the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process". Communication strategies are useful because native

speakers use them so much to help in interaction and communication to process more smoothly.

Bachman as quoted by Inuzuka (2002:1) and McRoy and Hirst (2002:3) says that communication strategies are composed of the mastery of verbal and non-verbal that can be used into actual communication for two main reasons, they are to compensate for breakdown in communication and to enhance the effectiveness of communication. Therefore to bridge the gap that may occur between the speakers, they expected to be able to apply both verbal and non-verbal language properly, in order to download one of messages that can be understood by other interlocutors successfully.

## **2.5 Communication Strategy's Categories**

Due to the fact that non-native speakers of English do not always have communicative competence, they try to find a way or a strategy that can be used to compensate the messages. The strategy that is mostly used by the speakers to the compensate the part of messages can be formal or functional as well as verbal or non-verbal. The formal strategy can be in form of transfer from the speakers' native language, overgeneralization, over elaboration, etc, while the functional strategy can be in form of abandonment, avoidance, changing code, language switch, etc. Besides the use of language, however, the strategy can also uses such non-verbal language as mime, gestures, facial expression, etc (Mujianto 1990: 20).

Tarone (1984:420) and also quoted by Tharpe (2002:1) and Rich (2002:1) proposes on the various types of communication strategies used to communicate the intended meaning in situation where the speakers have believed that the requisite meaning structure was not shared. They state that the communication strategies are “ mutual attempts of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not to be shared”. The alternatives strategy may be used to communicate the meaning from Tarone (1984 : 420) as also quoted by Tharpe (2002:1) and Rich (2002:1) are : (1) paraphrase, (2) transfer, (3) appeal to assistance, (4) mime and (5) avoidance.

Paraphrase is restatement of a text giving the meaning in another form. Paraphrase contains of three elements, they are approximation, word coinage, and circumlocution. Approximation is using a single target language. Vocabulary item or structure, which the learners know incorrect, but shares enough semantic features with the intended item to satisfy the speakers. For example “*pipe*” for “water pipe”. The learners make up a new word in order communicate a desired concept is called word coinage. For example: “*air ball*” for “balloon” . In circumlocution, the learners describe the characteristic or elements of the object or action instead of using the appropriate target language item or structure.

For example: “*what’s its name? Something you drink*”.

Transfer consists of literal translation and language switch. Literal translation is an attempt of the speakers to translate word for word from the native language. For example: “*He invites him to drink*” for “*they toast one another*”.



Language switch is that the speakers employ the native language term without bothering to translate. For example “*Balon*” for “Balloon”. Appeal for assistance that is the speakers ask for the correct term or structure. For example: “*What is this?*” in mime, the speakers employ non-verbal strategies in place of a meaning. For example: clapping one’s hands to illustrate applause or raise the eyebrow to show non-understanding.

Avoidance consists of topic avoidance and message avoidance. Topic avoidance occurs when the learners simply do not talk about concepts because the vocabulary or other meaning structure is not known. Message abandonment occurs when the learners begin to talk about a concept but unable to continue due to lack of meaning structure, and stop in mid utterance.

In line with Tarone, Fraech and Casper (1984:47) say that communication strategies are defined as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal”. On the basis of the definition, communication strategies are categorized into two subtypes, they are (1) reduction strategies, that is renouncing part of speakers communication goal, and (2) achievement, that is the learners’ attempt to solve the problem by expanding their communicate resources (Fraech and Casper 1984:48).

Reduction strategies can be further sub classed into formal and functional reduction. In this case of formal reduction, the language users decide to communicate by means of a “reduced” system utilizing readily accessible rules

and item. Formal reduction is motivated by means the language users' desire to use the correct language to avoid errors and items which can not be easily found (Fraech and Casper 1984:48). For example, if learners do not know "whether" is written with or without h after w, they may decide not to write the intended sentence at all. Moreover, they might employ a strategy of functional or decide to substitute it for whether.

Functional strategies can be further sub classed into (1) actional reduction, (2) proportional reduction, (3) modal functional reduction. Actional functional reduction is meant that the learners avoid performing certain speech acts or discourse functions, for example, initiating acts, proportional functional reduction comprises strategies such as topic avoidance, message abandonment, and meaning replacement. Modal functional reduction refers to the learner's decision not to mark a speech acts for relational ("politeness") and expressive functions (Fraech and Casper 1984:49)

Different from reduction strategies, achievement strategies serve to preserve the language users original communicate goal. This can be achieved in two ways (1) non-cooperative strategies, that is devising a way of expressing the communication goal in an alternative way or, (2) cooperative by reaching a solution to the problem with the interlocutors' assistance. Non-cooperative strategies can be sub classified into (1) language switch, that is the speakers use of L1 / L3 features at one or more linguistic levels, (2) interlingual transfer, and (3) non linguistic means. Instead of using one of the linguistic strategies listed

above, the learners might have resource to non linguistic strategies such as to use mime, gesture and sound imitation (Fraech and Casper 1984:50).

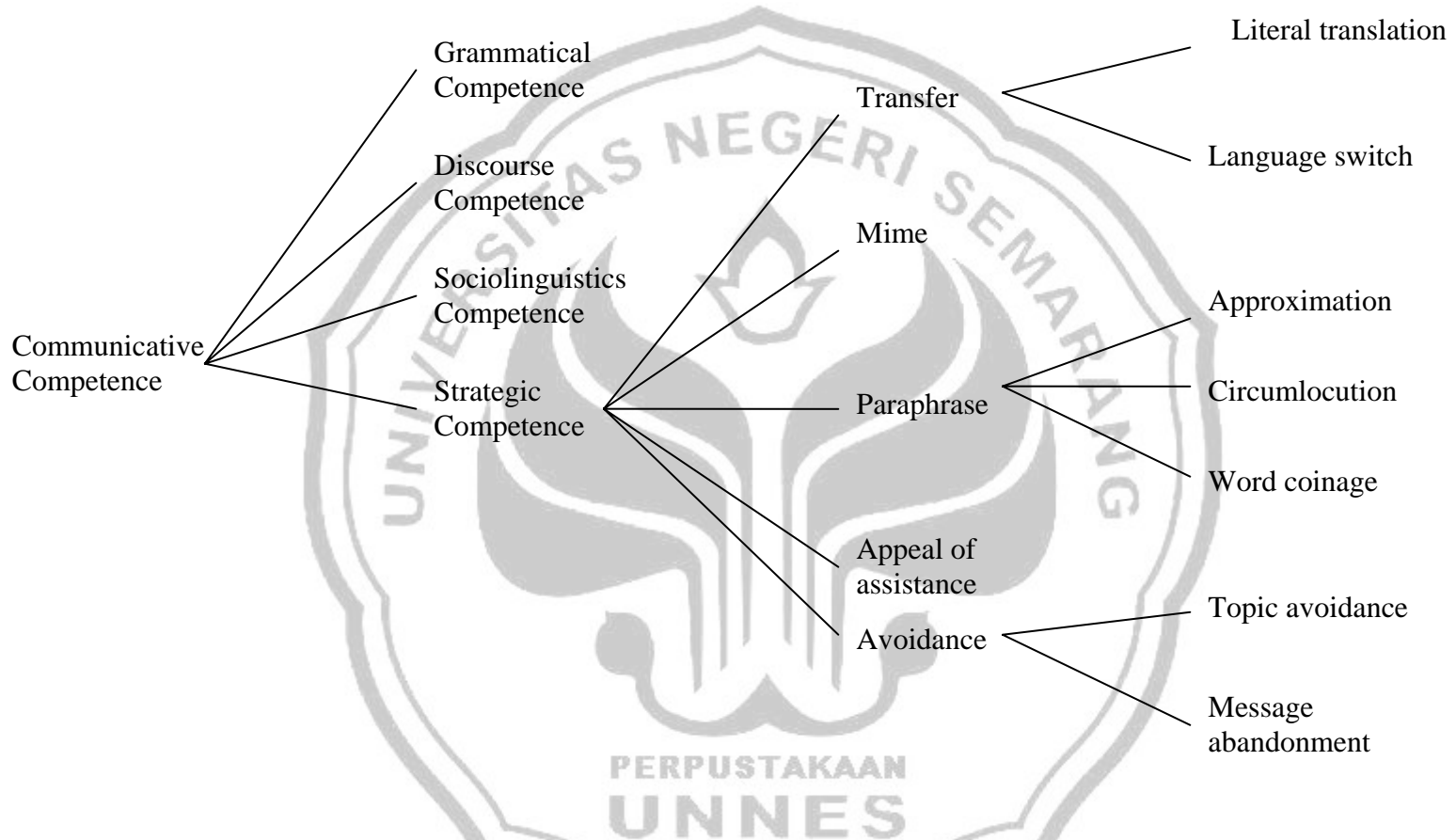
Finally, it can be summarized that non- cooperative strategy represents an attempt by speakers to solve their communication problems on their own ability, while cooperative strategies involve a joint problem solving effort by both interlocutors, such as direct or indirect appeal proposed by one of the interlocutors.

Considering the similarities and the differences strategies proposed by the two parties above, Mujianto (1990:25) said that the learners' attempt to compensate the meaning are : (1) message abandonment refers to a kind of strategy used by the speakers to talk and give information but than are unable to continue and stop in the middle of utterances because the speaker runs into difficulty with the target language forms or rules. (2) Topic avoidance is used when the speakers simply not to talk about concept or totally evade communication about the topics and or content which require the use of target language rules or forms which are not yet available in the speaker's language store. (3) Appeal to the Authority simply means the speakers' attempt to ask someone to supply a form or lexical item, to ask if a form or an item is correct. (4) language switch is used when the speakers employ their native language term, and (5) changing code, can be in form of paraphrase or meaning replacement. Paraphrase refers to restatement of a text, passage, or word giving the meaning in another form in order to handle a more difficult form, while meaning replacement

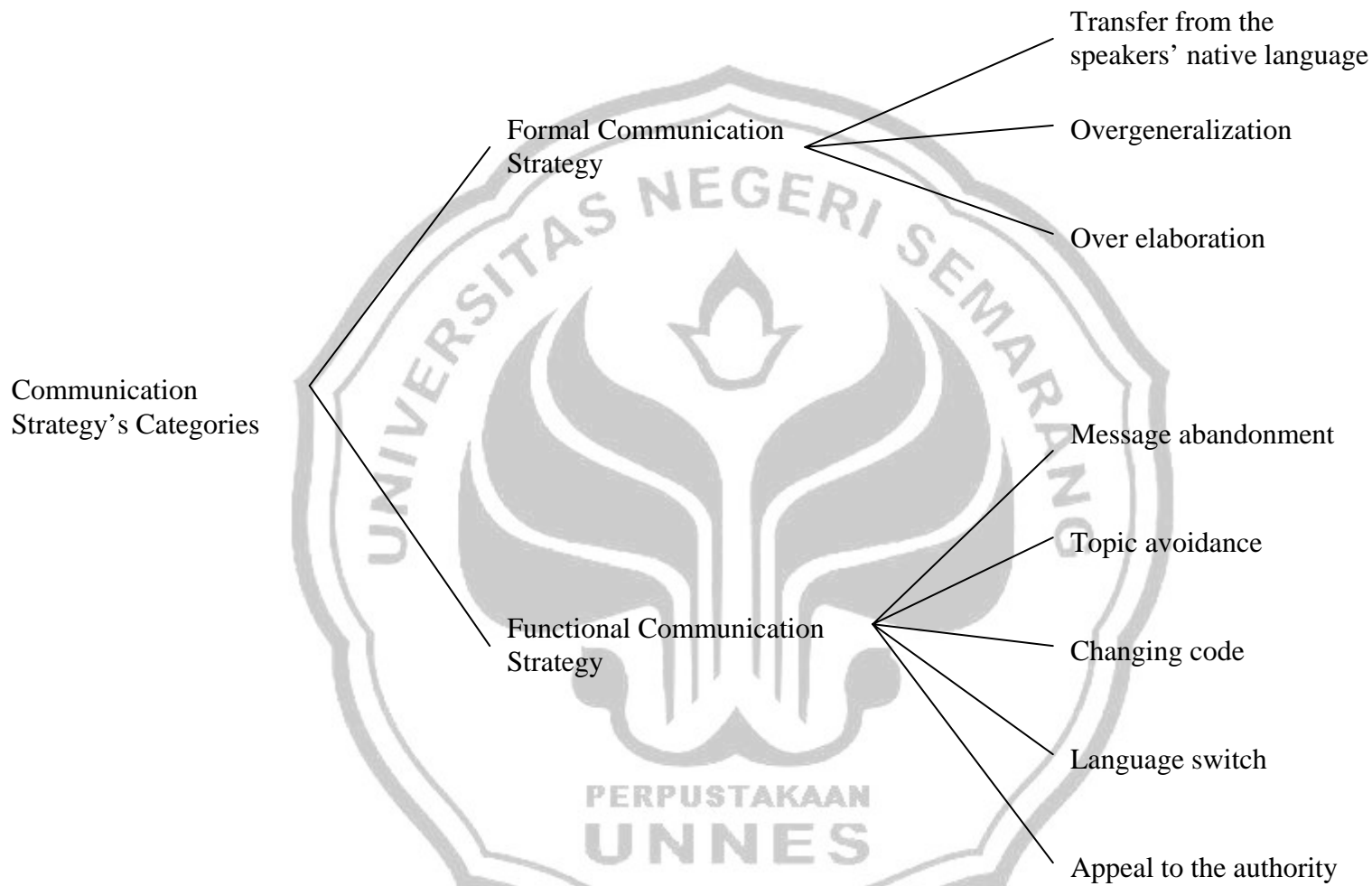
can be defined as the substitution of meaning with new word preferably as close to their optimal meaning as their appreciative allows.

## **2.6 Theoretical Framework of the Study**

To maintain the conversation runs smoothly, both participants supposed to possess a kind of communicative competence to convey the message in appropriate words. Communicative competence is understood, as the underlying system of knowledge and skill required for communication (Canale and Swain as quoted by Mahajna 2002:2). On the other hand, there are non native speakers of English who do not have the communicative competence, they try to find another transfer by means of communication they already have. This strategy used to bridge the gap between the speakers and listeners who lack of linguistic knowledge. Communication strategy used may vary depends on the speakers' willingness to use what kind of communication strategy. However, communication strategy can be classified into some parts.



**Figure 2.1**  
**Tarone's Communication Strategy (1984:429)**



**Figure 2.2**  
**Mujianto's Communication Strategy's Categories (1990:20)**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In writing this final project, I used the research procedures to get the empirical data required to provide materials for analysis. This study is intended to investigate the communication strategies of English speakers of Indonesia, in making conversation. To investigate their communication strategies, I need the objects of investigation, the instruments for collecting data, so that the data can be collected. From the collected data, I made the data analysis.

#### **3.1 Assumption**

When foreigners convey meaning, because of the lack of language competence, they get stuck in the middle utterance; they prefer to use communication strategies in order for the listeners to get the points. Therefore, mutual intelligibility is formed. The form of strategies used to compensate their lack in competence may vary, that they can be formal or functional as well as verbal or non-verbal. The formal strategy can be in form of transfer from the speakers' native language, overgeneralization, over elaboration, etc, while functional strategy can be in form of abandonment, avoidance, changing code, language switch, etc (Mujianto, 1990:20).

Virtually, to avoid misunderstanding between the speakers' which can always occur eventhough the participants use medium well, it depends on how

the speakers convey messages and how the listeners translate them. Hopefully, the speakers would speak fluently in the target language; due to the listeners find the signals sent by the speakers.

One type of properties that a non-native speaker of a certain language should have in order to convey meaning is so-called communication strategy, that is a systematic technique employed by the speakers to express his or her meaning when faced with some linguistic difficulty (Corder quoted by Mujianto 1990:20).

This is a case study, so in this study I have the following assumption : conversation among English speakers of Indonesia, between the radio announcers and their participants, uses some strategies in order to avoid some mistakes. To cover their lack of making communication, they use foreign language, and when they face some linguistic difficulties, they use communication strategies.

### **3.2 Objects**

Selection of object is an important step in conducting a research study. Here, in this final project, I got the object from the conversation of English speakers of Indonesia in a radio program. The conversation is between the radio announcers and their participants (listeners who call and join to participate in the program).

In this final project, I use only show broadcast from August to September 2006 as the samples to be analyzed, because the member population is too big and to get the maximum analysis of IMELDA FM radio.



In conducting this research, I took 8 conversation being examined, they are between the radio announcers and their participants. They are taken from the radio program of IMELDA FM named “ Happy Hour”. It is hold every Sunday evening from 06.00 p.m-08.00 p.m. There are approximately six participants during the two hours of the program. I took only 30% from the whole samples, two participants from each program, so that there would be eight participants being examined. Their voice will be recorded and analyzed qualitatively.

Almost from the time radio was invented, radio has developed their programs. One of radio’s programs in Indonesia is English language learning program. From its program, there are three benefits to conduct educational program through radio, improving educational quality and relevance, lowering educational cost and improving access to education, particularly in rural area (Jamison and McAnany 1978:12)

### **3.3 Procedures**

I found interesting English conversation in a radio program, the conversation is among the English speakers of Indonesia, and they are between the radio announcers and their participants. A series of actions that need to be completed, and the procedures used in order to achieve the research are :

- (1) recording their conversation using a tape recorder and blank cassettes
- (2) transcribing the recorded conversation in a written form
- (3) categorizing their conversation strategies

- (4) making some data analysis
- (5) finding the result of the investigation
- (6) drawing the conclusion

### 3.4 Research Instrument

In this study, I used the instrument as follows :

- (1) Recorded data of “ Happy Hour” English radio program

Radio is very important instrument, since I can get the conversation from it, and from the radio, also the data can be recorded and listened. IMELDA FM is a private radio in Semarang, which broadcast English conversation program, and from IMELDA FM the data are collected.

In collecting the data, I use tape recorder and blank cassette to record the data. Tape recorder can play an important part in providing excellent information. Tape recorder is used to record the participant’s voice during conversation on Happy Hour on IMELDA FM. Furthermore, the quality of tape recorder must be as good as possible for which good data requires good recording (Marjohan 1988:15), so that it will be easy to identify the strategies formed. When important variables have been defined, hand written note can speed up the work.

Analysis of conversation data can be completely straight forward or cut and dried but this does not remove the necessity of understanding what to do when one reaches this phrase in the research (Berg 1989:42). So, a blank cassette is very important in order to make my analysis more accurate.

### 3.5 Technique of Collecting Data

Realizing that analyzing the conversation in this research is important, I collected the data by using recording technique.

To make a good final project, I collected the data by recording the conversation from “Happy Hour” English radio program in IMELDA FM. Through the recording of the conversation, I would like to analyze the English conversation made by the English speakers of Indonesia, between the radio announcers and their participants, especially about the communication strategies in constructing their dialogues. I make it more specific by viewing them from their message abandonment, topic avoidance, appeal to the authority, changing code and their language switch.

The method that is used in this research is purposive non random sampling. Purposive non random sampling means that each number of population is considered to have certain criteria in accordance with the purpose of study (Berg,1989:16).

In short, I conducted a qualitative rather than quantitative. This kind of research will not focus on numeral statistic, but give most attention on how deep is the knowledge of themselves toward the interaction among the radio announcer and their participants which is being discussed.

### 3.6 Classification of Data

In this study, the data source is in the form of recording conversation. Furthermore, I concern on the functional strategy only. I classified the communication strategies used by the radio announcers and their participants into some categories.

The first category is message abandonment which is used by the speakers to talk and give information but than unable to continue and stop in middle utterances. In using message abandonment, the speakers firstly initiate to convey the messages, however, considering the difficulties they found, they stop entirely and give up then.

The second category, topic avoidance is used when the speakers simply try not to talk about concept for which the target language item is not known. Furthermore, the difference between message abandonment and topic avoidance is that in message abandonment, the speakers firstly initiate to convey the messages, although, finally they give up due to the unknown item, while in the topic avoidance, the speakers avoid the topic by entirely stopping, have no initiate to convey the messages first.

The third category, appeal to the authority used as speakers attempt to ask someone for correct term for which the unknown term to convey the messages. The fourth category, language switch is used when the speakers employ their language term. Finally the fifth category is changing code, that is the speakers' effort to defend the communication by changing some of words into other form in the target language.

### 3.7 Data Analysis

To find out the data required, I firstly record the conversation that have been made by announcers of Happy Hour program and their participants. Then I listen to the recording conversation many times carefully and indicate the participants' structure in the conversation into the transcription based on the conversation recorded. After doing the transcription in written language, this data source will be analyzed and identified for coding used to support for coding. Finally, the results of the transcription coding will be used to support the research and will be analyzed qualitatively.

The most obvious way to analyze spoken data is content analysis. Although one way certainly obstruct reducible items from interview data in order to quantify them, such activity ceases immediately being qualitative analysis (Berg 1989:42).

Here, through the data analysis, I used the qualitative research method. I will be able to understand the strategies of the English speakers of Indonesia in conveying their messages in making conversation.

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### 4.1 Data Analysis

This chapter describes the results and the discussion of the study. This study means to describe the communication strategies used by the participants of English conversational program broadcasted on IMELDA FM. This chapter contains the information dealing with the results and the discussion of the study of the data analyzed.

Considering that the topics of the conversation are common, it is assumed that all speakers are capable to give their opinion easily. When they find the difficulties to elaborate the topic, and then they make mistakes or whatever, this maybe caused by the fact that they haven't possessed adequate communication competence in English to express what they have in mind concerning the particular topics. It also can be assumed that to compensate the lack in the use of the language system they employ one or more of the communication strategies.

Here I would like to classify the analysis into five categories, they are :

- (1) message abandonment
- (2) topic avoidance
- (3) appeal to the authority
- (4) changing code
- (5) language switch

as the following sub-section :

#### 4.1.1 Message Abandonment

Message abandonment refers to a kind of strategy in which a topic is initiated but then cut short, because the speakers runs into difficulty with the target language form or rules. In the other word, the speakers begin to talk about the concept, but they are unable to continue due to the lack of meaning structure and stop in the middle of utterances and then they ask for the interlocutor about the exact term to complete the messages. Consider the following samples :

(1) Yes, exactly, for example you are.....you want that I'm your boy friend, it is not your need, because .....maybe you don't have any .....a.....some...  
Want.....in my.....in my.....in my.....what is it .....god always gives us the best  
.....mm....mm....the best for us and we have to face it whether we like it or not.

In sample (1) we can see that in constructing the sentences to convey the messages, the speakers runs into the difficulties. When s(he) is caught in the difficulties, s(he) evades the term that s(he) doesn't have in mind by saying "some... want...in my...in my...in my..." and ask the interlocutor for the exact term. However s(he) still keeps trying to continue her/his sentence to find the exact term. S(he) initiates new sentence to complete his/her description of the topic, although s(he) gets stuck in the mid utterances and can't catch the term, s(he) doesn't give up to express his/her opinion. S(he) gives more information to help interlocutor comprehends and knows what exactly crossing in his/her mind so that the interlocutor, in this case , the announcer can help to find the term.

(2) Yes, sometimes....a....a....it's so difficult to meet someone special who really understand us ....a....a....a woman who....who can....can accept us  
....a....a....who we are.....where we are from and never care what we did.

In sample (2), the speakers still has difficulties to find an appropriate word to convey his/her intention and to say what s(he) wants to say because the lack of competences' mastery such as vocabularies. Realizing that s(he) doesn't master the communicative competence, so s(he) repeats utterances by saying " a....a....or " a woman who....who....etc". Moreover s(he) picks up a new sentence " a woman who ....who can accept us ... " to illustrate the messages. The speaker finds hard to get the exact term, so s(he) just gives the additional information to cover his/her limitation of mastering the competencies. Before s(he) finds the appropriate word, the announcer gives a comment, realizing that the speaker might get stuck in the difficulty to continue his/her sentences in the target language in order to have the communication runs smoothly.

(3) Mm....mm....I was so sad and disappointed. I didn't know what to do. After....after thinking....mm....mm....long...long...what do you call...

In sample (3), at the first time, the speakers speaks fluent in the target language, but then s(he) stops for a while, s(he) runs into the difficulties to tell the appropriate word, that is "thinking further". Actually the speaker wants to say "after thinking further, because s(he) doesn't know the term, so s(he) just repeats the word " long....long" to encourage the announcer comprehend his/her intention. The speaker finds hard to get the term, so the announcer gives a respond or comment to break down the stuck of the conversation.

(4) I do....and this program is very ....very .....give me advantages, especially in speaking. Practice a lot can make ....make....., like the proverb says...a.....a ....



In sample (4), it can be seen that the speaker doesn't know for sure the term that s(he) has in mind in the target language. It is shown by his/her sentence that says "speaking a lot can make....make...." s(he) repeats the words "make". S(he) stops the conversation in the middle of the utterances, but then s(he) tries to find another way to convey the message by saying "the proverb say...a....a" and then stops. Realizing that the speaker gets stuck and finds the difficulty to continue her/his sentence, therefore, the announcer gives the comment by saying "the proverb says practice makes perfect", in order to have the communication run well.

#### 4.1.2 Topic Avoidance

In topic avoidance the speaker attempts to totally evade communication about topics or contents which require the use of the target language rules or forms which are not yet available in the speaker's language store.

The main difference between topic avoidance and message abandonment is that in the topic avoidance, due to the lack of the competence in the target language, the speaker totally avoids the communication about the topic, while in the message abandonment, the speaker tries to initiate the topic even though they give up then, consider the following samples.

(5) because...he.....he....he is very kind, always gives me....gives me....a....a.. what....what....more....more.....

In sample (5), because the word intended is unknown, the speaker utters "a....a...what....what....more....more...", and then stops entirely, without giving

more explanation, s(he) tends to avoid the topic and doesn't continue her/his sentence at all because of the lack of the competencies. Knowing what the speaker really wants to say, the interlocutor (in this case is the radio announcer) helps the speaker to complete the missing word by saying "give more attention". It's intended to break the silence and make the conversation keeps running well.

(6) that's right, he always takes.....takes.....a.....a.....takes....mm....I don't know.

In sample (6), it can be seen that the speaker cannot find a proper word to complete the sentence. S(he) just says "takes....takes..." and also utters "a.....a.....takes....mm". The speaker still feels hard to say "takes care" because of her/his word boundary.

At last, the speaker gives up and says "I don't know", but then the announcer tries to help the speaker and tries to guess what the speaker wants or means, considering that the speaker gets stuck. Furthermore the announcer helps the speaker by completing the compound word "take" becomes "takes care" because of the word limitation of the speaker. It's done to advance the conversation and to build the conversation runs longer.

(7) How to show my love....a.....a....by... by....the....a.....give....give something to make him happy....give....give....a.....a

In sample (7), the speaker runs into the difficulties in completing the sentence to be conveyed. She has the obstacles when she wants to explain that to show the love to someone is by giving something special but she cannot tell the specific thing or certain thing to be given to someone special because she can't

find the right word in the target language and she evades the terms that she doesn't have in mind. Therefore to stop entirely, she just utters "give....give.... a....a...." and she waits for the announcer understands that she has difficulty to continue her speaking. She hopes that the announcer will realize the situation and then continue the conversation by completing her sentence.

Then the announcer tries to encourage the speaker speaks up to avoid the stuck in the middle of the utterances by saying "give a present or a gift like a shirt or a watch in his birthday, maybe....". In other word, the speaker avoids the topic by letting the announcer (interlocutor) continuing the conversation.

#### **4.1.3 Appeal to the Authority**

Usually, the strategy of the abandoning as well as the avoiding the topic is normally followed by another strategy in order the communication not breakdown (Mujianto 1990 : 29). After the speaker abandons or stops in the middle utterance due to the difficulty to find an appropriate word, and to solve the stagnation, the speaker will ask to the interlocutors for an idea. Furthermore, appeal to the authority is the common way used to save the communication, in order the interlocutors catch the linguistics signals sent by the speakers.

The form of appeal to the authority can be asking a direct question in the target language or in the native language, or using non verbal communication (Mujianto 1990 : 29)

Appeal to the authority refers to a kind of strategy in which the speakers attempt to ask someone for the correct term or ask someone to supply a form or

lexical item whether in the target language or in native language. Consider the following samples :

(8) mm....no, sorry, I joined this program a....a....some....some ....I meant ...*beberapa menit yang lalu*....what is this in English?  
(sorry I joined this program few minutes ago)

The speaker asks the announcer using the direct question in the target language to avoid misunderstanding between them and to make the conversation clear.

In the conversation above, the speaker tries to explain that s(he) joins to the radio English program named “Happy Hour” on IMELDA FM not long after turning on the radio, and s(he) has the difficulty to say “*beberapa menit yang lalu*” in the target language, therefore, s(he) asks the announcer. This is the strategy to continue her/his speaking and to keep the conversation going larger.

(9) yes....and...I...I....a...a....very....very.....*sangat merindukanya*, how do you say in English?

The speaker wants to tell the announcer that s(he) really miss her boyfriend very much, but she can't say the sentence in the target language (English). S(he) tends to say that “*sangat*” in English is always represented by “very” and always put it after the subject. S(he) repeats the word “very” at the beginning of the sentence after utter I...I. S(he) seems to say “I very....very....miss him”. But s(he) is not sure with that, furthermore s(he) ask to the announcer the correct sentence, realizing that grammatically her/his sentence incorrect. Besides to enrich her/his knowledge of grammar, the speaker hopes that

by understanding the correct term of “*sangat merindukannya*”, her/his sentence will flow smoothly.

The announcer then helps her/him to complete the sentence by showing her/him the correct sentence “*sangat merindukanya* which is in English, it means “miss him very much”.

(10) mm....mm....and....and....what is it *memperlakukan aku dengan baik?*  
(and he treats me well)

In sample (10), the speaker totally stuck in the difficulties . S(he) doesn't have any idea to pour out her/his feeling in English. S(he) can't convey or advance her/his message in the target language because s(he) doesn't know how to say in English. Her/his limitation in linguistics cause the conversation a little bit get trouble. Considering that s(he) couldn't continue her/his speaking ,and to avoid the rigidity of thinking, therefore s(he) asks direct question “what is it *memperlakukan aku dengan baik*”. This is the way which is chosen by the speaker to convey her/his message because s(he) doesn't understand at all what s(he) has to say to express her/his intention in English because her/his vocabulary and understanding of grammar are poor.

(11) He....he....S(he) has to realize....a....a....*kekurangan dan kelebihan kita*....what do you call it?  
(S(he) has to realize our weaknesses and also our strengths...)

The speaker asks the direct question “what do you call it” in order to complete her/his descriptions about the topic. Even, to make them clear, the

speaker asks for the meaning of “*kekurangan dan kelebihan kita*” in his or her native language to avoid misunderstanding between them.

(12) love was nothing without....without....a....a....*restu orang tua* . What’s the English of *restu orang tua*?

In sample (12) the speaker makes a repetition of word such as “without....without....a....a....” to take more time, in order s(he) finds the exact term to express her/his ideas. In addition, considering the difficulties cannot be solved, s(he) asks to the announcer a question directly in native language, which is possible, because the speaker and the announcer speak in the same language. The case maybe different when the announcer doesn’t have the same native language.

#### 4.1.4 Language Switch

Language switch refers to the learner’s strategy to transfer the messages, employing the native language. These phenomena, usually are begun by asking for the assistance, then they followed by give the information in their native language or translate the intention word into their native language. Consider the following samples:

(13) mm....mm....if....a....a....the abortion is emergency....mm....a....really urgent, *mendesak*...  
(if the abortion is emergency, really urgent, *mendesak*)

In sample (13) the speaker utters “*mendesak*” to replace the English word “urgent” that had been uttered. The speaker hesitates whether the term is correct or not, so s(he) emphasizes to explain that urgent is *mendesak*. The speaker

translates the intention word into her/his native language because s(he) is not quite confident whether the interlocutor (the announcer) comprehends her /his sentences or not if s(he) doesn't mention the appropriate word in native language.

(14) ya....maybe....a....because of having sex before marriage or having affair, *berselingkuh*....

In sample (14), the speaker uses the Indonesian word "*berselingkuh*" as one of the strategies that s(he) used to convey the message when s(he) is not sure with the intention word. The Indonesian word "*berselingkuh*" is replaced by the word "having affair". In addition, the speaker also lets the Indonesian word as it is.

(15) I haven't ready yet to get marriage in young age, *dusia muda*?

In sample (15), the speaker lets the Indonesian word as it is, without intention to translate the Indonesian words into the target language. It's done because the speaker wants response from the interlocutor (the announcer) about the intention word that pass in her/his mind. The speaker wants to know whether the announcer agree or not with the term that has been used in constructing the sentence, that is "young age" can be translated into the native language "*usia muda*".

(16) yes, if I didn't obey them, I would not....not....mm....*tidak diakui*, be admitted as their daughter anymore, *lagi*

The speaker tries to send the message to the announcer through her/ his native language followed by the term in English without intention to give it

correction. The speaker tells the announcer that if s(he) make a special relationship with a man who has different religion with her, their parents will not admit her as their daughter anymore. To know whether “*tidak diakui*” (in her native language) is the same as “be admitted” (in the target language), therefore the speaker uses the strategy of language switch that is giving information by translating the intention word into the native language to make sure whether the translation is correct or not.

#### 4.1.5 Changing Code

Changing code can be in form of paraphrase or meaning replacement (Varadi as quoted by Mujianto (1990 : 25). Paraphrase refers to restatement of a text, passage or word giving the meaning in another form in order to handle more difficult form, while meaning replacement can be defined as the substitution of meaning with new word preferably as close to their optimal meaning as their approximates allows. Considering the following samples:

(17) He...he...a....a....he comes to Semarang, and.....and....in a year, on April and July, two times, a....a....twice

In sample (17), it can be seen that the speaker intends to complete her/his sentence by explaining that her/his friend comes twice in a year. First he/she uses the word “two times”. Feeling that S(he) doesn’t remember a given grammatical form, the strategy that can be used is paraphrase. S(he) has difficulty to remember the term ‘twice’, S(he) tries a paraphrase such as ‘he comes to Semarang in April and July a year or ‘two times’ and the announcer can catch what is in her/his mind



by completing the sentence with the term 'twice'. Here, the speaker applies changing code in form of paraphrase or meaning replacement.

(18) ya....I agree with you and outer beauty is not too important ....a....a....very important ya....

In sample (18), the speaker proposes "too" that s(he) is not sure with the term counterpart. The term "too" has the negative connotation. And then the speaker chooses the second term to complete the sentence. The term "very" is the most appropriate word that can be taken as the substitution of the first term.

(19) I....I....a....a....I just kept silent, I don't say anything

To explain the intention that s(he) wants, the speaker completes her/his sentence by applying paraphrase as form of changing code. In sample (19) the speaker says "I just kept silent", and then to make the conversation is clear s(he) gives additional information by adding the sentence "I don't say anything.

(20) I could not imagine....a....a....fancy?

In sample (20) the speaker prefers to use the term "fancy" than "imagine" to describe her explanation of the sentence. It is not formal conversation but it's an informal speaking, therefore, s(he) likes to express her/his feeling using the word "fancy"

(21) then my parents gave me a....a....they say 'you must break your relationship with him' ....mm....mm.....

Realizing that S(he) is not sure with the term, although she knows what's in her mind, then she explain her intention with the complete sentence (her parents'talking 'you must break your relationship with him'). The speaker wants to say that her parents will give her 'severe warning' if she still make a relationship with the man who has different religion with her. Because of limitation of communicative competence and she doesn't know the exact term, thus she explain with her own word to make the announcer understand what she means.

#### **4.2 Findings**

To transfer the meaning easily, and in order to be able to interact effectively and to avoid the breakdown of communication, the participants should possess communicative competence to transfer the message in appropriate word.

Due to the fact that non-native speakers of English do not always have the communicative competence, they try to find a way or a strategy that can be used to compensate the message. The strategy that is mostly used by the speakers to bridge the gap that may occur between the speakers and the listeners is called communicative strategy.

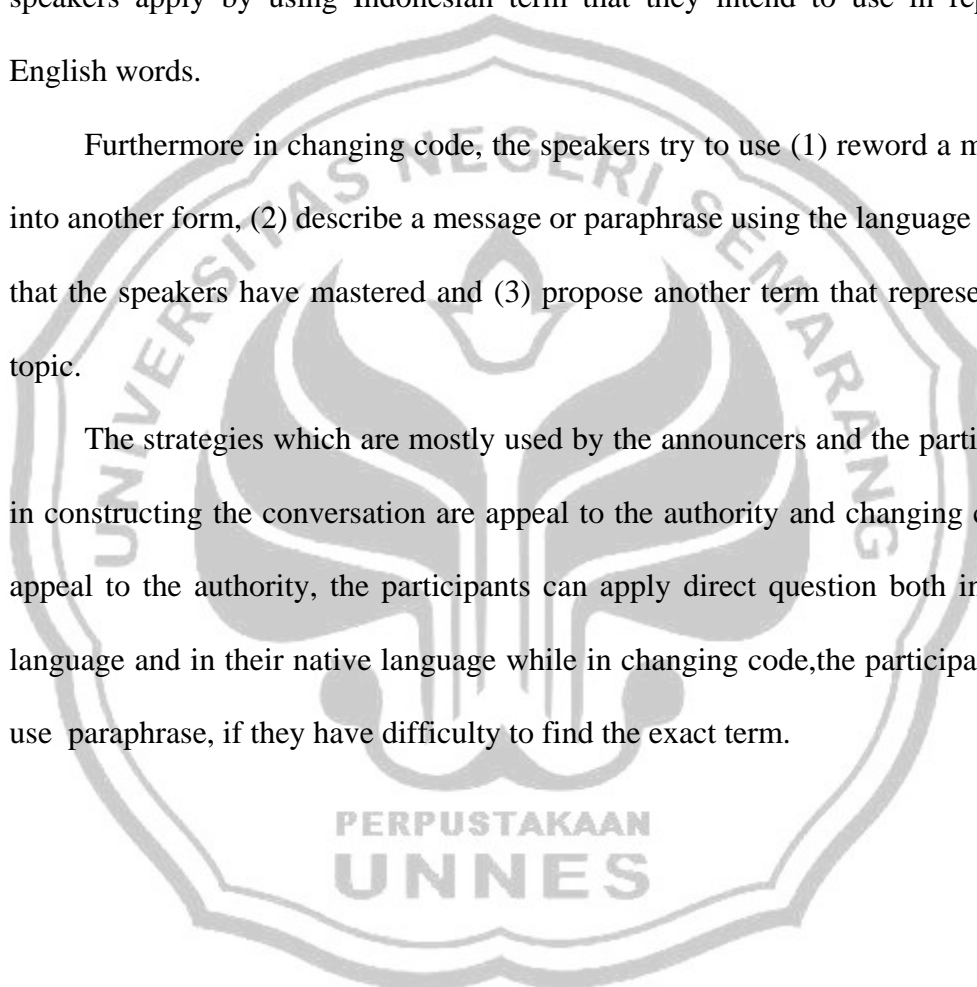
In using message abandonment, the speakers tends to find some ways to overcome the problem by (1) picks up another topic, (2) repeat utterances, (3) waits for announcer to complete the topic, and (4) laughs as a sign that S(he) gets stuck with the utterance and need interlocutor' help. In topic avoidance, the speakers find a way to overcome the problem by (1) give up the topic entirely, (2)

laugh and say 'I don't know' or 'something like that' or 'I forget', (3) let the message unuttered, and (4) repeat utterances.

In appeal to the authority, the speakers apply direct question whether it is in the target language or in the native language. Furthermore, in language switch the speakers apply by using Indonesian term that they intend to use in replacing English words.

Furthermore in changing code, the speakers try to use (1) reword a message into another form, (2) describe a message or paraphrase using the language system that the speakers have mastered and (3) propose another term that represents the topic.

The strategies which are mostly used by the announcers and the participants in constructing the conversation are appeal to the authority and changing code. In appeal to the authority, the participants can apply direct question both in target language and in their native language while in changing code, the participants can use paraphrase, if they have difficulty to find the exact term.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In conveying the messages or the intentions in English, especially for English Speakers of Indonesia, is not easy, that's why they often get stuck in the middle of conversation because the lack of competencies. Through the communication strategies, the speakers are able to overcome the difficulties during the conversation.

They can apply message abandonment, topic avoidance, appeal to the authority, changing code, and language switch in constructing or conveying the messages. The announcers and the participants mostly used appeal to the authority and changing code to send their intentions to the interlocutor because the participants or the speakers, can apply direct questions both in the target language or in the native language when they talk using 'appeal to the authority'. While in 'changing code', the participants can paraphrase the term if they find the difficulties.

#### 5.2 Suggestions

Based on the results of the study, I would like to offer some suggestions that are important for the announcer and participants of Happy Hour program in particular and other listeners in general, to improve their ability in speaking by learning the competencies to get the fluent English speaking. If they haven't master or comprehend the competencies, they should understand the communication strategy to avoid misunderstanding when they convey the

messages sent and to bridge the gap between the participants and the announcers, therefore the conversation between them can run smoothly.

For the teachers, they should be resourceful and sensitive in relation to learners' understanding of language learning therefore the learners can minimize the mistakes in constructing the conversation or in speaking practice.



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### Appendix 1 : Data of Conversation 1

- Announcer : Hello....
- Speaker : Hello.....
- Announcer : Who is calling?
- Speaker : Reta.
- Announcer : Where are you Reta?
- Speaker : I am from Kebon Dalem
- Announcer : Is this the first time you call us, Reta?
- Speaker : Yeah, this is my first time joining this program.
- Announcer : How are you doing Reta?
- Speaker : Just fine and what about you?
- Announcer : Not bad, thanks. Are you a student?
- Speaker : Yes, I'm a student college of Dian Nuswantoro University
- Announcer : What do you major in Reta?
- Speaker : I major in Economic
- Announcer : OK Reta, do you know our topic today?
- Speaker : mm.....no sorry, I join this program a....a....some....some....I meant ...*beberapa menit yang lalu*, what is this in English, I don't know the topic...
- Announcer : few minutes ago, ok, we talk about fall in love now. By the way Reta, have you ever fallen in love?
- Speaker : of course yes and I'm falling in love now.
- Announcer : wow, really that's sound great...with whom Reta? Your classmate, or.....



- Speaker : no...no...not my classmate, He is in Bandung, works there and we are a long distance couple
- Announcer : Where did you meet him? Is he from Semarang or Bandung?
- Speaker : Yeah, actually he is from Semarang and moves to Bandung because he has to work there, and I met him in my birthday party...
- Announcer : Having a boy friend who live so far a way, it's hard I think, how do you contact him? Just by phone, send SMS or what Reta?
- Speaker : Yes, he...he...a...a...he comes to Semarang ...and...and in a year.. in April and July, a...a... two times, a...a...
- Announcer : Back home to Semarang twice a year
- Speaker : Yes...and...I...I...a...a...very...very...*sangat merindukannya?*
- Announcer : You miss him very much
- Speaker : Yes and we send SMS each other, phone or by email
- Announcer : Why do you fall in love with him Reta?
- Speaker : Because...he...he...he is very kind, always gives me ....gives me...a...a...what...what...more...more.....
- Announcer : Give more attention
- Speaker : That's right, he always takes....takes....a...a...takes....mm....I don't know
- Announcer : What....what is that....takes care, you meant?
- Speaker : Yes....yes...., I meant he always takes care of me
- Announcer : so nice

- Speaker : mm...mm....and....and ....what is it *memperlakukan aku dengan baik*
- Announcer : treat you well
- Announcer : yes, right...
- Announcer : how long have you be his girl friend?
- Speaker : about one year...
- Announcer : Wow, quite long I think, and during your relationship....any problems
- Speaker : Yes, so many problems
- Announcer : And how to solve it Reta?
- Speaker : Yes, communication is very important I think. And I...I....never....never....mm....mm...distrust, *curiga?*
- Announcer : mm...mm....you meant you always trust him
- Speaker : Yes...yes... that's right
- Announcer : Ok Reta and thanks for calling, you wanna say hello to your friend or request a son your favorite song maybe....
- Speaker : yes I want a song from Lea Salonga
- Announcer : Ok we will play it for you....and nice to talk with you Reta, bye....
- Speaker : nice to talk with you to...by...

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day, date** : Sunday, August 6, 2006

## Appendix 2 : Data of Conversation 2

- Announcer : Who is speaking?
- Speaker : Bunga from Ketileng
- Announcer : Bunga... ok Bunga do you know our topic today ?
- Speaker : Sorry I don't know what's the topic?
- Announcer : Let me tell you how deep is your love to your boy
- Speaker : Wow...sometimes it's hard to say it...I don't know
- Announcer : But how...how to show your love Bunga?
- Speaker : How to show my love a....a....by....by.....the.....a....give....  
give.... Something to make him happy, give....give...the.....  
the....a.....
- Announcer : Every time give a present or a gift like a shirt or a watch in his  
birthday maybe....
- Speaker : Every time ....I...I...let say I meet my boy  
friend....and...and....mm. mm....
- Announcer : Spending the time with him a long day, meaning that you love him  
very much...
- Speaker : Maybe...maybe...but...but....if he...he....do...do...if he doesn't  
on time in any appointments, it means that he doesn't love me  
anymore and so do I
- Announcer : It's not always like that Bunga....maybe he has any works and  
very busy so he couldn't be on time, so don't blame him at all.

- Speaker : Yes, when he did it again and again I...I...mm.....mm.....*tak percaya lagi*, what is it in English?
- Announcer : You couldn't trust him anymore
- Speaker : Yes....and I will leave him
- Announcer : Wow, that's too bad, don't do that
- Speaker : Yeah...it's my final decision and I've considered it
- Announcer : Ok Bunga your right to take turn and make the decision. Good luck Bunga...and nice to talk with you
- Speaker : Thank you and nice to talk with you too. Can I request the song
- Announcer : Certainly, what song
- Speaker : *Risalah Hati* from Dewa
- Announcer : Ok just wait and I'll play it special for you, thanks for join us and bye...bye...
- Speaker : Bye

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day, date** : Sunday, August 6, 2006

### Appendix 3 : Data of Conversation 3

Announcer : Who are you?

Speaker : Sabar from Jepara

Announcer : Sabar, are you really Sabar, patient? just kidding...how are you Sabar?

Speaker : Heee...heee...not bad, and you, how are you doing?

Announcer : Very well, thanks. By the way, Sabar, what do you think about everything you want is not always everything you need...

Speaker : Yes, exactly. For example you are....you want that I'm your boy friend, and it's not your need , because.... maybe you don't have any....a....a... Some....want....in my...in my....in my....what does it call....God always gives us the best....mm....mm....the best for us, and we have to face it whether we like it or not.

Announcer : Our destiny.....what we need is not always what we want

Speaker : Yes, sometimes a....a....it's so difficult to meet someone special who really understand us a....a.....a woman who....who....can....can accept us a.... a.....who we are.....where we are from.....and don't care what we did....

Announcer : I see, that's a soul mate and that's not easy, right?

Speaker : He....he....S(he) has to realize....a.....a....*kekurangan dan kelebihan kita*.....what do you call?

Announcer : Our weaknesses and also our strengths....by the way have you found that girl you meant Sabar? or the girl you want?

- Speaker : The right one, *orang yang tepat*....? I don't think so.....sometimes we want a good physical appearance....good looking. Beautiful, rich, and also smart
- Announcer : And she is not what we need...
- Speaker : Ya....and our need is a kind person....not always beautiful or handsome man....although it's important but it's not the first priority....
- Announcer : I think you want to say that inner beauty is the most important of all
- Speaker : Yes, I agree with you and the outer beauty is not too important....a.... a....very important ya....
- Announcer : Yeah...and I hope you will find the girl who has both inner and outer beauty.
- Speaker : Thanks anyway...may I request a song please?
- Announcer : Wow, I'm sorry, time is up and this is the last song we'll play for you all the listeners...
- Speaker : Ok never mind.
- Announcer : Thanks for join us and have a nice day Sabar..
- Speaker : You too and bye....

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day,date** : Sunday, August 13, 2006

#### Appendix 4 : Data of Conversation 4

Announcer : Who is calling?

Speaker : Hello, it's Poppy from Kendal

Announcer : How are you doing Poppy?

Speaker : Not bad thanks....you?

Announcer : Are you working? or a student?

Speaker : I'm a student of USM (*Universitas Semarang*)

Announcer : What semester Poppy?

Speaker : The third semester

Announcer : Wow, very young. Younger than me. By the way, our topic today is talking about an abortion, do you agree with it Poppy? What do you think about the abortion?

Speaker : Yes, with the significant reason..

Announcer : What's your reason?

Speaker : Mm....mm....if....a....a....the abortion is emergency...  
mm....a....really urgent, *mendesak* and ....and....it  
can....can....what is it? Can kill the mother or the baby so it  
should be done.

Announcer : If it threatens the life of the mother or the fetus so you agree with the abortion?

Speaker : Yes, but if....if....mm....it....it....it's not threatens the baby, I....I.... What...what...hate?

Announcer : Against, you are against the abortion?

- Speaker : Exactly, and as we know that all religions still against abortion no matter what the reason....
- Announcer : In your opinion, why people doing abortion?
- Speaker : Yes maybe.....a.....because of having sex before marriage or having affair, *berselingkuh* and then the woman is pregnant. Usually many people who...who abort are still....still....mm....study or....or....still young....young old?
- Announcer : Young age or school age and they are not ready yet for having a baby. What about you Poppy, do you want to have a baby in young age?
- Speaker : I don't think so. Because....mm....mm....physically maybe yes I'm ready but mentally I haven't ready yet to get marriage in young age, *usia muda ya*....besides financially I'm not ready....I have to finish my study first, get a job and think about marriage then.
- Announcer : Of course you won't to get marriage because of "accident"
- Speaker : Yes I hope too...a....so ya....
- Announcer : Yes, ok because we still have a little time, you wanna request a song?
- Speaker : No...thanks

**Source** : "Happy Hour" English  
Radio Program of  
IMELDA FM

**Day, date** : Sunday, August 13, 2006



### Appendix 5 : Data of Conversation 5

- Speaker : Good evening IMELDA?
- Announcer : Good evening.....who are you ?
- Speaker : I'm Dian from Candi Baru
- Announcer : How are you Dian?
- Speaker : Right, and what about you?
- Announcer : Not good today is my bad day because I've got sick.
- Speaker : Wow, I'm sorry to hear that
- Announcer : Yeah...anyway do you still study Dian?
- Speaker : I'm a student of high school
- Announcer : Where?
- Speaker : SMA 4 Banyumanik, third years
- Announcer : I see...
- Speaker : Mm...today I just want to share to all the listeners
- Announcer : Yes, please. What do you want to share with us?
- Speaker : Before sharing my story, may I ask you a question?
- Announcer : Yes, ask me about what Dian, please don't ask about mathematics  
....hee....hee....(just jokes)
- Speaker : Yeah...I want to ask about it.....that's my weakness....hee....hee...  
of course not...I just want to ask about difficult problems in life.  
What's your most difficult problem?

Announcer : Mm....what....wow....difficult question I think, more difficult than mathematics I guess....hee...hee....my most difficult problem is about money..

He...he...if I don't have money, I cannot buy anything I want.

That's my problem and what about you Dian?

Speaker : Yes, I have a problem that....that....a....a.....until now....a....up to now.....I still....still....think....about....about....

Announcer : What?

Speaker : I have a boy friend. *Suatu saat*, what is it ?

Announcer : One day....

Speaker : Yes, he said that he loved me more.....loved me very much and...I...I ...a....a....I just kept silent, I don't say anything

Announcer : You said nothing for some time

Speaker : Yes, that's right. mm....mm....it....it....a....as.....as.....what is *kenyataanya*?

Announcer : As matter of fact, you loved him too. And what did you do then

Speaker : I just hide my feeling at that time. I could not....I could not....mm.... mm....answer, *menjawab*? that I loved him too.

Announcer : Reply? You don't dare to tell the truth that you love him too

Speaker : Right, the most difficult problem for me is how to say "I love you too"

Announcer : Wow...that's a pity...

Speaker : Yes, and I'm so sorry now....but past is past...whatever will  
be...will be...that's my story...enough

Announcer : That's all Dian?

Speaker : Yes, thank you for being my listener

Announcer : You wanna say something to someone?

Speaker : no, I just want the song from Diana Rose featuring West Life  
“when you tell me that you love me”

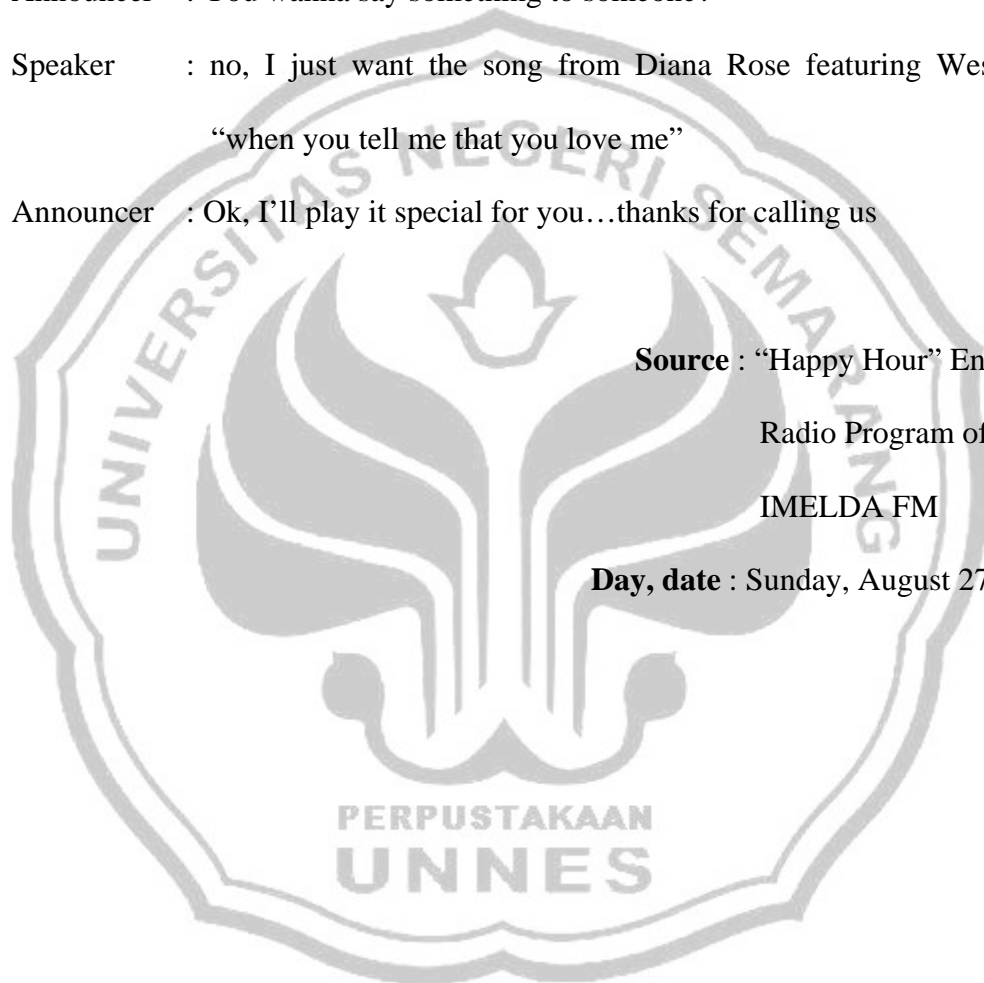
Announcer : Ok, I'll play it special for you...thanks for calling us

Source : “Happy Hour” English

Radio Program of

IMELDA FM

Day, date : Sunday, August 27, 2006



### Appendix 6 : Data of Conversation 6

- Announcer : Who is speaking?
- Speaker : Hello Reta, I'm Welas in Ksatrian
- Announcer : Welas, is this the first time you call us ?
- Speaker : Yes, this is my first calling in IMELDA
- Announcer : How are you Welas, feeling well today? How was your weekend?
- Speaker : Not quite good because I broke with my boyfriend
- Announcer : Broken-hearted?
- Speaker : Yes, mm....mm....I'm very sad
- Announcer : I'm sorry to hear that, but don't be sad trust me that you will find the best man for you one day....
- Speaker : Thanks...
- Announcer : Mm....why...why you break your relationship with your boyfriend mm....sorry....if you don't mind sharing with us?
- Speaker : Well...when I was in the third years, I make a special relationship with someone and my parents finally knew my relationship with him. One thing make them angry was that I had chosen a wrong man
- Announcer : a wrong man?
- Speaker : Yes, they said I had make a big mistake by loving a man who has different religion with me.....but we loved ....mm.....mm.....I meant I loved him and he also loves me. How do you say?

Announcer : You love each other

Speaker : Yes, I could not imagine.....a.....a.....fancy?

Announcer : Yes, fancy....

Speaker : I could not fancy how to go on living without him. Then my parents gave me.....a.....a.....they say 'you must break your relationship with him' .....mm.....mm.....

Announcer : a severe warning... and then you obey them?

Speaker : Yes,.....if.....if.....if.....I didn't obey them.....I would not be...mm .....mm.....*tdk diakui*, admitted, as their daughter anymore...?

Announcer : That's right, if you didn't obey them, they would not admit you as their daughter anymore?

Speaker : Mm.....mm....I was so sad and disappointed. I didn't know what to do....after.....after thinking.....mm.....mm.....long.....long.....

Announcer : After thinking over?

Speaker :Yes, I decided to leave him, for me, love.....love....a.....meant.....I...meant.....what.....what.....love...  
...was.....a.....a..... doesn't..... meant.....a.....what....

Announcer : You meant....love was nothing....

Speaker : Yes...yes....love was nothing without....without.....a.....a.....*restu orang tua*, what's the English of *restu orang tua*?

Announcer : Without parents blessing.....

Speaker : Absolutely yes.....and at first it was hard to forget him.

- Announcer : Human being I think.....if I were you, I would do the same thing..... do you still remember him?
- Speaker : At first.....at first, yes, I always remember the time we....we.....used to, *biasanya*, spend together and what I could do was just crying.
- Announcer : But you have to forget him by doing something, going out with friends, taking some courses or anything, maybe can help you to forget him.
- Speaker : And then I left my hometown and continued my study in Bandung. Frankly, it takes a long time to forget him
- Announcer : You have made the right choice to forget him
- Speaker : Yes, for me, my parent's blessing is more important than my relationship with him....that's all I think....by the way, could I request a song?
- Announcer : Yes, of course.....what song you want?
- Speaker : *Cinta tak harus memiliki* by Kahitna
- Announcer : Ok, I'll try to find this song, thank you for calling Welas...
- Speaker : You're well come.....

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day, date** : Sunday, August 27, 2006

### Appendix 7 : Data of Conversation 7

- Announcer : Hello IMELDA FM good evening?
- Speaker : Good evening IMELDA....
- Announcer : Who is calling?
- Speaker : Bagas, I'm from Pedurungan
- Announcer : How are you Bagas? Are you fine?
- Speaker : Yes, I'm well, what about you?
- Announcer : Pretty good thanks....
- Speaker : Actually....I like....I....I....I very....very like.....a.....a.....English  
I read, English magazines, listen to IMELDA and....and....join  
with friend at school speaking English.....practice....little....by  
little....
- Announcer : You like English very much, don't you?
- Speaker : Right, but my English is bad.....I can't speaking  
good....a.....a....well
- Announcer : It' ok, just keep trying and practicing your oral English with  
anybody, it can help you to be able to speak English well. By  
joining this program "Happy Hour", you can practice your  
English, right?
- Speaker : Yes, but I'm....I'm so shy and afraid.....
- Announcer : Don't be afraid to make a mistake because you can learnt from the  
mistake, keep reading English magazines, listen to the English

radio program. It's make your English better, but the more important is your pronunciation. How is it?

Speaker : Bad.....quite bad I guess

Announcer : The only way to be able to speak English well is practicing it with anybody, anywhere and anytime appropriate

Speaker : Yes....yes.... and I'm....I'm....a.....I want a special teacher ....who teach me English at home

Announcer : A private teacher? Yes....a private teacher is of some use, always keep your ambition, listen and read anything in English you come a cross

Speaker : I do....and this program is very....very.....a.....give me advantages.... Especially in speaking. Speaking a lot can make.....make.....a.....a.....the proverb says.....a.....a.....what the proverb says?

Announcer : Yes, practice makes perfect. The more you practice, the better and faster you learnt

Speaker : Yes...yes...thanks a lot

Announcer : Ok, good luck Bagas.

Speaker : Thank you....

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day, date** : Sunday, September 3, 2006



### Appendix 8 : Data of Conversation 8

- Announcer : Hello IMELDA, good evening
- Speaker : Good evening
- Announcer : Who is speaking?
- Speaker : Lulu
- Announcer : How are you doing?
- Speaker : Very well, and you?
- Announcer : Great...
- Speaker : What's the topic today?
- Announcer : The topic is what will you do if your boyfriend has an affair on your back?
- Speaker : Wow....my experience.....hee.....hee.....hee.....
- Announcer : Really, what did you do then and how it can be?
- Speaker : That's my fault....I have an affair too and finally my boyfriend knows about that and he does the same thing
- Announcer : and then you break up with your boyfriend?
- Speaker : No, I don't want to break up with my boyfriend because I still love him very much....
- Announcer : But why you betray him?
- Speaker : I don't know....a.....a.....I....I....often.....mm.....mm.....we often have problem, talk much each other, sometimes I feel that I don't

trust him or maybe because I feel....I feel....a....a....I don't want to meet him, and I...*I merasa jenuh?*

Announcer : Feel surfeit, I think you still love him very much and both of you need to communicate one to each other

Speaker : Does he still love me and ....and ....should I...I...keep my relationship with my boyfriend? should I...I...what....what...  
*.Mempertahankan*, maintain this relationship?

Announcer : As I said before, you should talk or ask him whether he still loves or not....and try to find the solution together, communication becomes very important for you.

Speaker : Yes, I think I...I...but...but...I'm afraid....a....a....I'm so scared if he will leave me

Announcer : Whatever will be....will be, you must be ready to face anything and to take the risk. It's life....anything happen to us is the best for us

Speaker : Yes....yes.... I realize about that and I'll try to do your suggestion... I'll try....

Announcer : Yes, and good luck.

Speaker : Thanks a lot.

**Source** : "Happy Hour" English

Radio Program of

IMELDA FM

**Day, date** : Sunday, September 3, 2006



