

THE USE OF COMMUNICATION STRATEGIES BY INDOENSIAN EFL
LEARNERS IN THE CLASSROOM INTERACTION DURING ENGLISH
CLASS: THE CASE OF THE ELEVENTH GRADE STUDENTS
OF LANGUAGE PROGRAM AT SMA NEGERI 1 SINGARAJA

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ABSTRACT

The study is intended to investigate the use of communication strategies by the eleventh grade students of language program in the classroom interaction during the English class at SMA Negeri 1 Singaraja, in the academic year 2007/2008, hereafter referred to as Indonesian EFL learners. The study used a qualitative design, particularly a case study. Data collection were mainly done through classroom observation and interview, while techniques of data collection were done through tape-recording and note-taking. Data analysis was done on the basis of Tarone's taxonomy of communication strategies (1980). The study found out that Indonesian EFL learners employed eight types of communication strategies. They are *topic avoidance, message abandonment, approximation, literal translation, language switch, mime, simplification, and time-gaining/stalling*. Six types were subsumed under Tarone's taxonomy such as *topic avoidance, message abandonment, literal translation, language switch, approximation, and mime*, while the other two types such as *time-gaining/stalling* and *simplification* were the new findings. Literal translation was at a higher frequency than the other types of communication strategies. The use of those eight types of communication strategies was mainly attributable to the context of interaction, task types, and effects of the problem-source, beside a lack of vocabulary and limited knowledge of the target language structures. It can be concluded that the subjects employed eight types of communication strategies to cope with their difficulties or problems that emerged in the classroom interaction during the English class. They were both problem-based and task-based.

Key words: *communication strategies, Indonesian EFL learners, classroom interaction*

**PENGGUNAAN STRATEGI KOMUNIKASI OLEH PEBELAJAR
INDONESIA BELAJAR BAHASA INGGRIS SEBAGAI BAHASA ASING
DALAM INTERAKSI DI KELAS SELAMA PELAJARAN BAHASA
INGGRIS: STUDI KASUS PADA KELAS XI JURUSAN BAHASA DI SMA
NEGERI 1 SINGARAJA.**

ABSTRAK

Penelitian ini mengungkap penggunaan strategi komunikasi oleh pebelajar kelas XI dalam interaksi di kelas selama pelajaran bahasa Inggris, yang dalam penelitian ini disebut *Indonesian EFL learners*. Penelitian ini menggunakan rancangan deskriptif-kualitatif, terutama studi kasus. Pengumpulan data dilakukan dengan metode pengamatan dan wawancara, sedangkan teknik pengumpulan data dilakukan dengan perekaman dan pencatatan lapangan. Analisis data dilakukan berdasarkan teori strategi komunikasi dan model taksonomi Tarone (1980). Penelitian ini menemukan bahwa subjek menggunakan delapan tipe strategi komunikasi, yaitu *topic avoidance, message abandonment, approximation, literal translation, language switch, mime, simplification, dan time-gaining/stalling*. Enam tipe tergolong dalam taksonomi Tarone, sedangkan dua tipe lainnya, yakni *simplification* dan *time-gaining/stalling*, merupakan temuan baru dalam penelitian ini. *Literal translation* berada pada level frekuensi lebih tinggi daripada tipe-tipe strategi komunikasi lainnya. Ada beberapa alasan yang menyebabkan penggunaan delapan tipe strategi komunikasi dalam interaksi di kelas, yaitu kurangnya kosakata dan terbatasnya pengetahuan bahasa sasaran (EFL), konteks interaksi, tipe tugas, dan efek sumber masalah, selain karena kurangnya perbendaharaan kosakata dan keterbatasan pengetahuan tentang struktur bahasa sasaran. Disimpulkan bahwa subjek menggunakan delapan tipe strategi komunikasi untuk mengatasi kesulitan atau masalah (kosakata atau tata bahasa Inggris) yang muncul dalam interaksi di kelas. Tipe-tipe strategi komunikasi tersebut berorientasi pada masalah dan pada tugas.

Kata kunci : *strategi komunikasi, pebelajar Indonesia belajar bahasa Inggris sebagai bahasa asing, interaksi di kelas*

I. INTRODUCTION

For EFL learners, the main goal of learning foreign language is learning to communicate. They learn how to share their ideas or thoughts in a foreign language with

other interlocutors in the classroom interaction. It is in favor of Hatch's view that "language learning evolves out of learning how to communicate" (cited in Scattergood, 2003:5). In the course of the

classroom interaction, learners are particularly expected to be able to express an intended meaning or message to both teachers and classmates. Moreover, they know how to use a foreign language such as English in a genuine communication context. So, it is through communication that people (learners) send and receive messages as well as negotiate meaning effectively (Rubin and Thompson, 1994:30).

Nowadays, how to communicate effectively in foreign language learning becomes much more important than reading and writing (Ya-ni, 2007:43). It is reasonably acceptable that the effective use of foreign language in an oral interaction will strongly form such a language automatization. Automatization is a process by which learners form and test hypotheses of linguistic rules through active production. Moreover, it can facilitate learners to acquire their foreign language knowledge through new inputs from exposure (Schmidt, 1995:65).

As such, foreign language learning should mainly promote a learning condition where learners are encouragingly motivated to engage in the classroom interaction. That really means that the classroom interaction does not only emphasize grammatical aspects of language, but also on the communicative exchange of thoughts or ideas between the teacher and the student or among students (meaning-focused). There is an interaction which dynamically goes on swiftly between teacher-student and among the students themselves. Therefore, the main emphasis should be placed upon the aspects of learners and learning rather than on teachers and teaching in foreign language learning and has been one of the crucial changes or shifts (Hismanoglu, 2000:1).

In the course of EFL learning, learners are not solely dependent on the teacher's stimuli to develop their linguistic repertoire. In fact, they can actively engage in constructing and developing their repertoire of linguistic knowledge by using

English in the classroom interaction. In the classroom interaction, they undergo such processes as forming and testing hypotheses as well as acquiring new linguistic inputs from both their teacher and classmates. It is shown when learners attempt to convey or negotiate an intended meaning by producing verbal language behaviors and non-verbal ones. In line with this, Liu (2004:1) regards language learning as a dynamic, creative process in which the learner is an active user and knowledge constructor. In the course of interaction, the learners also employ types of communication strategies to cope with their difficulties or problems related to lexical items or structure of the target language. Richards, Platt and Weber (as quoted by Rudiyanto, 1992:22) state that the use of communication strategies characterizes the interlanguage of second language learners. In general, communication strategies are used to cope with performance problems or difficulties encountered by second/ foreign language

learners. By the employment of various types of communication strategies, learners can communicate their thoughts as what they perceive through a limited means for negotiating meaning. In addition to that, a learner resorts to employ certain types of communication strategies in as much as to keep the flow of interaction moving on swiftly. In other words, learners employ communication strategies to not only pursue the solutions to the difficulties that emerge in communication, but also as the ways to achieve the intended communicative goals. As such, second/foreign learners employ various types of communication strategies both as compensatory strategies and achievement strategies, of which the central function is the negotiation of meaning (Tsuchimochi, 2001:21).

Those who have learnt a foreign language have often found themselves in a position when using it, where they have to improvise in order to get their messages across

and cope with difficulties owing to their limited or inadequate language resources. Generally, difficulty that emerges in interaction is related to the learners' attempt to express or negotiate an intended meaning that they have perceived. In this situation, they resort to employ various types of communication strategies, depending on the degree of difficulty and the level of their linguistic development. For instance, learner resorts to use 'topic avoidance strategy' when he/she does not know areas or concepts that pose language difficulties. According to Wenden and Rubin (1987:109), learners who emphasize the importance of using the language often utilize communication strategies. Besides, O'Malley and Chamot (1990:43) assert that communication strategies are particularly important in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second or foreign language learner and a speaker of the target language. In relation to

communication strategies, Tarone (in Cook 1993:120) advocates two crucial points: first, the learners use a systematic attempt to express or decode meaning in the target language, where the appropriate systematic rules have not been formed; second, a conscious attempt to communicate the learners' thought regardless of inadequate knowledge of the target language structure. These two crucial points stress that the use of communication strategies is related to learners' language development and to their interactional strategies.

The use of communication strategies has been a crucial issue to second or foreign language learning. That is, the use of communication strategies reveals both the learner's language system (Interlanguage), the development of the learner's linguistic repertoire and difficulties or problems in communication. Most studies have been conducted to identify types of communication strategies and relate those types to other variables such as the level of proficiency, heterogeneity of age,

aptitude, task type and so forth. The most influential studies on the employment of communication strategies were those conducted by Tarone (1980), Faerch and Kasper (1983) and Bialystock (1990) (as cited in Ellis, 1986; Johnson, (ed), 2001). They have interestingly outlined taxonomies and common characteristics of communication strategies. Besides, other studies have also identified the case of communication strategies in relation to lexical items, structures of second/foreign language and heterogeneity of age. Those studies were conducted by Rudiyanto (1992), Tsuchimochi (2001) and Ghelichi (2007).

On the basis of the studies above, some underlying points toward the use of communication strategies by learners can be briefly stated. First, the use of communication strategies is closely associated with problems or difficulties that emerge in communication. That is, learners resort to employ particular types of communication strategies in coping

with particular difficulties or problems that may interrupt communication. Therefore, this characterizes "problematicity" or "problem-orientedness" of communication strategy use (Bialystock, 1990; Faerch and Kasper, 1983a, as cited in Johnson, (ed), 2001:58). Second, the use of communication strategies is partly due to the learner's limited linguistic repertoire in second/foreign language. That is, when learner does not possess enough linguistic repertoire, for example lexical items, he/she employs a particular type of communication strategy to facilitate a communication process.

With regard to those crucial points above, it turns out that the previous studies only looked at the use of communication strategies in relation to lexical or structural difficulties. Those lexical or structural difficulties were conclusively caused by learner's limited knowledge of the target language. In fact, there are still other variables that may underlie the

employment of communication strategy such as classroom activities, personality, motivation, and the situation or the context of interaction. Besides, it is very possible that learners who attend to second/foreign language class shares a different learning experience with that of others. One of the issues that the aforementioned studies have not yet investigated is the use of communication strategies in the context of the classroom interaction in the course of EFL learning. This issue draws the researcher's interest and attention to raise it as a topic of the present study. Particularly, this study is intended to look at the employment of communication strategies in the classroom interaction during the English class by the eleventh grade students of language program, at SMA Negeri I Singaraja, in the academic year 2007/2008.

This study has the following objectives, namely: to identify types of communication strategies used by the Indonesian EFL learners at

the eleventh grade of Language Program at SMA Negeri 1 Singaraja in the classroom interaction ; to investigate types of communication strategies that are frequently or preferably used by the Indonesian EFL learners at the eleventh grade of Language Program at SMA Negeri 1 Singaraja in the classroom interaction ; and to investigate why they employ certain types of communication strategies in the classroom interaction during the English class.

The findings of this study offer the following significances. Theoretically, the results of the study will be useful for developing a theory on communication strategies as language learning strategies besides other language learning strategies such as metacognitive, cognitive strategies, and socio-affective strategies. In particular, the development of communication strategies as language learning strategies helps the learners to develop communicative competence and strategic competence. Besides, it can,

to some types of communication strategies, facilitate the acquisition process of second/foreign language inputs. Practically, the findings of this study are expected to be useful for the refinement of teaching and learning English as a foreign language at the language program of SMA Negeri I Singaraja. For the English teachers, they can observe the development of the interlanguage system (IL). For the learners, they can improve their communicative competence in an oral discourse and attain the level of proficiency in a foreign language by actively participating in the classroom interaction. In this case, they are able to deploy certain types of communication strategies. Methodologically, the results of the study can be used as insights for other researchers to adopt another method and approach (such as an oral test on particular speech topics or a written test on particular lexical items) in disclosing the use of communication strategies by Indonesian EFL learners.

In the process of second/foreign language learning, the learners do not only learn the linguistic aspects of the target language, but they should also learn how to use the target language in the classroom interaction. In the classroom interaction, they engage in such activities as communicating or expressing their ideas and negotiating meaning with other interlocutors. In this case, they generally use particular verbal linguistic forms and non-verbal linguistic ones in order to convey an intended meaning as what they have perceived in mind, or to get meaning across.

Theoretically, second/foreign language learners employ certain types of communication strategies in order to cope with difficulties or problems in communication. Those difficulties or problems are basically resulted from their shortcomings or inadequate knowledge of the target language. The difficulties or problems in communication generally occur at the level of

vocabulary, phonology, morphology, and syntax.

Tarone (1980, cited in Cook 1993:120) defines communication strategies as 'mutual attempts of two interlocutors to agree on meaning in situations where requisite meaning structure do not seem to be shared'. In the context of learning second or foreign language, learners use communication strategies as a systematic attempt to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed. Based on this definition, Tarone advocates taxonomy of communication strategies that includes mainly nine types. They are topic avoidance, message abandonment, approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance (seek for help), and mime. All of these types of communication strategies are in general similar to other taxonomies outlined by Faerch and Kasper

(1983), Littlewood (1984), Bygate (1987), and Dornyei (1995). However, those types of communication strategies may be different in their occurrences or use because other factors that influence them such as learning context, proficiency, task demands, age, experience, and so forth. So, it is, in relation to taxonomies of CSs, important to note that various types of CSs should be seen as suggestive rather than definitive or constitutive. What a particular type may occur depends mostly on the given data in the study.

In relation to this study, Tarone's taxonomies (1980) are adopted to identify types of communication strategies employed by Indonesian EFL learners of the eleventh grade students of language program in the classroom interaction during English class. The reason is that Tarone's taxonomy is more simple and practical, which mostly shares the similarities to other taxonomies outlined by other second language researchers.

II. RESEARCH METHOD

This study used a descriptive qualitative design. The characteristics of a qualitative study involve both the natural setting as the direct source of the data and descriptive data (Bogdan and Biklen, 1992). In the present study, the classroom interaction is the natural setting that is used as the direct source of the data, while the data collected are in the forms of words (verbal linguistics behaviours) that the subjects produced in the course of classroom interaction. Besides, the data are also in the forms of behaviours (non-verbal linguistic behaviours) that the subjects performed. The subjects of the study referred to the people whose communicative behaviors were observed and analyzed. The selection of the subjects used in the study was based on two criteria, namely: (1) the time allotment of English lesson within a week and (2) the opportunity of using English in the classroom interaction during the lesson. Considering the small number of

the eleventh grade students of language program, the researcher did not employ a sampling technique. That is, he took all the eleventh grade students with a total number of eight students as the subjects for the study. In the present study, those eight subjects were not observed as an individual, but as a group of students who were learning English as a foreign language at the eleventh grade of language program in the academic year 2007/2008.

The observation used in the study was a non-participant observation. It was used to disclose the occurrence of communication strategies employed by the subjects in the classroom interaction during the English class. The observation was done when the subjects were in interaction with their English teacher during classroom activities, such as responding to the teacher's question, asking, explaining or giving an opinion, clarifying, performing a conversation practice in pairs and describing various

topics. In non-participant observation, the researcher was passive and positioned himself in such a way not to disturb or change the situation of the interaction. All of the time he focused on recording and taking notes what he heard, saw, and felt. The tape-recoding activity was used to collect complete data of the subjects' interaction. The note-taking activity was used to collect the data in relation to any situation, context and activities during the classroom interaction. Part of the data was also obtained through interview. For the study, the researcher adopted open and focused interviews. They were open in the sense that the researcher allowed the subjects to talk and provide information without being guided or hinted in any way. They were focused in the sense that the interviews were concerned with a particular case pertaining to the occurrence of communication strategies about which the researcher intended to obtain detail accounts from the subjects.

Tape-recording activity was done to gather primary data by a means of a recorder. The tape-recording activity was administered within the course of the classroom interaction. The tape-recorded data were transcribed in a step-by-step process, in that first recorded data are to be first transcribed. Interviews were as well tape-recorded. The researcher transcribed the data soon after they were recorded. The data obtained through the tape-recording activity was used in the analysis that yielded the answers of the three main research questions. However, it is important to note that the length of time spent depended mainly on the particular cases of communication strategies use that were necessary to be probed. Note-taking activity was the other technique of data collection used in this study. It was done along with classroom observations, besides tape-recording activity. With this technique, the researcher took notes on any situation or event that relates to the subjects as they were

interacting with their English teacher during English class. The field-notes that he collected include descriptive and reflective notes. The descriptive notes were related to situations or events that occurred in the classroom interaction, while reflective notes were written upon finding phenomenon that he had to pursue to more depth.

Data reduction includes several activities. First, the researcher proceeded to data selection and simplification in which the data that are relevant to the study were selected and separated from the bulk of raw data. The selected data were then put into the extraction sheets. Second, the researcher proceeded to the classification of the selected data on the basis of the taxonomy of communication strategies proposed by Tarone (1980). Third, based on the classified data, the researcher categorized and analyzed types of communication strategies that were

employed by the subjects. Data display includes organizing and entering data into matrices. The data that entered into matrices were selected from the thick data collection; they were then organized for the analysis of the three research questions. In relation to the data of the types of communication strategies and frequencies of use (occurrences), they were displayed in the form of table. Besides, the data displays were also related to the records of interviews, field-notes, and transcripts of the subjects' interaction. Conclusion drawing follows data reduction and display, while conclusions need to be verified. Verification of conclusions affects data reduction and display because verification requires new data, which need to be reduced and become new entries to matrices. Conclusion drawing is actually not a single process of data analysis at a single episode.

III. RESEARCH FINDINGS AND DISCUSSIONS

3.1 Types of Communication Strategies Employed

N o	Types of Com. Strategies	O b 1	O b 2	O b 3	Ob 4	Ob 5	Ob 6	O b 7	O b 8	Ob 9	Ob 10
1.	Topic avoidance	X	X	X	X	X	X	X	X	X	X
2.	Message abandonment	X	0	X	X	X	X	X	X	X	X
3.	Approximation	0	X	X	X	X	X	X	0	X	0
4.	Literal translation	X	X	X	0	X	X	0	0	X	0
5.	Language switch	X	0	X	X	X	0	0	X	X	X
6.	Mime	X	X	X	X	X	X	0	X	X	0
7.	Simplification	X	X	X	X	X	X	X	X	X	X
8.	Time-gaining/ stalling	X	X	X	X	X	X	X	X	X	X

With regard to the results of data analysis, it was found that the subjects employed eight types of communication strategies out of eleven types of CSs. Those types of CSs were used to cope with difficulties or problems that emerged in the classroom interaction during English class. They are *topic avoidance*, *message abandonment*, *approximation*, *literal translation*, *language switch*, *simplification*, *time-gaining/stalling* and *mime*. 6 types were subsumed under Tarone's taxonomy (1980). They are *topic avoidance*, *message abandonment*, *approximation*, *literal translation*, *language switch* and *mime*.

Interestingly, two new types of communication strategies were found in the data corpus, namely: *simplification* and *time-gaining/stalling*. Thus, these two types of CSs were considered as the new findings of the study.

Among those eight types of communication strategies, it was found that *topic avoidance*, *simplification* and *time-gaining/stalling* were consistently employed by the subjects in the classroom interaction during observation. Presumably, the research subjects resorted to consistently employ those types of communication strategies when

faced the recurrent difficulties or problems of lexical items and difficult structures of English language that emerged in the classroom interaction. The other types of communication strategies such as *approximation*, *literal translation*, *language switch*, *message abandonment* and *mime* were not consistently employed in the classroom interaction during observation. Notably, some of the eight types of communication strategies occurred consistently, whereas others occurred

inconsistently in the classroom interaction. This might be also dealt with the classroom activities (task types) that posed difficulties or problems to the subjects when performed the classroom interaction during the English class. In the context of the classroom interaction, the task types were those activities related to describing daily activities, responding to the teacher's question, telling about a past event, constructing sentences orally, practicing a dialogue and so forth.

3.2 Frequency of Use of Communication Strategies Employed

No	Types of CSs	Occurrences										Total	%
1.	Topic avoidance	8	1	2	2	8	1	5	8	2	6	43	15
2.	Message Abandonment	9	0	2	3	6	6	2	2	5	1	36	12
3.	Approximation	0	3	4	1	1	3	1	0	3	0	16	6
4.	Literal translation	2	12	7	0	1	25	0	0	9	0	56	19
5.	Language switch	1	0	1	7	5	0	0	5	1	2	22	8
6.	Mime	3	1	1	1	3	1	0	2	2	0	14	5
7.	Simplification	5	3	8	3	1	12	4	3	10	1	50	17
8.	Time-gaining	4	4	4	1	2	19	5	4	5	5	53	18
												290	100

On the basis of the data analysis in table 4.2, it was found that literal translation was 19 %. Time-gaining/stalling was 18 %. Simplification was 17 %. Topic avoidance was 15 %. Message abandonment was 12 %. Language switch was 8 %. Approximation was 6 %. Mime was 5 %. Thus, it can be stated that literal translation was at a higher frequency than the other types of communication strategies. Time-gaining/stalling and simplification were at medium frequencies. Topic avoidance and message abandonment were at average frequencies. Mime, language switch, and approximation were at lower frequencies.

In relation to the different frequencies of use, it turns out that literal translation, time-gaining, and simplification were more preferably or frequently used by the subjects in coping with their difficulties or problems in the classroom interaction during the English class. Following these types, topic avoidance message abandonment,

language switch, approximation and mime were less preferably employed by the research subjects. In this case, the subjects preferably employed a particular type of communication strategy due to their limited linguistic repertoire of EFL. Literal translation, for instance, was more preferably used by the research subjects because they faced many difficulties or problems related to lexical items (vocabulary) and grammar when performing such interactional activities as making sentences by their own words orally, describing daily activities, telling about a past event, presenting a group work and so forth.

It is important to note, regardless of the different frequencies of use, that the employment of those eight types of communication strategies was closely associated with the subjects' interlanguage system in EFL learning, mainly on the aspects of lexicon and grammar. That is, the first language rules were transferred into second language (foreign

language), or new L2/ foreign language rules about which the subjects do not possess enough knowledge were used (cf. Ellis, 1997).

3.3 Reasons that Underlie the Employment of Communication Strategies

The issue of communication strategies in second/ foreign language learning is very complex in nature. In fact, many research findings show that there is not a single variable attributable to the employment of communication strategies in second/foreign language learning. Besides, there are also various reasons (factors) that underlie the employment of communication strategies by second/foreign language learners. Therefore, it is very possible that learners share some reasons different from others. In the study, the data collected through note-takings and interviews show that the subjects employed a particular type of communication strategy for particular reasons.

Based on the data analysis, it was found out that there were some main reasons that underlie the subject's employment of communication strategy. They are the Context of Interaction, task types, and effects of the problem-source, besides lack of vocabularies and limited knowledge of the target language structures.

IV. CONCLUSIONS

On the basis of the findings toward the employment of communication strategies by the research subjects, some points of conclusions the researcher arrived at. Some conclusions are related to the previous studies. However, others are particularly different. They are stated as follows.

- 1). The Indonesian EFL learners of the eleventh grade at language program at SMA Negeri I Singaraja, in the academic year 2007/2008 employed eight types of communication strategies to cope with difficulties or problems that emerged in the classroom interaction. They are

topic avoidance, message abandonment, approximation, literal translation, language switch, mime, simplification, and time-gaining/stalling. Besides, those eight types of communication strategies were employed to facilitate the process of interaction, particularly in relation to stating or negotiating an intended meaning with their English teacher. This conclusion is closely consistent with the other previous studies such as Tarone (1980), Faerch and Kasper (1983), Rudiyanto (1992), and Tsuchimochi (2001).

- 2). The employment of those eight types of communication strategies was both problem-based and task-based. The problem-based communication strategies include topic avoidance, message abandonment, time-gaining/stalling and language switch. These were used to compensate for the subjects' lack of knowledge on EFL vocabularies and structures. The

task-based communication strategies include literal translation, approximation, mime, and simplification. These were used to accomplish their tasks. In relation to these findings, Tarone's taxonomy of communication strategies (1980) is theoretically non-exhaustive to cover the range of field-data regarding the use of communication strategies. That is, the taxonomy is too limited or inapplicable to the new research findings (time-gaining/stalling and simplification).

- 3). The employment of a particular type of communication strategy was not only caused by the learners' limited knowledge of EFL, but also by other reasons such as the context of interaction, task types, and effects of the problem-source. Besides, the use of communication strategies is related to the learners' language system (Interlanguage). That is, the use of communication strategies characterizes the

development of the learners' EFL knowledge (repertoire).

Based on the findings, some points of implications can be stated in the following part. They are as follows.

1. The Indonesian EFL learners' knowledge (the eleventh grade students of language program) is still inadequate to cover the complexity of the target languages structures.
2. The Indonesian EFL learners' knowledge is still under the developmental stage, whereby they form their language system (Interlanguage).
3. The Indonesian EFL learners must be encouraged to actively take part in the classroom interaction in which they learn to state or negotiate meaning in the target language.
4. The Indonesian EFL learners must be motivated to use the target language in the classroom. As such, they can form and develop their second language knowledge (EFL) through their active participation in the classroom interaction during

English class. Besides, they can develop a fluency of oral communication and a communicative competence (having both knowledge of the target language structures and the ability of using it in interaction).

In relation to the findings of the study, the researcher forwards some points of suggestions. These suggestions include mainly the recommendations for further studies and the refinement of EFL learning practice at SMA Negeri 1 Singaraja. First, the present study has investigated other influential factors (reasons) that can lead learners to employ eight types of communication strategies such as the context of interaction, task types, and effects of the problem-source, besides lack of vocabularies and limited knowledge of the target language structures. In relation to those influential factors (reasons), future studies are expected to look at them, particularly examining its significance or determination toward the use of communication

strategies by Indonesian EFL learners. Second, with regard to the research findings on the use of literal translation (19 %) and time-gaining (18%), the teacher should give more reinforcements and corrections to the target language structures that the learners produce in the classroom interaction.

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