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ELT LEARNERS' COMMUNICATION STRATEGIES IN EXCLUSIVE AND TASK-BASED LEARNING

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ABSTRACT: The present research was aimed to find out what and how communication strategies were used in a subject matter class at University of Lampung (henceforth UNILA). The research was held in English Teaching (ET) Media class where the participants were ELT learners in the sophomore year of UNILA's English Education study program. ET Media Class was, coincidentally, taught using two models of learning: EXCLUSIVE for A sophomore class and Task-Based Learning for B sophomore class. The data were collected from observation and questionnaire. The observation data were recorded, transcribed, and coded using Dornyei's Taxonomy (1995) before they were interpreted how the strategies occurred distinctively in both classes. The results indicate that ELT students learning subject matter at the University of Lampung produced seven types of communication strategies such as Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non-Linguistic Signals, Code Switching, and Appeal for Help, and Time Gaining. However, the learners' communication strategies were found to occur more frequently in the EXCLUSIVE learning model class rather than the other one. EXCLUSIVE learning model stimulated 8.83% more of communication strategies than that of Task-Based Learning. Current research findings suggest an alternative learning model applicable in ELT classroom settings. This also predictably uncovers the likelihood of finding similar result when EXCLUSIVE learning model is applied in different classrooms.

1 INTRODUCTION

In English Foreign Language classes context, it has been widely accepted that speaking skill appears to be demanding for foreign language learners (Lazarton, 2001) The ability to operate in a second language can be actually equated to the ability to speak that language (Nunan, 1999). Meanwhile, most of Indonesian EFL learners faced hesitations to speak in English although they have been studying the language since junior high and some even since elementary school. Learning a second language can be a particularly anxiety-provoking experience for several reasons. When learners are asked to express themselves using a language in which they have limited competence, the task can be very threatening to their self-image. In an oral discussion, shyness, nervousness, feeling afraid of making mistakes, and not knowing the way how to pronounce certain words were found to be the most potential problems hindering the students to speak (Susilawati, 2007) but when they happen to speak their native language beyond their consciousness, learners often felt foolish and shy.

Spolsky (1999: 484) also states similar opinion stating that EFL learners frequently encounter problems when they attempt to speak the target language.

Learners of foreign language have trouble with certain syntactic constructions, find some sounds hard to pronounce, and are often faced with gaps in their knowledge of the second language vocabulary.

Since no individual's linguistic repertoire is perfect, most learners have experienced struggling to find the appropriate expression or grammatical construction when attempting to communicate their meaning. The steps taken by language learners in order to enhance the effectiveness of their communication are known as communication strategies (Littlemore, 2003). Communication strategies could keep speakers flexible, and confident, and make their communication more effective. Strategic competence serves as a component of communicative competence. Communication strategies allow speakers to make up for a lack of mastery of the language and to make communication more effective. Based on the ideas above, it is clear that communication strategies have important role in the process of communication.

The most common communication strategies adapted from Tarone (1977), Faerch and Kasper (1984), and Willems (1987) can be classified into reduction strategies and achievement strategies. Reduction strategies such as meaning replacement,

message abandonment, and topic avoidance are used for the purpose of giving up a fragment of the original communication goal. On the other hand, achievement strategies such as appeal, literal translation, code-switching, restructuring, word coinage, paraphrasing, and nonlinguistic strategies are used to maintain the original goal of the language speaker. Learning and using oral communication strategies can be beneficial for them in order for them to engage in effective conversations in English and to make them look good "at face value" (McDonough & Shaw, 2003, p. 133).

In order to see how far communication strategies have been used by Indonesian EFL learners when they speak English, and specifically how learners use communication strategies in a subject-matter ELT Class at University of Lampung, a study on what types of communication strategies produced by students of ELT learning subject matter was undertaken through EXCLUSIVE (Kadaryanto and Santi, 2014; Abdurrahman, Tarmini, Kadaryanto, 2012) and Task-Based Learning model. The research was particularly useful for exploring what and how communication strategies were produced in both classes. This would further be beneficial for teachers to be more aware of communication strategies the students employed as an effort to reduce their hesitation to perform better speaking performance.

2 RESEARCH METHOD

This study was designed in a non-experimental descriptive study where we use taxonomic analysis for analyzing the types of the communication strategies adapted from Dornyei's taxonomy (1995). The subjects of this study were ELT sophomores' students from University of Lampung. The students were expected to have both of their spoken and written English skill improve daily. Thus, when they are demanded to be active in the classroom discussion, and they have to participate using English as well. Therefore, it would be interesting to find out their speaking performance and whether they already apply communication strategies when they speak in English, especially in subject matter classes.

The subject matter classes require students to communicate their ideas of topics that are not related to the language with the medium of English. One of the subject matter classes in ELT study program is English Teaching Media (ET Media). These students had 100 minutes ET Media classes per week. The lecturer of ET media taught the students using two models of learning: EXCLUSIVE for A class and Task-Based Learning for B class. There were audience who listened to the assigned group while they were performing in front of the class. The audience

was not allowed to interrupt or ask questions in the middle of the subjects' performance, except when they were already allowed to (i.e. when they were in Q&A session). The subjects had to come in front of the classroom in groups and presented their works.

The data were gathered from two main categories production instruments: "Natural discourse data" and "Elicited data" (Félix-Brasdefer, 2007). To obtain "Natural discourse data", social interaction can be observed in natural situations and recorded using audio or video-taped recordings (Félix-Brasdefer, 2007). In this study, a non-participant observer in the classroom discussions was carried out. Therefore, there was no elicited but natural discourse data. Students' performance in both models of learning was recorded by mobile phone. Following the completion of the task, the students reported their task behaviors by filling out the questionnaire of communication strategies. This study used a questionnaire of communication strategies which is mainly based on the Oral Communication Strategy Inventory (OCSI) designed by Nakatani (2006). The questionnaire consisted of 32 items of 8 factors for coping with speaking problems and 26 items of 7 factors for coping with listening problems experienced during the communicative task. On a five-point scale ranging from "never" to "always", participants circled the response which indicated how often they use the strategy.

According to Nakatani (2006), the reliability of the 32 items addressing strategies for coping with speaking problems was examined by Cronbach's alpha, and the alpha for these 32 items was .86, which indicated a highly acceptable internal consistency. Also, Nakatani's inventory was originally designed for college students. And yet, it was examined in a simulated communicative test for EFL students. Therefore, the OCSI is suitable to be employed in this study to survey on the frequency of certain strategies used by the participants when they communicate with others. Since the participants are English major college students, all items in the questionnaire were written in English. After recording, we did the transcription. However, it should be done in detail. Everything that the students said and did in the conversation should be transcribed. It was aimed to get more valid data about the activity done by the participants. It was also needed to help the researcher in analyzing the data coming from the activities. The next step was coding, which is categorizing the finding of communication strategies into Dornyei's taxonomy. After coding, the researcher counted numbers and percentages of strategies occur during EXCLUSIVE and Task-Based speaking activities.

This should be done to find out significant differences of CS in those two learning models. We used descriptive research in analyzing all data from the observation, the interview, and the questionnaire.

A triangulation method was carried out in order to make the data to be more valid. Bogdan and Biklen (1982:74) also state that successful outcome of a participant observation study in particular, but other forms of qualitative research as well, relies on detailed, accurate, and extensive field notes. The data were considered to be field notes; referring to all the data collected including field notes, interview transcript, official documents, and other materials. In this research, we used a type of triangulation which is called cross-sectional time triangulation. Cross-sectional data were collected with time-related processes from different groups at one point in time.

In order to show the widespread use of communication strategies, we analyzed the audio recordings from the observation. In this way, we first transcribed the data and then identified the communication strategies that occur. The next step was analyzing the data to develop the categories of analysis for coding the communication strategies. Different types of communication strategies identified in this study were coded into table of twelve types of communication strategies based on Dornyei's taxonomy. The taxonomy was selected because the categories seemed clearly explained and a more recent as it was developed from previous communication strategies taxonomies from Tarone, Faerch, and Kasper. Frequency forms were designed to classify the communication strategies that occurred when the classroom activities were being held. The writer did the qualitative description in analyzing the data from the observation note and the questionnaire that was conducted to probe their perceptions of communication strategies and the use of certain strategies when communicating with others.

3 FINDINGS AND DISCUSSION

The research was conducted in four meetings for each class, Task-Based Learning and EXCLUSIVE class. Each meeting was 100 minutes long. We observed and recorded the classroom interaction in three meetings per class. In the meetings, the lecturer applied two of learning models to hold class discussion. The target of the recording was communication strategies occurred during the classroom discussion. There was one group of five students presenting their work. The rest of the classes were assigned to ask questions and gave feedback. The students were demanded to speak in English but they could switch to Bahasa Indonesia whenever necessary. Communi-

cation strategies occurred in Task-Based Learning class is presented in table 1 below.

Table 1. Communication Strategies in A Class (Task Based Learning)

Cycles	Types of Communication Strategies											
	MA	TA	C	APP	UW	WC	NS	LT	F	CS	AH	TG
Pre-Task	1	-	-	-	-	-	3	-	-	1	2	3
Task Cycle	8	2	-	-	8	-	18	-	-	15	20	37
Language Focus	-	-	-	-	-	-	4	-	-	1	-	1
Total	9	2	-	-	8	-	25	-	-	17	22	41
%	7.25%	1.61%	-	-	6.45%	-	20.08%	-	-	13.7%	17.7%	33%

MA	: Message Abandonment	NS	: Non-Linguistic Signals
TA	: Topic Avoidance	LT	: Literal Translation
C	: Circumlocution	F	: Foreignizing
APP	: Approximation	CS	: Code Switching
UW	: Use of All-Purpose Words	AH	: Appeal for Help
WC	: Word Coincage	TG	: Time Gaining

From the table 1 above, it can be seen that there are seven communication strategies used by students in Task-Based class. Time-Gaining strategy is the most frequently used by them, with the percentage of 33%, or as many as 41. Meanwhile, Non-Linguistic Signals is the second strategy that mostly used with the percentage of 20.16%, or as many as 25. The third most used strategy is Appeal for Help with the percentage of 17.7%, or as many as 22. Code switching got 13.7% of total number of percentage, preceded by Message Abandonment, Use of All-Purpose Words, and Topic Avoidance respectively with the percentage of 7.25%, 6.45%, and 1.61%.

The similar observation was held in B class that taught using EXCLUSIVE learning. It was due to the fact that the researcher wanted to find out under which models of learning the communication strategies would occur more frequently. In previous chapter, it was mentioned that EXCLUSIVE has five cycles. However, the first cycle, Exploring, were done through an online group for this class. The second cycle, Clustering, also done at home so the students started the class started from the simulating cycle after the lecturer provided a short brainstorming session. Communication Strategies in EXCLUSIVE class can be seen in table 2 below.

Similar to A class that taught using Task-Based Learning, it can be seen that there are also seven strategies used by students in B class that taught using EXCLUSIVE learning. Time-Gaining strategy is the most frequently used by them, with the percentage of 32.4%, or as many as 48. Meanwhile, Non-Linguistic Signals is the second strategy that mostly used with the percentage of 22.29%, or as many as 33. However, unlike the A class, the third most used strategy used in B class is Code Switching with the percentage of 16.8%, or as many as 25. Appeal for Help got 14.8% of total number of percentage, preceded by Use of All-Purpose Words, Message Abandonment, and Topic Avoidance respectively with the percentage of 6.75%, 5.4%, and 1.35%. From the result of this study, it can be seen that there were some communication strategies used in Task-Based and EXCLUSIVE activity. The numbers of

Communication Strategies used in EXCLUSIVE class are more than those in Task-Based class. The ranking of communication strategies which are used frequently are also different. It can be seen further in the following table.

Table 2. Communication Strategies in B Class (EXCLUSIVE)

Cycles	Types of Communication Strategies											
	MA	TA	C	APP	UW	WC	NS	LT	F	CS	AH	TG
Exploring	-	-	-	-	-	-	-	-	-	-	-	-
Clustering	-	-	-	-	-	-	-	-	-	-	-	-
Stimulating	7	2	-	-	9	-	23	-	-	19	19	38
Valuing	-	-	-	-	-	-	5	-	-	4	2	7
Evaluating	1	-	-	-	1	-	5	-	-	2	1	3
Total	8	2	-	-	10	-	33	-	-	25	22	48
%	5.6%	1.28%	-	-	6.75%	-	22.29%	-	-	16.6%	14.8%	32.4%

Since this study used qualitative design for its research method, it is important to present qualitative data of communication strategies. Seven qualitative data of communication strategies that were used in Task-Based and EXCLUSIVE class and their explanation are as follows. First of all, Message Abandonment is a strategy in which the speaker leaves a message unfinished because of language difficulties. For example, the speaker says, "*I mean, I want to know if we use games... How media such as games important to teaching?*" Topic Avoidance is avoiding topic areas or concepts that pose language difficulties. For example, the speaker says, "*Schemata is.. Something we...*" (Stop because they cannot continue, she doesn't know the word like perceived/acquired). Use of All-Purpose Words is extending a general, empty lexical item to contexts where specific words are lacking, for example, "*When you begin to make lesson plan, you have to think that the learners lack of things.*" "*Things*" are too general that the speaker actually could use words like knowledge or skill. Non-Linguistic Signals is the speaker use of mime, gesture, facial expression, or sound imitation. For example, the speaker said "*Technology and media are important because they can (moving her hands to front, repeating), stimulate...*" Here, the speaker made hand gesture that helped her to remember the word she wanted to say.

Code Switching is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2. For instance, the speaker said, "*Please remember there are two rules. First one, the question should base on power point, not from is, eh, else.. Harus sesuai sama topik yang akan dibahas.*" Appeal for Help is asking for aid from the interlocutor either directly or indirectly. For example, the speaker said, "*So of the students interesting with something... like, like, eh, apa ya ngomongnya? What is it, ...*" Time-Gaining is when the speaker use fillers or hesitation devices to fill pauses and to gain time to think. For example, "*Schemata are the mental structure by each individual that per... um... (looking at the text) perceived from environment...*"

In addition, the questionnaire was given to see students' perception on how they use certain strategies to overcome problems when they speak using L2. The questionnaire adopted for this study was Nakatani's OCSI that consists of 32 items related to factors for coping with speaking problem and 26 items related to factors for coping with listening problems. Each of the items is provided with answers number 1 to 5 or in a form of Likert scale. Based on the result of the test, the researcher analyzed responses from 32 students of A class and 39 of B class. It was found that from items related to factor for coping both with speaking and listening problems, students from A and B class mostly chose option 3 and 4 for most of the items.

From the result of the questionnaire, it was found that the students are aware of the strategies that they could apply when they are demanded to communicate with the medium of L2 in subject matter classes. It was proven through observation that during the discussions were held, the students use seven types of communication strategies in both classes that taught using EXCLUSIVE and Task-Based learning. However, EXCLUSIVE models happened to stimulate more occurrence of communication strategies. This was caused by the difference of cycles of learning between Task-Based and EXCLUSIVE models. EXCLUSIVE model has Valuing and Evaluating cycles where the students are asked to say what points could be taken from the topic discussed in the class and give comments and suggestion towards their own or their friends' presentation. Thus, the students have more chance and demand to speak in L2.

The top two most used communication strategies in both models are same: Time- Gaining and Non-Linguistic Signals. Both of learning models are students-centered; which means that the students are expected to be active in participating in the discussion. However, the participation must be in English. Time-Gaining strategy by using fillers is mostly used by the students with the percentage of 33% in Task-Based class and 32,4% in EXCLUSIVE one. The aim of this strategy is to gain time to think while trying to make the oral task run smoothly at the same time, but in this strategy they have used hesitation device such as *mmm* and *uh*. The subjects might forget words or utterances they actually knew, or they could not concentrate well. It is understandable because the discussion was held without any rehearsal between the presenters and the audience, in other words, the discussion was spontaneous. Therefore, the questions and answers, or the interaction were unexpected and some of the students might feel nervous while they were speaking in L2. Thus, time gaining is used to think an appropriate word, phrase, or even structures because they do not want to overcome mishap in the conversation. They also used non-linguistic means such as mime, gesture, facial expression, and sound imitation to help reminding

the subjects certain words so they could continue speaking.

The third most-used communication strategies in Task Based Learning and EXCLUSIVE classes are different. TBL's is Appeal for Help and EXCLUSIVE's is Code Switching. The frequency number of occurrence of both types of CS in both classes are same, 22. However, Code Switching happened to occur more than Appeal for Help in EXCLUSIVE class. Appeal for Help occurred often during TBL's Task Cycle and EXCLUSIVE's Simulating stage where the presentation and Q&A sessions happened. The students used them mostly when the presenters were answering the questions from the audience and when the audience wanted to ask a question or argue the presenter's answers. In this kind of situation, the use of Appeal for Help often used after the use of Time-Gaining. After the students spent some time thinking about the exact word by using fillers and couldn't find any, they would consciously or unconsciously asked their friend about it, for example, using "what is it called?", "What is it?", "apa", or "apa namanya".

Code Switching is the third most used in EXCLUSIVE class. Students use this strategy when they gave up speaking in L2 and then switched to L1. They avoid delivering difficult words or sentences owing to the shy feeling or worry of making mistakes. The researcher mention that Rossiter (2003) suggested that different tasks elicit different CSs. This study proves that TBL and EXCLUSIVE class stimulate different CSs in terms of quantity. However, all of the seven types of occurred CSs in both class happened to be the same. The similarity of CS types occurred in TBL and EXCLUSIVE class may be caused by several factors like Wei (2011) stated: both A and B class students are in the sophomore year; so they share similar level of language proficiency and English communicative experience. It also can be seen from the results of questionnaire that the students from both class gave similar answers. Most of them chose option number 3 and 4 for most of the items, which means that they actually aware of how to keep up English conversation using certain strategies. However, they do not always use them. This indicates their need of more communication strategies training.

On the other hand, the difference in terms of quantity can be related to Rodriguez and Roux (2012) statement. They pointed out that learning activity type is one of the factors that influenced the communication strategies used. TBL has three cycles of learning while EXCLUSIVE has five of them. From the observation, the researcher noticed that A class were active during Task Cycle and slightly during Language Focus. Meanwhile, B class were active during Simulating, Valuing, and Evaluating cycles. It can be assumed that B class spoke up more than A

class. Thus, more communication strategies occurred in EXCLUSIVE class. Training communication strategies is important in learning speaking to help learners make up for a lack of mastery of the language (L2) and to make communication more effective. In this study, it is proven that in order to improve student speaking performance, communication strategies can be trained even in subject-matter classes that applied EXCLUSIVE and Task-Based Learning. It is also found out that EXCLUSIVE stimulated students to use more of CS because it has more learning stages than Task Based Learning that can give students chance to perform more of spoken English.

4 CONCLUSIONS AND SUGGESTIONS

Seven types of communication strategies were produced by students of EFL learning subject matter at University of Lampung; Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non-Linguistic Signals, Code Switching, Appeal for Help, and Time Gaining. Communication strategies occurred more frequently under EXCLUSIVE Learning. It stimulated 8.83% more of CS than the class that taught using Task-Based Learning. Communication strategies were most used during Task Cycle (in TBL class) and Simulative stage (EXCLUSIVE class) where they are demanded to perform in L2. Communication strategies were used in both models of learning when the students need time to think of the correct L2 word (time-gaining), need some device to make them remember (non - linguistics device), need help from the interlocutors-whether it's really necessary or not (appeal for help), cannot remember the word, phrase, or even structure so they use general word (use of all purpose words), or even when they give up speaking in L2 (message abandonment, topic avoidance, code switching). This study investigated the use of communication strategies in a subject matter classes using Task Based and EXCLUSIVE models of learning. Future research can try to focus on investigating the use of communication strategies in different models and then relate them to other factors affecting the use of communication strategies.

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