COMMUNICATION STRATEGIES: A NEW PERSPECTIVE IN COMMUNICATION

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ABSTRACT

This study focuses on the communication strategies by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997). The similarities of the communication strategies were stated and new communication strategies were suggested for the purpose of the study. Eight subjects form Year six students were selected at random. They were given three topics of discussion for three sessions. Each discussion took place for thirty minutes. The interactions were recorded and analysed by using sixteen communication strategies. The results revealed that the subjects have used all sixteen communication strategies. It is hoped that further studies will focus on communication strategies among lower primary and secondary students' interactions.

Keywords:
communication strategies, interaction, utterance, effective, discussion.

INTRODUCTION

Communication strategies have played a major role in effective communication. People tend to use strategies in communication in order to have better understanding during the proses of communication. They will also try their best to convey the message effectively and therefore the other party will have better understanding. Studies have showed that theories on communication strategies have been used to analyse the data of communication. This way, the theories will help in the process of analysing of the data. Tarone's (1977) communication strategies focus on five elements. The elements are paraphrase, transfer, asking for help, mimic and avoidance. Tarone (1977) adds that paraphrase can be divided into three parts that is approximation which means the use of the vocabulary or target language structure, which the students know is incorrect, but who share the semantic features with the desired items to satisfy the speaker. For example, "water" for "tap water". Tarone (1977) adds that to create a new word for communicating with the desired concept. For example, "fruit" for "apple". The next strategy is the circumlocution that is characteristic or action rather than using the appropriate target language structure. The transfer is consciously divided into the literal translation of the word translation for the words from the mother tongue and the language switch which is the mother tongue term without having to work hard to translate. The strategy ask for help is a communication strategy that needs an answer. For example, "What is this?" It shows that there is an impersonation in communication. Students will also use non-verbal strategies in place of meaning structures. For instance, a person applauded to illustrate to applause. The strategy avoidance are divided into two parts, namely the avoidance of the topic (receiving vocabulary or other meaning structures not known to them) and message abandonment that is unable to continue communicating due to lack of meaning structure, and to stop intermediate, speech or speech.

Another researcher, Johnstone (1989) listed nine communication strategies namely code switching gesticulation, literal and foreign translation, word coinage, simplification, generalization, paraphrasing, restarts and approximation, establishing foreign identity and appeals for repair and confirmation. Code conversion means the use of elements from two languages in the same speech or in the same conversation while literal and foreign translations mean the translation of words for words

from native to foreign language. Creating a new word (word coinage) refers to creating new words to communicate in accordance with the desired concept while facilitation means the use of the term to refer to learning and communication strategies in which the student drops certain linguistic elements, with the purpose of 'facilitating' their language to communicate with others. Johnstone (1989) refers the strategy generalization as a broad statement or idea used for a group of people or things while the paraphrase means meaning (something written or spoken) by using different words, especially to achieve greater clarity. The communication strategy revives and approximates the words or sequences of words according to the relative frequency in the language. Creating a foreign identity refers to significant constructs in language learning research. Identity is defined as how one understands its relationship to the world, how the relationship is organized by time and space. The last communication strategy of appeal for repair and confirmation refers to improvements to what is heard or spoken and requires confirmation.

Communication strategies by Faerch & Kasper (1983) have no aspect of language learning, that is hypothesis formation, hypothesis evaluation and automation process. The formation of hypotheses refers to the stand, the established opinion and the assurance of one's assumptions. Hypothesis assessment shows the process to achieve what is assumed while the automation process refers to the communication done in the minimum because it knows what to explain. These three communication strategies by Faerch & Kasper (1983) also have other elements such as approximation, parsing, code achievement and strategy of asking for help. However, they do not suggest reduction strategies such as message evasion, message exchange, non-verbal and borrowing.

Communication strategies by Dornyei & Scott (1997) have twelve taxonomies in communication strategies as in neglect or omission of messages, deferring topics, message conversions, approximations, word usage of all purposes, creation of other words, restructuring or use of non-language methods, literal translation, internationalization, exchange of code, asking for help / clarification / verification or making guesses and final use of meaningless words or marker strategies. According to Dornyei & Scott (1997), all communications taxonomic strategies are divided into three parts, namely avoidance strategies, achievements or compensation strategies and delayed or additional time strategies. This can be isolated by direct strategies, indirect strategies and interaction strategies.

The communication strategy taxonomy of Dornyei & Scott (1997) is the abandonment of messages that mean abandoning messages or stopping in the middle of a sentence while deflecting topics refers to avoiding writing a topic because it does not know a word. Message conversion refers to the conversion of the original message with new message due to lack of vocabulary while approximation is the use of words that have a semantic similar to the target word. The next taxonomy is the use of the word all-purpose means the use of general lexical items to replace the more accurate or specific words while the new word wrap is a creation of words that are not in the lexical of the target language. Restructuring is also the omission of messages caused by language constraints, connecting messages by altering from the original structure of the sentence. Literal translation is the translation of a word, phrase or structure of a language into the target language. Further, internationalization refers to other languages of the native language and modified phonological or morphological seagrass to target language and code conversion means the use of words or phrases from other languages in writing. The use of meaningless words or marker strategies is used when a person replaces the word with whatever words or sounds that have no meaning.

Based on the communication strategies suggested as above, there are also studies that proclaimed to be relevant in using the strategies to enhance communication. Lischka's (2019) study shows the strategic communication in the discourse analysis of Mark Zuckerberg's legitimacy talk at the European parliament. The result of the study revealed that the talk has shown various types of communication strategies. This also supported the study by Gulbrandsen (2019) and Chia & Rasche (2015) where strategic communication is needed to enhance communication from the aspect of clarity and ambiguity. On the other hand, Gulbrandsen & Just (2016) and Plesner & Gulbrandsen (2015)

have similar findings in terms of strategizing communication in new media. They added that new media needs new approach in communication strategy in order to deliver the message. Ewing, Men & O'Neil (2019) and Weber & Grauer (2019) studies also focus on the new media for internal communication in the workplace and also for innovation communication. Weber & Grauer (2019) study is parallel to the study of Braddock & Dillard (2016) and found that communication strategies show the effectiveness of social media in storytelling and persuasive effect of narratives on beliefs, attitudes, intentions and behaviours.

The objectives of the study are to identify the communication strategies taxonomy and theories and discuss the communication strategy approach among primary school students' interactions.

METHODOLOGY

This study focuses on the communication strategies proposed by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997). There are other studies that proposed the communication strategy but this study only focused on the four studies. Based on the communication strategy by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997), this study suggests sixteen communication strategy approach which adds other strategies that are suitable and related to the data. The study involves eight subjects who were given a topic of discussion for four sessions of thirty minutes session each. Their conversations were recorded and analysed by using the proposed communication strategy.

The communication strategies in this study are as follows;
1. Simplified word is an abbreviated word used but has the same meaning.
2. Meaningless words are used but have no meaning in the dictionary; created a new word.
3. Disclaimer / Conflict are the words or sentences indicating a denial of the sentence.
4. Questions related to the topic of discussion.
5. Repetition is repeated words, phrases or sentences.
6. References refers to something, someone or even places
7. Self-correction is when a person corrects his/her own words or sentences.
8. Different topics / Message abandonment refers to changing different topics from the discussion.
9. Intimidation is when others are giving their opinions or are interacting.
10. Hesitation (silent, hesitant, sound, laughter) issues sound or without sound.
11. Literal translation is translated one by one without referring to the sentence *structure*.
12. Language exchange is the use of another language from the target language.
13. Imagination is when a person gives a description in the form of imagination.
14. Modesty is when a person delivers messages with polite language.
15. Paraphrase is when a person makes another verse from the original verse with the same meaning.
16. Ask for help from others.

RESULTS AND DISCUSSION

1.   Simplified word is an abbreviated word used but has the same meaning.

Example:
S1:   Saya nak makan nasi. Saya tak nak nasi goreng.
S4:   Tak yahlah buat. Saya tak nak.
S8:   Awak nak tak?

S1, S4 and S8 above showed their utterances using abbreviation. S1 uttered "Saya nak makan nasi. Saya tak nak nasi goreng". S1 has used the abbreviation "nak" and "tak" from the original work "hendak" dan "tidak". This showed that S1 prefer to use the abbreviation and fortunately her friends understood the meaning of the words "nak" and "tak". On the other hand, S4 uttered "Tak yahlah buat. Saya tak nak" and S4 has used the abbreviation "tak", "yah" and "nak". The three words seemed to have meaning as ini "tak" for "tidak", "yah" for "payah" and "nak" for hendak". The words have meaning but it can be used in short form and still have the same meaning. Other than that, S8 uttered "Awak nak tak?" and S8 has used the abbreviation "nak" and "tak". The "nak" and "tak" have also been used by S1 and S4 so the meanings for the two words are the same as the other subjects. The use of abbreviation among subjects can be seen as the use of word among close friends and understood among them. Therefore, it is normal to use the abbreviation in a normal everyday situation.

2.   Meaningless words are used but have no meaning in the dictionary; created a new word.

Example:
S2:   Don't do it until kebabom!
S7:   I am shocked to hear like bobam!

S2 and S7 above showed their utterances in using meaningless words. S2 uttered "Don't do it until kebabom!" which showed that S2 uttered the word "kebabom". The word does not exist in the dictionary but it seemed that S2 understood the word. It might also mean that she has do it until the end. Therefore, the word "kebabom" might mean "the end". However, the meaningless word "kebabom" can also mean something else and only they know what it means. On the other hand, S7 uttered "I am shocked to hear like bobam!" and the use of the word "bobam" is meaningless. S7 uttered the word because she was shocked and he immediately said the word "bobam". However, the friends around him understood the meaning and there were no questions asked by them about the meaningless words.

3.   Disclaimer / Conflict are the words or sentences indicating a denial of the sentence.

Example:
S3:   Not me. Him.
S5:   I did not do it.
S8:   Did he do it? I don't think so.

S3, S5 and S8 above showed the utterances related to the communication strategy disclaimer or conflict. S3 uttered "Not me. Him" which showed that S3 was trying to defend himself by saying "Not me". S3 knew that her friend is the person involved and she is trying to inform everyone about it. However, S5 uttered "I did not do it" and claimed that he is not the person that S3 accused. S5 tried to inform the friends about it again. S8 uttered "Did he do it? I don't think so" and claimed that S5 did not do it. It might be because S8 knew who did it so therefore, S8 is confident to say that S5 did not do it.

4.   Questions related to the topic of discussion.

Example:
S5:   Whose house is this?
S6:   He still decided to go?

S8:

S5, S7 and S8 above showed the utterances related to the communication strategy questions related to the topic of discussion. S5 uttered "Whose house is this?" that showed that S5 was questioning about the house that they were discussing. However, S6 uttered "He still decided to go?" and claimed that S7 not supposed to go when the discussion was still going on. S6 wanted everyone to be there until the end. Other than that, S8 uttered "Is that the table?" that showed S8 was questioning about the table that they were discussing about. S8 looked puzzled since there were ten tables in the room.

5.   Repetition is repeated words, phrases or sentences.

        Example:
        S4:   That house is big. That big house over there.
        S6:   The red dress she wore today. The beautiful red dress.

S4 and S6 above showed the communication strategy repetition which is also repeated words, phrases and sentences. S4 uttered "That house is big. That big house over there" and repeated the words "house" and "big". This showed that S4 was trying to stress out the two words. On the other hand, S6 uttered "The red dress she wore today. The beautiful red dress" that showed repetition for the words "Red dress". This can be seen when S6 repeatedly mentioned the words and waited for the friends to respon on the "red dress".

6.   References refers to something, someone or even places

        Example:
        S3:   That book under the table.
        S7:   That girl yesterday.
        S8:   He walked to school just now.

S3, S7 and S8 utterances above showed the communication strategy reference. S3 uttered "That book under the table" which refers to the book which is situated under the table. There was only one book under the table and S3 insisted on that particular book. On the other hand, S7 uttered "That girl yesterday" which showed that they were discussing about the girl that they met the day before. The other subjects seemed to remember that girl and agreed with S7. Other than that, S8 uttered "He walked to school just now" which showed that the person who walked to school just now was him and no one else. S8 is refering to the boy who they were discussing about.

7.   Self-correction is when a person corrects his/her own words or sentences.

        Example:
        S1:   I like to eat mango. Opps. Sorry. I like rambutan actually. I don't like
                 mango.
        S3:   He walks to school. Oh, not her. Her sister does. .

S1 and S3 above showed the communication strategy self-correction which is when a person corrects his/her own words or sentences. S1 uttered "I like to eat mango. Opps. Sorry. I like rambutan actually. I don't like mango" which showed that S1 was self-correct her own words. S1 mentioned the words "Opps. Sorry" and immediately correct the sentence "I like rambutan actually. I don't like mango". This showed that S1 just realised that she does not like mango. However, S3 uttered "He walks to school. Oh, not her. Her sister does" which showed that S3 is trying to correct her own words "Oh, not her. Her sister does". This also showed that she realised that the person that she mentioned did not walk to school.

8.   Different topics / Message abandonment refers to changing different topics from the discussion.

    Example:
    S2:   I like that blue pen.
    S4:   I want to chicken rice now.
    S5:   Me too. I am hungry.

S2, S4 and S5 above uttered the communication strategy different topics or message abandonment. S2 uttered "I like that blue pen" followed by S4 and S5 who uttered different topic than S2. S2 was talking about the blue pen but S4 and S5 were talking about being hungry and wanted chicken rice since there were hungry. S2 utterance was seen abandoned by S4 and S5. As a matter of fact, S4 and S5 were seen ignoring S2 and her utterances.

9.   Intimidation is when others are giving their opinions or are interacting.

    Example:
    S1:   I suggest that this place ...
    S2:   Nope! I disagree. I'm sure everyone does not agree.
    S3:   I would like to suggest that this place be opened to the public.

S1, S2 and S3 above uttered the communication strategy intimidation. Intimidation is when other are giving their opinions when a person is interacting. S1 uttered "I suggest that this place ... to which S2 and S3 decided to disagree without letting S1 to finish her utterance. S2 uttered "Nope! I disagree. I'm sure everyone does not agree" and S3 uttered "I would like to suggest that this place be opened to the public" and this showed that the two subjects were intimidated with the suggestion made by S1. However, all the three subjects were talking about the same topic but it seemed that S2 and S3 disagree with the suggestion made by S1.

10.   Hesitation (silent, hesitant, sound, laughter) issues sound or without sound.

    S3:   Hmm
    S6:   Hahahah
    S8:   Eh

S3, S6 and S8 utterances above showed the communication strategy hesitation where it includes silent, hesitant, sound or laughter or even sign language and body language. S3 uttered "Hmm", S6 uttered "Hahahah" and S8 uttered "Eh". The utterances by the subjects also showed that S3 agreed as in the sound "hmm", S6 is laughing and produced laughter and S8 made the sound "Eh" that showed she is shocked or frustrated with the discussion. The communication strategy hesitation was seen occasionally used by the subjects especially the laughing as in "hahahah" or "hmm" as in agreeing to something.

11.   Literal translation is translated one by one without referring to the sentence structure.

    Example:
    S2:   Dia main bola.
    S3:   He play ball.

S2 and S3 utterances above showed the communication strategy literal translation which means a one to one word translation without referencing the sentence structure. S2 uttered "Dia main bola" was translated by S3 who uttered "He play ball". This showed that S3 was using the literal translation to

proceed with the discussion. S3 ignored the grammatical rules in the sentence so therefore the sentence uttered by S3 was translated word by word. It can be seen that the sentence "He play ball" supposed to be "He plays with the ball".

12.   Language exchange is the use of another language from the target language.

     Example:
     S6:   Awak nak pergi mana?
     S7:   Not sure. Awak rasa?
     S6:   There.

S6 and S7 utterances above showed the communication strategy language exchange which is the use of another language from the target language. Both the subjects S6 and S7 have used the language exchange. S6 uttered "Awak nak pergi mana?" and S7 replied by uttering "Not sure. Awak rasa?". S7 has exchange took place where the sentences consist of the Malay and English language. However, S6 replied by uttering "There". S6 immediately replied in the English language because she heard S7 speaking the language although in the beginning, S6 started with the same language as in the Malay language.

13.   Imagination is when a person gives a description in the form of imagination.

     Example:
     S8:   You imagine the girl crying on the street. The girl who wears the red
              dress. She looks like a doll.

S8 utterances above showed the communication strategy imagination. Imagination is when a person gives a description in the form of imagination of something exists or otherwise. S8 uttered "You imagine the girl crying on the street. The girl who wears the red dress. She looks like a doll" which showed that S8 was imagining about the girls who wore the red dress crying on the street. She continued with her imagination by saying that the girl looked like a doll with the red dress. The other subjects were seen looking at him quietly and they might be imagining the same girl that S8 was talking about.

14.   Modesty is when a person delivers messages with polite language.

     Example:
     S2:   Forgive me. Can I use this?.
     S5:   Excuse me. Can I borrow your pen.
     S7:   Thank you so much for your help.

S2, S5 and S7 utterances above showed the communication strategy modesty. Modesty is when a person is using a polite language in communication. S2 uttered "Forgive me. Can I use this?" and this showed that S2 was being polite since she used the phrase "Forgive me". On the other hand, S5 uttered "Excuse me. Can I borrow your pen" and this showed that S5 is being polite to the other subject. S5 uttered the phrase "Excuse me" and was a polite gesture when a person wanted to borrow something. Other than that, S7 uttered "Thank you so much for your help" that showed modesty in the phrase "Thank you". S7 seemed to be polite by thanking her friend for the help given. Although, the communication strategy modesty was heard a few times but the subjects seemed to be happy with the nice gestures.

15.   Paraphrase is when a person makes another verse from the original verse with the
              same meaning.

Example:
S7:   He ran into the store. I saw him.
S8:   On that day, someone saw him running into the store.

S7 and s8 utterances above showed the communication strategy paraphrase. Paraphrase is either done by the same person or another person so that the message will be understood by the listener. In this situation, S7 uttered "He ran into the store" and immediately S8 uttered "On that day, someone saw him running into the store". S8 has paraphrased the first sentence that S7 uttered. By paraphrasing, the sentence seemed to be clearer. Although the meaning was the same as the what S7 utterance but by paraphrasing by S8, the sentence became clearer and meaningful.

16.   Ask for help from others

Example:
S3:   Please get that paper.
S7:   Please pass me that book.
S8:   Can you help to move that chair?

S3, S7 and S8 utterances above showed the communication strategy ask for help. S3 uttered "Please get that paper" which showed she was asking for help from the other subjects. It might also because the paper that S3 stated was next to another subject. On the other hand, S7 uttered "Please pass me that book". The utterances by S7 showed that she wanted the other subject to take the book and give it to her. This might also because, the book was on the subject's table. Other than that, S8 uttered "Can you help to move that chair?" which showed that S8 wanted the other subject to move the chair for her. This can be clearly seen when she tried to move a chair and asked help from the other subject to move another chair that as right in front of her. Asking for help is common in a conversation but usually it involved the things around them.

SUMMARY

The results of the study revealed that all the subjects have used most of the communication strategy approach. The subjects seemed to understand the messages given by the other subjects. The communication strategy approach seemed to be important when analyzing the interaction. The results of the study is similar to the study of Simonsson & Falkheimer (2018), Hue (2017), Normaliza Abd Rahim, Awang Azman Awang Pawi & Nik Rafidah Nik Muhamad Affendi (2018), Nothhaft *et al.*, (2018), O'Conner & Shumate (2018), Ruler (2018), Volk & Zerfas (2018), Winkler & Etter (2018), Werder *et al.*, (2018), Zerfass *et al.*, (2018) to which communication strategy helps in the process of meaningful communication.

The communication strategies and results of study above clearly demonstrate the appropriate communication strategies used in interactions, utterances, texts and texts. This communication strategy refers to communication strategy by Tarone (1977), Dornyei & Scott (1997), Johnstone (1989) and Faerch & Kasper (1983) in re-listing and establishing a new communication strategy in analyzing more accurately and clearly (refer table 1 below). There are sixteen appropriate communication strategies approaches used for data analysis purposes in more detail. The communication strategies in this study are simplified word, meaningless words/new word, disclaimer/conflict in the words or sentences, question, repetition, reference, self-correction, different topics, message abandonment, intimidation, hesitation, literal translation, language exchange, imagination, modesty, paraphrase and ask for help.

Table 1: Communication strategies

	Communication Strategies Approach	**Reference**
1	Simplified word	-
2	Meaningless words /new word	Dornyei & Scott (1997) - Hesitation devices Johnstone (1989) Tarone (1977)
3	Disclaimer / Conflict in the words or sentences	Dornyei & Scott (1997)
4	Question	-
5	Repetition	-
6	Reference	-
7	Self-correction	-
8	Different topics / Message abandonment	Dornyei & Scott (1997) - Message avoidance and Topic abandonment Tarone (1977)
9	Intimidation	Dornyei & Scott (1997)
10	Hesitation	Dornyei & Scott (1997)
11	Literal translation	Dornyei & Scott (1997) Johnstone (1989)
12	Language exchange	Dornyei & Scott (1997) Code change Faerch & Kasper (1983) Code change Tarone (1977) Language switch
13	Imagination	-
14	Modesty	-
15	Paraphrase	Dornyei & Scott (1997) Faerch & Kasper (1983) Johnstone (1989) Tarone (1977)
16	Ask for help	Dornyei & Scott (1997) Faerch & Kasper (1983) Johnstone (1989) Tarone (1977)

CONCLUSION

This study implicates everyone who involves in communication. In communication, a person will have difference communication strategy in order to deliver the message successfully. The study implicates researchers in researching towards a better communication among speakers. The communication strategies found in this study helps in the process of understanding the messages being delivered. It is hoped that further studies will focus on the communication strategies among students at lower, secondary schools.

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