

Content

ORAL COMMUNICATION STRATEGIES (CSs) AMONG HIGH AND LOW ACHIEVERS OF INDONESIAN COLLEGE STUDENTS OF ENGLISH Agus Darwanto Sekolah Tinggi Bahasa Asing (STBA) LIA Yogyakarta Abstract Research on communication strategies is not new at all. However, reports on the issue upon Indonesian learners of other languages are scanty found. It seems that the interest in the domain concerned is barely spotted, let alone reports of the similar kind in the international journals. For that reason, this short piece was made to aim at exploring how Indonesian students of English exercise their communication strategies. This work focused on more specific communication strategies, the oral communication strategies. Data were attained via online questionnaires of self-perceived strategies that the respondents would use in communication. Findings indicate that students employ different kinds of strategies. These strategies were also found characteristic of those with different language competence levels, the higher the more various strategies used. It is then highly recommended that oral communication strategies are to be incorporated in the teaching and learning process in order to help learners manage communication in a more sustainable manner. And, better levels of abilities of oral communication strategies seem to help build better self-efficacy in communication. Keywords: communication strategies, oral communication, language competence INTRODUCTION It has been commonly understood that the ability to communicate effectively is usually measured through especially speaking abilities. And, in oral production, there is something imperative that every speaker must carry, and that is Communication Strategies (CSs). A good level of competence of these strategies will help communication sustained in a better way, flowing more naturally with richer exchanges between interlocutors. With a rich reservoir of this competence, a speaker is equipped with tools to understand and convey messages when communicating in more natural way. However, as in the case of Indonesia, oral CSs have not seemed to be sufficiently attended in the teaching and learning of English. Gambits of oral CS are rarely found in the course objectives or in the curriculum of educational institutions across levels, from primary to university learning materials. For instance, such a concrete and important expression for "buying time" as in "Anything I'm trying to say is..." or such a simple strategy for clarification as "Sorry?" is not commonly taught explicitly as one communication strategies, let alone non-linguistic communication strategies as miming and gesturing. A worse situation is found with the teaching of the more abstract CS as "Listening before talking" or "When and how to end a conversation" or "The read- between-the-line strategy" to understand what the interlocutor wants to convey. This type of strategy is not commonly attended. How to pick up messages in a more simple way needs attending. Research-wise, the topic of oral CSs regarding how Indonesian learners of English carry out conversations has not yet been found many. This is probably because topics of oral CS are considered secondary to such other issues as learning materials (books), methods, and measurements. These three areas have become research areas that have rendered all kinds of research findings and suggestions. However, there is one piece that attends this issue. One work that talked about this issue is reported by Romadlon. He found out that there were two main factors that cause the choice of the strategies in conversations, proficiency of the speaker and features of the communicative situation. He found out that the respondents use Circumlocution most frequently and Approximation as the least chosen one. As for the negative strategy, the use of Topic Avoidance is the most pronounced one. He suggested that the speakers abandon one conversation to switch to another if knowledge about the previous topic is negative. This findings is reported to apply to both his native speaker respondents and the English student respondents. In fact, it is not well identified yet as to how Indonesian learners of English are trained on the use of these strategies or when already taught, it has not been yet revealed how they employ these strategies in communication. On the contrary, research on the topic of oral CSs has been widely carried out elsewhere. Works of Selinker (1972), Varadi, (1972), Tarone (1981), Bialystok & Frohlich (1980), to Nakatani (2006) and Kozawa (2017) have reported the role of oral CS of different respondents in various situations or learning variables. One of the works, Paribakhts reported that highly proficient language learners with more linguistic knowledge of the target language used a linguistic approach to be successful in communication, while those with low proficiency adopted a conceptual approach that does not require specific linguistic or cultural knowledge of the target language to compensate for their weak linguistic knowledge. His experimental research shows that subjects with different levels of language skills use the same strategies from the same sources to solve their communicative problems. However, they use different proportions of each kind of strategies. It also appears on the finding that in solving their communicative problems, learners in the early stages of L2 learning more often utilize other knowledge resources such as world knowledge and paralinguistic knowledge to compensate for the limited knowledge in the target language. They use lesslinguistic strategies to compensate their weaknesses. These above-mentioned works have been useful to understand how oral CS is employed among learners of L2. However, in fact these works have not attended broader paralinguistic tools as oral CS that is possibly used before and during a conversation. Such psychological strategies as self-monitoring strategies which occur when a speaker is carefully attending his speech when speaking; peer-monitoring strategies used when a speaker is attending the content of message, the grammar, or the intonation/pronunciation use by an interlocutor. These strategies along with some others have not been reported yet. This study was intended to find out how Indonesian learners of English would use linguistic and non-linguistic strategies when making a conversation. The questions to the problems were as follows: 1. Do respondents of low and high achievers indicate different degrees of beyond-linguistic strategies when conversing? 2. Which strategies are more pronounced by the two groups of student respondents?

Strategic competence When studying language, a distinction is made between competence and performance. According to Chomsky, competence is the mental representations of linguistic rules that constitute the internal grammar of a speaker and a hearer. This grammar is evident rules that they have about the grammaticality of sentences. The distinction has then been extended to cover communicative competence as reported by Hymes and Canale and Swain. In their perspectives this competence includes knowledge about not only the accuracy of the use of linguistic aspects in communication but also the appropriateness of the behavior along with the strategies found effective in the process to accomplish communication goals. This linguistic and pragmatic knowledge of language is in fact better understood as communicative performance, an ability to use the two types of knowledge to understand and produce discourse. Canale and Swain introduced strategic competence as one important component of communicative competence along with other competences: grammatical, sociolinguistic, and discourse competence as visualized below: Strategic competence refers to the knowledge of strategies and how to apply them. They said, ". Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and CS, or what we will refer to as strategic competence". They exemplified it as the compensatory CS to be used when there is a breakdown in one of the other competencies. This competence consists of both verbal and non-verbal CS which is required when lacking of a certain type of competence when making communication. When a speaker communicates an idea, s/he needs all competences such as linguistic competence and discourse competence, those that will help the speaker to combine grammatical forms covering the selection, sequencing, and arrangement of words, phrases, and sentences into a good discourse so that the message will be well understood. However, when a lack of the aforementioned competences is imminent, communicative strategies or strategic competence is required. Stern noted CS as techniques of coping with difficulties in communicating in an imperfectly known second language. He wrote that good learners keep seeking communicative contact with target language users and the target language community either in person or explicitly through writings, media, role playing, or immersion. In this effort, learners need CS. From the elaboration above, strategic competence covers all aspects of the assessment, planning, and execution of communicative tasks. It relates language competence or linguistic knowledge of the user's knowledge structures with the features of the context in which the communication takes place. Communication strategies and the typology As suggested by O'Malley and Chamot, there are two types of strategies, learning and communication They define learning strategies as conscious thoughts or behaviors used by individuals to enable comprehension, learning or retaining new information. As for CS, as they wrote, they are strategies that contribute indirectly to learning, including creating practice opportunities and using production tricks (3). Concerning strategies and their importance, Oxford states that one of the necessities of communicative competence development is the interaction among learners when using meaningful, contextualized language, hence, giving rise to the significance of communication strategies. CS are the subcategory of language learning strategies specifically designed to help the language learners to solve their language practice problems. This competence shows the ability of speakers to use verbal and non-verbal strategies to compensate for breakdowns in communication to improve the effectiveness of communication (Richards). Similarly, O'Malley and Chamot in their book of Learning Strategies suggested further that CS is an adaptation to the failure to realize a language production goal. The strategies carry an important role in negotiating meaning and in sustain a talk in communication. Communication strategies, as Maleki similarly points out, are individuals' attempts to find techniques to fill the gap between their communication objectives and the current linguistic resources. Richards recognized CS as, "A way used to express a meaning in a second and foreign language, by a learner who has limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar and vocabulary." Richards recognized CS in a narrower notion. It is said that CS are those systematic devices a second language learner uses in attempting to express precise meaning in the target language. Bialystok distinguished linguistic from communicative competence. These notions presuppose a gap between what a learner is technically capable of expressing through the code and what the learner intends to express in terms of his/her communicative needs. The means by which the learner attempts to close that gap are called 'CS'. The typology of CS Tarone proposed a conceptual framework for use in defining CSs more clearly, and in distinguishing these from learning strategies (strategies to learn) or production strategies. So, in his concept, there are two types of strategies: language learning strategies and language use strategies, the latter of which includes CSs and production strategies. CSs are used when a speaker makes efforts to negotiate some clarification of the interlocutor's intended meaning, or to provide alternate means of communicating the intended meaning. As for production strategies, they deal with the efficient and clear use of the linguistic system, and do not necessarily enter into any negotiation of the speaker's intended meaning. These communication and production strategies are needed when a speaker is faced with language deficiency that makes conversations more challenging, halted, or even ended. A speaker may have incomplete linguistic tools for conversational practices and this makes oral communication unsuccessful. For instance, when vocabulary or grammar is not sufficiently available in his or her linguistic schemata, speaking will be halted. **The speaker may give up the communication, for s/he does not know at all what and how to convey a message.** To compensate this situation Tarone in Bialystok explains that the speaker may use certain verbal or non-verbal strategies to help speaking more successful and they are CS. Thus far, it is obvious that these strategies help speakers when they encounter oral communication problems, and when they recognize the mismatch between their linguistic resources and the communicative intentions. They may solve these problems using any of the CS. A speaker may employ certain communication strategies such as avoidance, paraphrasing, conscious transfer, or appealing for assistance in his oral communication practices to maintain his/her conversation. S/he may avoid certain topic because of its difficult registers or may search for external support to help them get his/her message through to the interlocutor or at least keep maintaining the conversation. When knowledge about syntax is insufficient, the speakers may use less complex spoken phrases or sentences (simplification strategies), shorten sentences, produce incomplete sentences, or use fixed words and phrases in all situations. As for the last, we often notice learners use almost the same words or phrases in every situation. They feel safe with these words or phrases of English to get better engaged in a conversation. Indeed, scholars came up with different types of communication strategies. Tarone classifies CSs (or tactics as she also named it) into various types which to some extent correlates or is similar to those proposed by other scholars. The following table shows the phenomenon. Tarone (1977) (Faerch & Kasper, 1983)

| Achievement | CS Reduction | CS Types | Situations | Types | Situations | Types | Situation | Avoidance: |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total | When the topic learners total |
| topic learner switching | topic learner switching | topic learner switching | topic learner switching | topic learner switching | topic learner switching | topic learner switching | topic learner switching | topic learner switching |
| speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance | speaker use avoidance |
| manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, | manage to avoidance, |
| ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help | ignores or L1 to help |
| prevent the message | prevent the message | prevent the message | prevent the message | prevent the message | prevent the message | prevent the message | prevent the message | prevent the message |
| abandons convey a | abandons convey a | abandons convey a | abandons convey a | abandons convey a | abandons convey a | abandons convey a | abandons convey a | abandons convey a |
| occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment | occurrence abandonment |
| atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of | atopic concepts or of |
| topics that because of | topics that because of | topics that because of | topics that because of | topics that because of | topics that because of | topics that because of | topics that because of | topics that because of |
| a message. are certain | a message. are certain | a message. are certain | a message. are certain | a message. are certain | a message. are certain | a message. are certain | a message. are certain | a message. are certain |
| inability to to present | inability to to present | inability to to present | inability to to present | inability to to present | inability to to present | inability to to present | inability to to present | inability to to present |
| express the difficulties | express the difficulties | express the difficulties | express the difficulties | express the difficulties | express the difficulties | express the difficulties | express the difficulties | express the difficulties |
| meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: | meaning Paraphrase: |
| when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual | when the inter-lingual |
| When the Message | When the Message | When the Message | When the Message | When the Message | When the Message | When the Message | When the Message | When the Message |
| The learner | The learner | The learner | The learner | The learner | The learner | The learner | The learner | The learner |
| Approximation, | Approximation, | Approximation, | Approximation, | Approximation, | Approximation, | Approximation, | Approximation, | Approximation, |
| learner strategies | learner strategies | learner strategies | learner strategies | learner strategies | learner strategies | learner strategies | learner strategies | learner strategies |
| learner abandonment | learner abandonment | learner abandonment | learner abandonment | learner abandonment | learner abandonment | learner abandonment | learner abandonment | learner abandonment |
| gives up Word | gives up Word | gives up Word | gives up Word | gives up Word | gives up Word | gives up Word | gives up Word | gives up Word |
| coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the | coinage, rewords the |
| relies on the referring | relies on the referring | relies on the referring | relies on the referring | relies on the referring | relies on the referring | relies on the referring | relies on the referring | relies on the referring |
| to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, | to a Circumlocution, |
| message in interim | message in interim | message in interim | message in interim | message in interim | message in interim | message in interim | message in interim | message in interim |
| specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, | specific an alternate, |
| concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable | concept to topic. acceptable |
| help convey target a | help convey target a | help convey target a | help convey target a | help convey target a | help convey target a | help convey target a | help convey target a | help convey target a |
| message - language a | message - language a | message - language a | message - language a | message - language a | message - language a | message - language a | message - language a | message - language a |
| construction combination | construction combination | construction combination | construction combination | construction combination | construction combination | construction combination | construction combination | construction combination |
| in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic | in situations of linguistic |
| where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate | where the features appropriate |
| from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and | from the IL form or and |
| L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not | L1. construction is not |
| known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable | known or not yet stable |
| Conscious When the | Conscious When the | Conscious When the | Conscious When the | Conscious When the | Conscious When the | Conscious When the | Conscious When the | Conscious When the |
| L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to | L1-based Similar to |
| Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners | Meaning Learners |
| transfer learner | transfer learner | transfer learner | transfer learner | transfer learner | transfer learner | transfer learner | transfer learner | transfer learner |
| strategies conscious | strategies conscious | strategies conscious | strategies conscious | strategies conscious | strategies conscious | strategies conscious | strategies conscious | strategies conscious |
| replacement operate | replacement operate | replacement operate | replacement operate | replacement operate | replacement operate | replacement operate | replacement operate | replacement operate |
| deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer | deliberately transfer |
| of within the borrows | of within the borrows | of within the borrows | of within the borrows | of within the borrows | of within the borrows | of within the borrows | of within the borrows | of within the borrows |
| from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended | from Tarone's intended |
| another propositional | another propositional | another propositional | another propositional | another propositional | another propositional | another propositional | another propositional | another propositional |
| language content and | language content and | language content and | language content and | language content and | language content and | language content and | language content and | language content and |
| preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but | preserve the topic but |
| refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more | refer to it by a more |
| general expression | general expression | general expression | general expression | general expression | general expression | general expression | general expression | general expression |
| resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. | resulting in vagueness. |
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| Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar | Cooperative Similar |
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| of authority for AA | of authority for AA | of authority for AA | of authority for AA | of authority for AA | of authority for AA | of authority for AA | of authority for AA | of authority for AA |
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| the gestures are | the gestures are | the gestures are | the gestures are | the gestures are | the gestures are | the gestures are | the gestures are | the gestures are |
| strategies learner | strategies learner | strategies learner | strategies learner | strategies learner | strategies learner | strategies learner | strategies learner | strategies learner |
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| a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such | a speaker may use such |
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| techniques to provide | techniques to provide | techniques to provide | techniques to provide | techniques to provide | techniques to provide | techniques to provide | techniques to provide | techniques to provide |
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| (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); | (advance preparation); |
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| repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational | repertoire (organizational |
| planning and self- | planning and self- | planning and self- | planning and self- | planning and self- | planning and self- | planning and self- | planning and self- | planning and self- |
| evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other | evaluation). Other |
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| by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested | by Bygate. He suggested |
| that there are ways to | that there are ways to | that there are ways to | that there are ways to | that there are ways to | that there are ways to | that there are ways to | that there are ways to | that there are ways to |
| facilitate speech | facilitate speech | facilitate speech | facilitate speech | facilitate speech | facilitate speech | facilitate speech | facilitate speech | facilitate speech |
| production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By | production: "(A) By |

simplifying structures. (B) By ellipsis, this is the omission of parts of a sentence. (C) By using formulaic utterances (colloquial or idiomatic expressions). (D) Fillers and hesitation devices; these tend to give more time to the speaker to formulate what he/she wants to say" (Bygate 15). Indeed, different scholars have come up with different accounts regarding CSs. It only indicates that CS is important skills to incorporate when learning a language, in the case in point English. A socio-affective model of communication strategies O'Malley and Chamot's classification of social/affective learning (not communicative) strategies should serve as a good milestone in search for further socio-affective types of oral communication strategies. O'Malley and Chamot wrote that social affective learning strategies through communication include 1. Cooperation – working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. 2. Questioning for clarification – eliciting from a teacher or peer additional explanation, rephrasing, or examples. 3. Self-talk – using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task. These issues are not new at all. However, is it the case they are already attended in Indonesia? In Indonesia, much attention to instruction has concentrated upon techniques of teaching, while ignoring the prominence of the learner themselves. Many foreign language teachers are so concerned with efforts for detecting the best method or with getting the accurate reply that they fail to attend to the process of learning in which CS is spotted, to be taught, and to be promoted. Serious efforts are essential, then. Efforts to make learners more convenient and confident with learning because they feel they can accomplish a task even with limited linguistic tools, need to be attended. Novice foreign language learners may feel panicked when they realize that they lack procedural skills for solving language problems, whereas expert learners (e.g., those who are already equipped with oral CS) approached new language tasks calmly and were able to use procedural skills developed in other language learning situations. Being panicked may hinder language production, especially speaking. Not only for speaking, in fact, the level of acquisition of oral CS can distinguish all effective from ineffective learners. Differences between effective and ineffective are reflected in the range of strategies used and the way in which individual strategy is used. In general, more effective students use a greater variety of strategies and use them in ways that helps the students complete the language task successfully. When speaking, for instance, conversation will take place smoothly even when the speakers is facing certain language deficiency. Less effective students not only have a fewer number of strategies in their repertoire but also frequently use strategies that are inappropriate to the communication task and will lead to unsuccessful task completion. This is not spotted among effective learners thus effective communicators. Effective foreign language students are supposed to be purposeful in their approach to a task, monitor their comprehension and production for overall meaningfulness rather than only for individual components, and effectively use their prior general knowledge as well as their linguistic knowledge while working on a task (Chamot and O'Malley 140-141). These strategies when well-acquired can help the learners make success in communication. This also helps build learners' feeling of better communicative task accomplishment, or oral production. In fact there are two purposes of oral production strategies. According to previous research dealing with transcription data analysis, strategies for communication have been categorized into achievement and reduction strategies (see, e.g., Dörnyei & Dörnyei). The former present learners' active behavior in repairing and maintaining interaction, and the latter reflect learners' negative behavior as they try to avoid solving communication difficulties, which is a common behavior among low-proficiency learners. As for the latter, it is to help make speeches more readily comprehensible which is commonly used among proficient speakers. Paribakht reports that highly proficient language learners with more linguistic knowledge of the target language used a linguistic approach to be successful in communication, while those with low proficiency adopted a conceptual approach that does not require specific linguistic or cultural knowledge of the target language to compensate for their weak linguistic knowledge. However, social statuses suggest impact on CS. The next research findings regard the CSs across different social statuses as sex was reported by Kaivanpanah. (in Kaivanpanah, Yamouty, & Karami) reported the differential use of CSs among males and females. He said, gender differences in the use of CSs are only significant for circumlocution, asking for clarification, omission, comprehension check, use of fillers, and over explicitness (Kaivanpanah 79). These CS skills require teaching for better noticing. Nakatani, on the value of awareness raising on strategy use in oral communication, provided some evidence that CS training can improve learners' performance on proficiency tests. The same was also reported by Yule's (144). In the research concerning whether CS can be explicitly taught, she said, "We differ in our approach from other researchers, who argue that CS cannot be explicitly taught". In addition, based on the finding of the study, it was concluded that explicit mode of instruction is helpful for teaching CSs. Research among the teaching and learning of CS among Indonesian students of English especially concerning oral CS is rarely found. One work that talked about this issue is reported by Romadlon. He found out that there were two main factors that cause the choice of the strategies in conversations, proficiency of the speaker and features of the communicative situation. He found out that the respondents use Circumlocution most frequently and Approximation as the least one. METHOD Research objects Regarding the various concepts of CS as previously mentioned, this research was then aimed at exploring the use of some CSs among the university students of English in Indonesia when making oral communication. The strategies were (1) topic avoidance, (2) reduction strategy, (3) grammar monitoring strategy, (4) phonology monitoring strategy (5) interlocutor monitoring strategy, (6) compensating gesture strategy, (7) comprehension check strategy, (8) risk-taking strategy, (9) L1/L2 modification strategy. 1. Topic avoidance occurs when the speaker abandons a topic or a message which is represented by such items as: Ketika kesulitan mengatakan hal yang sebenarnya ingin saya katakan, saya memilih hal lain saja untuk dikatakan (when hard to say something that I want to tell, I will choose another topic to say) 2. Reduction strategy occurs when a speaker would limit himself to using phrases that s/he knows only to ease up conversation and to avoid miscommunication. It is represented in such item as follows. Or when a speaker would reduce the amount of speech to the minimum to avoid communication failures. Saya pakai kata-kata yang saya biasa pakai saja. (I will use only the words that I usually use only). Or, Ketika sulit mengatakannya, saya cukup memakai vocab-vocab saja, bukan kalimat. (When difficult to say in sentences, I will use only vocabulary, not sentences) 3. Grammar monitoring strategy occurs when the speaker attend such issues as sentence structures (syntax). Saya memperhatikan urutan-urutan kata dalam kalimat ketika berbicara bahasa Inggris. (I attend the word sequence in every sentence when speaking English) 4. Phonology monitoring strategy occurs when the speaker would attend such areas as intonation and pronunciation when speaking. The example is as follows: Saya memperhatikan pronunciation saya. [I attend my pronunciation (when speaking)] 5. Interlocutor monitoring strategy occurs when a speaker attends what and how the interlocutor speaks when conversing. The example is as follows: Saya menatap mata lawan bicara saya ketika berbicara. (I make eye contact) Or, Saya memperhatikan alur pembicaraan dengan lawan bicara sebelum memberikan jawaban/menimpali. (I try to get the message first before I give answers or make responses) 6. Gesture strategy is found when a speaker use gestures to compensate language deficiency. Saya menggunakan isyarat-isyarat jika sulit mengatakannya dengan kata-kata. (I use gestures when I don't have the words). 7. Comprehension check strategy is when a speaker would check whether the interlocutor get the message conveyed. Saya akan mengecek apakah lawan bicara paham apa yang saya katakan. I would check if my message is understood). 8. Risk-taking strategy happens when a speaker would set aside his/her feeling of being deficient in the English language and venture to carry out a conversation as stated in the questionnaire item as follows: Saya tidak peduli jika kalimat saya salah. (I don't care even if my sentences are wrong) 9. L1/L2 modification strategy takes place when a speaker operates his/her sentence modification in bahasa Indonesia first or directly in the English language. It is represented in such item as follows. This translation strategy deals with an anticipated situation that s/he needs to plan the language s/he will speak. Saya pikirkan dulu apa yang akan saya omongkan dalam bahasa Indonesia baru kemudian saya buat bahasa Inggrisnya. (I will think about what I will say in Bahasa Indonesia first and then I will translate it into English) Instruments This research used a closed-ended survey questionnaire to get the data. The questionnaire was composed 28 items of the nine strategies that the research wanted to explore. One

strategy was represented by three questions mixed tapping the information of it. This is also to know the degree of consistency of the responses. The two other questions were similarly asking about their current perceived language competence, one was presented in a scale of 10 (1 for poor and 10 for excellent) and the other once was about their latest TOEFL scores. Participants The participants were composed of university students of English at one English literature department of a college in Yogyakarta, Indonesia. As many as 27 respondents gave responses to the questionnaires. Analysis An analysis of data distribution to find out trends among the respondents was carried out. This is to know if one strategy was more pronounced than the others and if a strategy is more favored by students of different levels of English proficiency. This analysis helped figure out if certain characteristics of Indonesian learners of English were spotted when compared to the previous findings found among those of EFL students in other countries RESULTS AND DISCUSSION Results English competence of the respondents In aggregate, the following graph shows that most students considered that their English fell between the scale of 3 and 4. When extrapolated to their TOEFL scores that they reported, it was confirmed that their English lied between the score of 400 to 500. Any categorical characteristic of the two groups of high and low performers would be found out by comparing those below (11.5%) and those above 551 (the middle performers were not included). This is about how oral CSs are used differently by the two groups of respondents. The employed CSs (1) topic avoidance, This strategy was found among students across levels of perceived English proficiency. (2) reduction strategy, Reduction is more frequent among low performers. (3) grammar monitoring strategy Both groups seem to attend both own-grammar and other's grammar. However, it seems that the high performers attend grammar more intensively. (4) phonology monitoring strategy Both groups paid attention to phonology. However, unlike the low performers who attend more on non-intonational phonology, those who belong to the high performers seem to be interested in attending the interlocutors intonational phonology to help attain meaning. (5) Clarification strategy To get message better understood, both groups exercised clarification strategies. Interestingly, those who belong to the low achievers were more interested in using "clarification through asking to repeat" strategies. As for those who belong to the high performers, they used "clarification through making comprehension check and clarification through asking for examples" more often. (6) Gesture-to-compensate strategy, It is obvious that those who belong to the low achiever group used gesturing to compensate low speaking skills more often. (7) Filler Strategy This is just another interesting finding of all. Respondents with high TOEFL scores would fillers to buy time highly more often if compared to those with lower TOEFL scores. Discussion Data indicate that different communication strategies were found among different levels of English proficiencies. Data indicate that high performers show more various strategies used in communication. Low performers would rely more frequently on the use of gestures. It is also indicative that respondents with higher scores of TOEFL exercised high risks in communication. They would venture more often than those with low scores of TOEFL. This is by all means true because those high performers should have higher self-efficacy as opposed to the lower performers. Another interesting finding indicates that high performers think in L2 more profoundly as opposed to those of the low performers. The formers would use L2 to solve oral communication problems. This will make communication flow with a more rapid pace as opposed to when the speakers think in L1 first then in L2 to speak. Next, well-structured fillers seem to be more commonly found among the high achievers. They would use the pre-fabricated fillers of L2 more frequently. This shows that fillers serve as good tools to maintain conversations. Speakers also use different strategies when not comprehending messages. Low achiever would use "repeat" strategy and the high achievers would use "comprehension-check" strategy and "asking for example strategy". CONCLUSION It can be succinctly concluded that: 1. Various levels of language competence dictate the use of oral CSs differently. They would use more language-based tools when their competence is getting higher. 2. The operation of L1 in CSs is also prevalent among those with lower level of proficiency. They would metacognitively operate in L1 to produce L2 utterances. 3. It is indicative that oral CSs are more prevalent among those with high scores of TOEFL. However, it is not yet identified as to how they acquired the skills. Further research on this issue need to be carried out. 4. Attention on grammar as one of language components seem to play differently among the two groups of respondents. Venturing to use grammar regardless its accuracy is common among high performers. This raises a question whether teaching language accuracy should not be carried out in the beginning or in fact it is very much typical of high performers that by nature they would venture regardless speech or grammar accuracy. 5. However, since it is convincingly true that high achievers employ more oral CSs, it is highly suggested that oral CSs are taught. This research indeed carries at least one drawback. Since the data were "only" obtained through questionnaires in which the respondents were asked to indicate what they had done in the situations give, it should be interesting to carry out research on this issue as to how in reality they employ oral SCs in conversations vis-à-vis native speakers of English and with other Indonesian learners of English.

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