

## **A COMMUNICATIVE STYLES IN ENGLISH MEETING**

**Oleh:**  
**Sri Rahayu Juniati**

**STISIP Muhammadiyah Sinjai**  
**email: ayhoend@gmail.com**

### **Abstrak**

*There are four skills that should be students or people know in learning English. They are listening, reading, speaking and writing. Speaking is one of skill that many people quite difficult to do because some of them feel nervous or anxious so that they would not know what shoul they say. English meeting is one of place that facilitate the students or people to increase their speaking English proficiency. When they speak, they use a communication strategies to reduce their nervous. Therefore, in this study will investigate the communicative styles that they use. This study aim to find out the dominant communicative style used in English meeting and explore how the speakers communicative style influence their achievement in acquiring English. This paper is based on recorder that taken from one of English meeting club in STISIP Muhammadiyah Sinjai called YES (Younger English of STISIP Muhammadiyah Sinjai). To collect data, the researcher recorded the English meeting activity. The recording was obtained, transcribed, and analyzed by using discourse analysis. The communicative styles used was discussed based on the communciative styles of Mahmud (2017). The finding shows that the speakers utilise the communicative style in speaking. Their communicative style involves of speech acts, discourse markers, language choices, address terms and the inclusion of regional terms derived from the Bugis- Sinjai language such as additional – mi, -ji. Finding of this study are useful in process of learning English that occur in English meeting in which there will be various expression that are produced by the speakers in English meeting.*

**Keywords:** *Speaking; commucative styles; communication strategies; English meeting*

### **INTRODUCTION**

*Nowadays, English is an international language. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently. Speaking English fluently here means how the students can communicate or express their idea without feel nervous. As Ashinida Aladdin (2012) said that speaking is communicate in that language although there are lack from that language such as lexical aspect or grammar, however the meaning or the message that would be convey can be understand by the listener.*

*Nowadays, there are many English course or English club meeting that built to facilitate the students or people to speak English fluently and to overcome their problem in speaking English. Because, most of students more comfort to speak English in outside rather that insede the class.*

*According to Mahmud (2017) proved that there are plenty of debatable issues in the classroom. One of them was issue of politeness in teacher and students interaction (Zena, Marlyna Maros & Nor Fariza Mohd Nor, 2012; Senowarsito, 2013). Therefore, the students choose to join an English meeting club to practice their speaking skills. In English meeting, they can share and talk about anything in English during that time. They also can learn together. Students can correct each other without feeling embarrassed and afraid because they learn with their same age so they will respect each other, not the same when they in the school where they speak with their teacher. They afraid to make a mistake when they speak.*

*When they speak, they apply of communicative strategies to overcome their nervous. As Somsai and Intaraprasert (2011) argue that students can improve their communicative competence by developing their ability to use communication strategies for coping with face-to-face oral communication problems. Studies about communication strategies has been done in many countries and has been applied in learning language. Ashinida Aladdin (2012) stated that use of communication strategies can assist the students in improving their communication in the target language. This paper attempts to prove that English meeting is one of way in develop English speaking skill by focus on the way their communicate during they discussion. This paper also try to identify the style of communication that dominant they use. Findings in this study is valuable to know various expression that the speaker use in English meeting.*

## **RELATED LITERATURE**

### **COMMUNICATION AND COMMUNICATIVE STYLE**

*Communication is a process of transmitting information, idea, opinion and common understanding from one person to another. Urea (2013) define that human have ability to communicate. This ability naturally to share information, express the opinion and acquiring knowledge. Elements of communication are sender, message and receiver. Samsai and Intaraprasert (2011) also state that communication is a fundamental activity in daily life and there many ways to communicate such as face to face or by using e-mail. Tan Kim Hua, Nor Fariza Mohd Nor and Nayef Jaradat (2012) further said that human is unique because human communicate cognitively, emotionally and socially complex. This prove that communication have important roles in daily life. Because by communicate each other, people can convey what they think and what they feel.*

*When process communication, people have difference way to express their opinion, feeling or emotion. The way that they use is called communication style. Urea (2014) said that communicative style is reflected in the social conversation activities. Which is social conversation can define as a communication activity involves different person to achieve particular goals. Urea (2015) further that communication style consist of individual communication act and human as unique feature in communicative style that represent: specific specific ways of receiving / decoding the message;*

*personal qualities in processing / interpreting messages; specific ways of expressing the response, and personal particularities of feedback.*

*Mahmud (2017) said that we need good strategies in order to have good communication. People can improve their communicative competence by developing their ability to use communicative strategies. Somsai and Intrapraset (2011) said that communicative strategies are commonly used to manage their oral communication. It can be said that communication strategies are strategies that use to overcome the problem of communication in process convey the idea. Mahmud (2017) mention type of communicative style that commonly use in communication. She divided into five elements: speech acts, language choices, address terms, discourse markers and regional terms. Therefore, from these elements can be a good reference to identify the communicative style that speaker use in English meeting.*

### **SPEAKING AND ENGLISH MEETING**

*Speaking is an interactive process of constructing meaning that involves, producing, processing and receiving information. According to Ismaili and Bajrami (2016) state that speaking is considered as one of the most essential means of effective communication. The role of speaking in human activities is very important because human cannot live normally without communicating with other people. Speaking is one of the most commonly used skills for communication. People use it on an everyday basis for exchanging their ideas, news and information (Ismaili and Bajrami 2016). Nowadays, English language teaching has focused on teaching the language not teaching about the language. In learning English, speaking is important to support students' ability to use the language. But one problem that students' faced is they sometimes afraid and do not comfort to speak up in front of the class. To overcome that problem many students join to English club meeting. English meeting is a place for language learners to use English in a casual setting.*

### **RESEARCH METHOD**

*This study use qualitative research which is based on discourse analysis approach. The analysis of this English meeting is based on the framework of discourse analysis which supported by data recording, data transcription, data selection and data interpretation. In this study, the result of data recording were transcribe into the text and then interpreted into the action. The speakers' expression were analyzed by using discourse analysis approach is purpose to identify the communicatives style that the speakers dominant used as refernce in learning English process.*

*The participant of this study are students from different background and knowledge that join in English meeting. The study was conducted in September 2019. This study took one group as the sample. Firstly there was one big group. After that, the leader of the English meeting club divided into two groups, women's group and man's group. After that, each groups choose one leader to lead the*

*discussion. They were given 60 minutes to discuss and theme that time was about "News". Before discussion, the member of each groups read the article to know the issues that happened. After discussion, they back to make big groups and gave conclusion or resume from the issue that discussed. To ensure the validity of data, video and audio recording were used.*

*After got the data, the researcher begin to listening and see the recordings and transcribed it. After transcribed, the data then selected based on the purpose of this study. The data were then interpreted and analyzed in the form of conversation extracts. The result of selected data based on the framework of communicative styles by Mahmud (2017).*

### **FINDINGS**

*After analyzing the data from the recording, there are some communicative styles used by the students in the classroom presentations were identified. Those communicative styles were divided into some parts based on the types of expressions that the students produced. They are explained as follows:*

#### **Speech Act Production**

The first findings is the speech act that can be shows as follow:

*Extract 1: Question by Leader*

LD : start from you sister Ana, eem do ***you like to read news?***

AN : ee.. may be to read news

Leader : you like to read news,ok,,***what kind news that you always read?***

Ana : ee,,, about gossip

As can be seen on the extract above that the leader began to open the discussion by asking one of the speakers namely Ana in which the leader said "start from you sister Ana, ***do you like to read news?***" **this expression indicated as asking question and it was a part of speech act. Moreover, as can be seen in the second line, the leader asked a question again to Ana in which the leader said "you like to read news, ok, what kind news that you always read?"** in which this utterances means that the leader requested to the speaker to answer the questions that are given to her. It indicated that the questions that are given by the leader became a kind of speech act in which it is classified as asking a question.

#### **Discourse Markers**

*Extract 2: Giving Explanation*

Ina : **ee**, I ever, I already read that detik.com **eee** tribun,tribun news **e**, interview Ruben Onsu about the (angkat anak) Bertrand Peto, **ee** there are pro and contra about that, **ee** there are people agree about that and some of them eee disagree.

Leader : oh really....how do you know?

Ina : **ee** because there are some comment about that, maybe , @...

*Leader : ohh..*

*In extract 2 above, Ina attempted to provide explanation about news that she ever seen and she said “**ee..** I ever, I already read that detik.com **eee** tribun, tribun news e, interview ayu ting ting about the (nikahsiri) with the raffi ahmad but the **ee**, what ayu ting ting said is different what the online news **ee**, have written”. The expression used by Ina is indicated as a discourse markers or fillers in interactional word chunks in which the word used “**ee**”. This fillers often appeared when the speaker explained the topic. It was because Ina felt hesitate and nervous when began to speak about her ideas or opinion. Moreover, the expression “**ee**” which became one of the fillers used in order to maintain the flow of the ideas.*

### **Language Choice**

*Extract 3:*

*Leader : How do you face fake news and how to differentiate the true and fake news?*

*Evi : ee.. actually just if ee, the information the news ee if good effect for me .. ee I .. **saya akan cari tahu lebih dalam tentang informasi itu (i will find out that information deeply)**. But, if I think ee, ee the information don't give me good effect just ignore it.*

*The extract above showed that the leader asked a question to one of the speakers Evi in which Evi said “**ee ..actually just if ee, the information the news ee if good effect for me .. ee I ..saya akan cari tahu lebih dalam tentang informasi itu**. This italic expression showed that Evi switched the language became Indonesian language and the purpose of switching the language was to explain more deeply about her ideas or opinion toward the question given by the leader. Moreover, the utterances used by Evi indicated the speaker felt nervous and did not know the meaning of her statement in English, then she decided to use Indonesian language.*

### **Address Term**

*Extract 4*

*Leader : okey, thank u very much **sister**. I think Eee @@ still busy with her phone. Okey, I will move to the next question. **Sister ana**, so,*

*In extract 4, the leader applied address term to addresses the participant in English meeting, because all of the participants in this discussion are girl or women. Then, the leader used term “sister”. This term used as a communication strategies by leader to create intimacy and familiarity among participants. Moreover, the leader used “**sister**” in order to be more close to the other participants especially in discussing at English meeting.*

### **Regional Term**

*Extract 5*

*Leader : Let me give example like this. I am busy with my food yeah? @@ sory many students or students of university fight each other, they do something bad and the media blow it up then*

you say, ih ini toh mahasiswa huh.... How do you say, ini toh anak Makassar, begini **semuaji** kelakuannya mahasiswa-mahasiswanya. What do you think about that?

The extract above showed that the leader used the term “**semuaji**” with additional “**Ji**” behind of the word. The use of term “**Ji**” became the part of regional terms in which this term came from Bugis-Makassar language and it is known as a softener Bugis-Makassar language. Moreover, the word “**semua**” (all) came from Indonesian language. Then, it indicated the use of term “**ji**” was borrowed from the students’ regional language.

### **DISCUSSION AND CONCLUSION**

*The five extracts above were the result from transcribe the recording of discussion in English meeting. This show that the speaker use various expression of communicative style. The first is speech act which is question by leader (extract 1). This shows that speech acts are very useful and can be used as a communication strategies.*

*The other of communicative styles is discourse markers (extract 2). The speaker use discourse markers is a group of pragmatic elements, are used widely in our daily communication to maintain the flow the ideas. It is the same of Baiat, Coller, Pulle, Tienkouw, Hunyadi (2013) research about the discourse markers who analyze the use of “well” in conversation. Baiat, Coller, Pulle, Tienkouw, Hunyadi (2013) state that the use of discourse markers can be considered among such signals used to maintain coherence relation between the discourse segments in speech. The present study has shown that fillers or discourse markers is a useful way to communicate.*

*From the extract also shows that the speaker use language choice which they switch the language from English to Indonesia for several reasons (extract 3). Akynova (2014) in this study found that people switch the one language to other languages quite consciously to achieve a certain stylistic or pragmatic effect. The next finding of this study is the use of address terms (extract 4). In this study, the speaker use address term as a communication strategies to create intimacy and familiarity among participants. And the last findings is use of regional terms which is addition of term from their culture (extract 5). Makulloluwa (2013) found that L1 “not only makes the input more comprehensible but also minimizes communication breakdowns”.*

*From the result of recording, transcribing, decoding and interpreting. It can be found the dominant communicative style that the speakers use is discourse markers. And the use of communicative style in English meeting influence their proficiency in speaking English. Findings from this study has contribute to the process of learning English that occur in English meeting. The speakers may apply the communicative style when the speak or communication. This study needs to be further explored, especially in terms of the effects of communicative styles on students’ achievement in the learning process.*

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