"An Analysis of Communication Strategies Employed by Senior High School Debaters: A Case Study at argUMent Debating Championship 2016"

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ABSTRACT

This study aims to discover the strategies used by senior high school debaters, the dominant strategies used and factors influencing the use of the strategies. The study was taken on argUMent Debating Championship 2016 in the quarter final round. The research method of study was descriptive qualitative research. Data in this study was collected through observation, recording and note taking. To analyze the data, the study used data reduction, data display and drawing conclusion strategies. The findings shows there were 787 utterances during the debate that involved 6 debaters which categorized into the strategies. There were five strategies used by debaters which are in line with theory proposed by Celce Murcia, et.all (1995). The debaters used avoidance or reduction strategy, achievement or compensatory strategy, stalling or time gaining strategy, self-monitoring strategy and interactional strategy. The debaters choose stalling or time gaining strategy as the most dominant strategy to overcome their problems during debate with the percentage 77,51%. Then, there are nine factors influencing the preference of strategies in the debate, namely English speaking proficiency level, task types, cultural differences, personal differences, lack of confidence, deal with big challenge, vacuum of speaking, limit preparation and topic interest. In conclusion, even debaters have experience in debate but the problems in communications cannot be denied during debate.

Keyword: communication strategies, argUMent

Analisa Strategi-strategi Komunikasi yang Digunakan dalam Debat oleh Siswa Sekolah Menengah Atas: Studi Kasus di Acara argUMent Debating Championship 2016

ABSTRAK

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Penelitian ini bertujuan untuk mengetahui strategi-strategi yang digunakan oleh pendebat siswa sekolah menengah atas, strategi yang paling sering digunakan dan faktor-faktor yang mempengaruhi penggunaan strategi tersebut. Penelitian ini dilakukan di argUMent Debating Championship 2016 (lomba debat untuk siswa sekolah menengah atas dan mahasiswa se Bali-Nusa Tenggara) di babak 8 besar. Metode penelitian yang digunakan adalah deskripsi kualitatif. Data dalam penelitian ini dikumpulkan melalui pengamatan, perekaman dan pengambilan catatan. Untuk menganalisa data, penelitian ini menggunakan metode menyeleksi data, menampilkan data dan menarik kesimpulan. Hasil penelitian menununjukkan ada 787 ucapan selama debat yang melibatkan 6 pembicara yang dikategorikan kedalam strategi komunikasi. Ada lima strategi yang digunakan oleh pendebat yang sesuai dengan teori dari Celce Murcia, dkk (1995). Para pendebat menggunakan strategi penghindaran atau reduksi, strategi realisasi atau pengimbangan, strategi memperlama atau pengunduran waktu, strategi pemantauan dan strategi interaksi. Para pendebat menggunakan strategi memperlama atau pengunduran waktu sebagai strategi yang paling sering digunakan untuk mengatasi permasalahan mereka pada saat debat dengan presentase 77.51%. Kemudian, ada Sembilan faktor yang mempengaruhi pemilihan strategi dalam debat yaitu, level kemampuan berbicara bahasa inggris, tipe tugas, perbedaan budaya, perbedaan individu, kurang percaya diri, berhadapan dengan tantangan besar, berhenti berbicara, persiapan singkat dan pengaruh topik. Dengan demikian, walaupun pendebat mempunyai pengalaman dalam debat tetapi masalah-masalah dalam berkomunikasi tidak bisa dihindarkan. Sehingga para pendebat membutuhkan strategi-strategi untuk mengatasi masalah-masalah tersebut.

Kata kunci: strategi komunikasi, argUMent

1. Background

Language itself serves as a medium of communication and as a medium of sharing ideas and feelings. It is a tool that is often used in day-to-day communication. Through language, humans can transfer variety of messages, either for himself or for another person. Basically, the language has certain functions that are used based on one's needs. These functions are, may be as a medium of self-expression, as a communication tool, as a medium of social cultural relation, and as a medium of social control.

Debate is one way to communicate with other people. Students in senior high school not really familiar with debate especially English Parliamentary debate. If there is a competition, some debaters directly choose by their teacher without previously having intensive practice about debate. In the other hand, we know that debate will stimulate the students to have good understanding of what happened around to cope with their social life. It can therefore be used as a tool to train students to use the language practically and develop their oral communication. Debaters should have ability to convince the adjudicator that their argumentation is logic, reliable, and debatable. Some debaters felt hard to deliver their argumentations. They don't know the appropriate words to use and get some problems on delivering their speech in front of the adjudicator. A debater may say "a…a... what is it?" during his speech when they forget some message or some lexical items to be delivered. If breakdown occurs in debate and the debaters fails to solve the problems during their speech, their performance will be less convincing and finally it will influence the adjudicator's judgment about which team deserves the winning.

Therefore, debaters should have competence in order to ease them in carrying the message through speech. Since it deals with the message being conveyed and language being employed, one way to overcome it is to have communicative competence. As stated by Hymes (1972), communicative competence is the knowledge which enables someone to use a language effectively for real communication which involves two or more speakers. Thus, communication strategies can be considered as strategies to overcome the problems of communication faced by debaters during debate. "with reference to speaking, strategic competence points out the ability to know how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdowns and comprehension problems" (Shumin, 1994) in (Yaman,Irgin, and Kavazoglu, 2013: 1). In addition, Felix (in Tarone, 1981: 63) in (Fauziati,2010: 167) maintains that "Communication strategies may viewed as attempts to bridge the gap between the linguistic knowledge of the second language leaner and the linguistic knowledge of the target language interlocutor in a real communication". Even more, Cohen, Weaver and Li (1998) claimed the use of strategies in communication raises learners' language awareness and solves the interlocutors' potential communication problems. Fauziati (2010: 167-168) states that,

"communication strategies refer to strategic competence."

Based on the identification of the problems, this study focuses on the communication strategies by senior high schools debaters. The aims of this study is to figure out the strategies used in English debate, which strategies are dominantly used by the speakers and what factors that influencing the strategies used.

2. Review of Related Literature

A. Language and Communication

Language is a system for the expression of meaning. Its primary function is for interaction and communication (Mcdonough and Shaw: 2003). Language is used by human in order to know and understand each other. People do communicate depend on their purposes and interests. It is also said to be the character of people.

B. Communicative Competence

Canale and Swain (1980) and Canale (1983) define communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. The knowledge here refers to the conscious and unconscious knowledge of individual about language and about other aspects of language use. In addition Celce-Murcia et all's (1995: 9) defines communicative competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets. According to Canale and Swain (1980), the components of communicative competence are: Grammatical Competence, Discourse Competence, Sociolinguistic Competence and Strategic Competence

C. Strategic Competence and Communication Strategies

Strategic competence is one of the major components of communicative competence. Celce-Murcia et al (1995: 12) says that strategic competence is the knowledge of communication strategies that may be called into action. The strategies are used for two main reasons: to compensate for breakdown in communication due to limited condition in actual communication and to enhance the effectiveness of communication.

Tarone's definition of communication strategies views strategic competence as conscious communication strategies are used by an individual to overcome a crisis which occurs when language structures are inadequate to convey the individual's thought (Tarone: 1980: 194).

There are 2 models of Communication Strategies

Tarone's communication strategies (1984: 429) are classified into five parts. They are:

NO	STRATEGIES
1	Avoidance a. Topic Avoidance b. Message Abandonment
2	Paraphrase a. Approximation b. Word Coinage c. Circumlocution
3	Conscious Transfer a. Literal Translation b. Inters peals Translation or Language Switch
4	Appeal for Assistance
5	Mime

However, Tarone's categories of communication strategies explained above are not enough. As states by Celce-Murcia, et al (1995: 28) suggest components of strategic competence as follows:

NO	STRATEGIES
1	Avoidance or Reduction Strategy a. Message Replacement b. Topic Avoidance c. Message Abandonment
2	Achievement or Compensatory Strategy: a. Circumlocution b. Restructuring c. Word coinage d. Nonverbal Signals e. Literal translation from L1 f. Foreignizing g. Code switching
3	Stalling or Time Gaining Strategy: a. Using gambits, fillers or hesitation device b. Self and other repetition
4	Self-Monitoring Strategy: a. Self-initiated repair b. Self-rephrasing
5	Interactional Strategy: a. Appeals for help b. Meaning negotiation

We can say that basically the categories of communication strategies are similar one toward each other. This study would like to use Celce-Murcia, et all (1995: 28) categories as a framework to work out senior high school debaters conduct their speech during the debate.

D. Debate

Debate is about developing the communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using the language to convince people. A debate usually involves two sides talking about the topic or motion. As a competition, each teams of debaters attempt to show the adjudicators that they have debating skills well. As stated by Alan, Cristopther (1993) and Colm (1998) in Permata (1999) that the elements of debating skills usually classify into three aspects of debating namely; matter (content), manner (delivery) and method (structure). There are some components in debate namely; Cases, Motion, Definition, Arguments, Rebuttal, and Conclusion

3. Research Design

The research carry out to descriptive qualitative research since it is conducted to describe the findings. The research designed by providing a transcript of the debate video and analyzing it descriptively. Data in this study were collected through observation, recording and note taking. To analyze the data in qualitative research, there were three techniques used, namely data reduction, data display, and drawing conclusion or verification.

4. Data Description and Discussion
Communication Strategies and Debate

The finding shows that there were 787 utterances which categorized into the strategies during the debate that involved 6 debaters. The debaters came from 2 different schools. The first team acts as government or positive or affirmative team and another team act as opposition or negative team The winner of this round was government team. The debate session used in this study was quarter final round under the motion "This House Would Allow Indigenous Communities to Apply Their Indigenous Laws within Their Territory". The debaters tended to use those five categories of strategies during their speech. In the following table provides the data description and discussion of the

strategies used in this study. Table 4.1The strategies used by debaters, total of strategies and the percentage of the strategies.

N 0	Strategies	Tota l	Precent age
1	Avoidance or Reduction Strategy	41	5.21
2	Achievement or Compensatory Strategy	33	4.20
3	Stalling or Time Gaining Strategy	610	77.51
4	Self-Monitoring Strategy	46	5.84
5	Interactional Strategy	57	7.24
	TOTAL	**787**	**100%**

Furthermore, the study provides several examples of utterances that categorize to certain strategies as follows:

1. **Avoidance or Reduction Strategies**

   This strategy consists of message replacement, topic avoidance, and message abandonment.

   a. **Message Replacement**

   This strategy means to replace a topic with the new one in order to avoid communication breakdown (Celce-Murcia et al, 1995). There were 14 utterances that categorized to message replacement strategy. Some appropriate examples present in this study as follows:

   (1) *It will be more social reaction comes up, it will be elaborate more in my second speaker* (1st speaker of government)

   The speaker replace a topic which she want to discuss about the reason but directly change the topic by mention the job of next speaker. The speaker feel afraid to make mistakes in the sentences that create wrong understanding between all speakers.

   (2) *I really believe I really dis, so that's why* (1st speaker of opposition)

   The speaker actually want to stress the position of the team which disagree with the government team but the speaker replace directly with the new one and continue the argumentation.

   (3) *I suppose I back to suppose this motion* (2nd speaker of government)

   The speaker tried to make clearly the sentences by repeat the previous sentence to avoid misunderstanding between all speakers.

   b. **Topic Avoidance**

   Avoiding topic areas or concepts that pose language difficulties. The speaker pretend not to understand, changing the topic or not responding to the communication (Celce-Murcia et al, 1995). There were 14 utterances that categorized to topic avoidance strategy. Some appropriate examples present in this study as follows:

   (4) *...for that's that's that is that aaa this that the government said that aaa one aaa...* (1st speaker of opposition)

   The speaker really confuse about the reasons and still try to find new composition of language in order to deliver the argumentation. The speaker pretend not to understand on the sentences and use

another strategy to defense the argumentation.

(5) *I I my point is…* (2nd speaker of opposition)

The speaker didn't understand on the reasons. Avoiding topic that used by speaker indicated that She tries to change the idea or topic in their argumentation and move to another topic or reasons to avoid misunderstanding between the speaker

(6) *…have to respect others because that for example…*(3rd speaker of government)

The speaker actually want to finish the reasons but suddenly there were problems during the speech so directly the speaker move to another idea instead of making other speaker confuse with the argumentation.

c. **Message Abandonment**

The debaters usually left a message unfinished because of language difficulties then jumped to the next message (Celce-Murcia et al, 1995). There were 13 utterances that categorized to message abandonment strategy. Some appropriate examples present in this study as follows:

(7) *…so that's aaa ladies and gentlemen they aaa…* (1st speaker of government)

The speaker actually want to finish the sentences *"that's"* to become *"that's why"* but unfortunately she fail to do that and directly move to great everyone by saying *"ladies and gentlemen"* to open a new case.

(8) *…that will aaa their way of thinking they will because it will make...* (1st speaker of opposition)

The speaker actually want to focus to finish the reasons but felt difficult to continue the analysis because of afraid making wrong sentences.

(9) *…because….back to my point…* (2nd speaker of government)

The speaker confuse how to continue the next sentences so, the speaker didn't continue the analysis and jump directly to the next reasons.

(10) *…aaa about the aaa move to my 2nd speaker…* (3rd speaker government)

The speaker can't clarify what should be delivered in the reasons. To avoid miscommunication during the debate so most of the speaker directly jump to the next reasons and leave the previous sentences unfinished.

2. **Achievement or Compensatory Strategies**

By using this strategy, the debaters tried to keep the original communicative goal, but compensates for insufficient means or makes an effort to retrieve the required items (Celce-Murcia et al, 1995). Three of seven categories of strategies in achievement or compensatory strategies appear in the debate script.

a. **Restructuring**

Restructuring is an effort to reconstruct sentences without changing the message that speakers want to convey (Celce-Murcia et al, 1995). There were 1 utterance that categorized to

restructuring strategy. Some appropriate examples present in this study as follows:

(11) *... And there is nothing and there is no one...* (1st speaker of government)

The speaker try to deliver the argumentation by rebuilding a new sentences to change the previous sentences with the appropriate words without changing the message that speakers want to convey.

b. Word Coinage

Word coinage is defined as creating a non-existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian). It can be said that word coinage also creating a new word in order to communicate a concept (Celce-Murcia et al, 1995). There were 10 utterances that categorized to word coinage strategy. Some appropriate examples present in this study as follows:

(12) *unitary ~ unity* (1st speaker of opposition)

The speaker actually under high pressure of time and reasons to deliver. She want to explain about how the country is unite although having many ethnics but unfortunately she failed to mention the correct word to represent the condition of the real argumentation. She mention about *"unitary country"* which doesn't have any meaning in English. The speaker actually should use the word *"unity country"* which suitable with the context of the communication instead of using *"unitary country"*.

c. Nonverbal Signals

Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they really do not know lexis or utterance they want to say (Celce-Murcia et al, 1995). There were some nonverbal signals found in the debate as follows:

(13) *shaking hand or hand dancing* (all speakers)

The speakers intended to explain the argumentation to other speakers and audience but either using her hands. All participants could read the hand dancing and finally they could guess the meaning of or context of the argumentation appropriately. By using this strategy, the speaker act based on the reasons they want to deliver.

3. Stalling or Time Gaining Strategies

Stalling or time gaining strategy is the strategy which speaker employs to make use of given time maximally. Gambits, fillers, hesitation devices, and repetition belong to this kind of strategy. They are often used when speaker needs more time to convey the message (Celce-Murcia et al, 1995).

a. Using Gambits, Fillers or Hesitation Devices

Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to their mind (Celce-Murcia et al, 1995). There were 309 utterances that categorized to fillers strategy. All of the speakers use the filler *"aaa"* or *"eee"* many times in

their speeches. They try to stall the time because they don't know what going to say to continue their argumentation. This strategy help speakers to think about next sentences and may stop for a while to maximize the time given. There were no gambit and hesitation devices used by speakers in the debate. All of them only used fillers during their speeches.

b. **Self and Other Repetition**

After using gambits, fillers, and hesitation devices, moreover we can use repetition of self or other participant. Repetition is done when speaker knows about L2 items, but he needs time to recall the items from her/his memory (Celce-Murcia et al, 1995). There were 301 utterances that categorized to self and other repetition strategy. Some appropriate examples present in this study as follows:

(14) *...exist since hundred hundred hundred years ago from their great great great mother ladies and gentlemen ...* (1st speaker of government)

(15) *...the government aaa the government said that aaa that aaa the government the government said that the the...* (1st speaker of opposition)

(16) *...doesn't always mean a bad aaa doesn't always mean primitive people* (2nd speaker of government)

(17) *...such such as aaa such as such as...* (2nd speaker of opposition)

(18) *...we don't isolate them aaa we don't isolate them...* (3rd speaker of government)

(19) *... for the first one is aaa for the first one is...* (3rd speaker of opposition)

In the examples above, the main possible reason for speaker using repetition is that she really needs to emphasize on the message in order to be more convincing. The second possible reason is to compensate the long pause they are going to make if they face any difficulty in conveying the next message.

4. **Self-Monitoring Strategies**

Self-monitoring strategy is speaker's effort in correcting the mistakes that have made during conversation lasts. They are aware of and will to make the message becomes more obvious to the addresses (Celce-Murcia et al, 1995).

a. **Self-Initiated Repair**

This kind of strategy reflects speaker's awareness of the mistakes produced. They are initiated to repair those mistakes to avoid misunderstanding between speaker and addresses. It appears when speaker presents an utterance but she feels unsatisfied with her utterance (Celce-Murcia et al, 1995). There were 37 utterances that categorized to self-initiated repair strategy. Some appropriate examples present in this study as follows:

(20) *...   will discri...discriminate...* (1st speaker of government)

(21) *...shouldn't allow the indige...shouldn't allow the indigenous...* (2nd speaker of opposition)

(22) *...there are no indi...there are no law...* (2nd speaker of government)

(23) *...in the government...in the government security itself...* (2nd speaker of opposition)

(24) *...indi..indi..indigenous laws...* (3rd speaker of government)

(25) *...they are not study...they don't study...*(3rd speaker of opposition)

Based on the examples above, the speaker try to repair the mistakes during their speeches. They know that those sentences are wrong and didn't complete, so the speaker initiated to repair the sentences in order to avoid misunderstanding during the debate session.

b. Self-Rephrasing

Over-elaboration is the strategy in which speaker is not really sure about what they have said before. They are worried that they cannot get the message across. In the case of self-rephrasing strategy, speaker believes that certain message is very important to be emphasized in the form of elaborating the message itself. If it is in the form of word, the self-rephrasing strategy can be by giving a synonym of the word. If it is a sentence, self-rephrasing strategy can be by constructing a new sentence containing similar message to uphold the former message (Celce-Murcia et al, 1995). There were 9 utterances that categorized to self-rephrasing strategy. Some appropriate examples present in this study as follows:

(26) *...it means that they are suit aaa they are fix or they are match with suitable with the...* (1st speaker of government)

(27) *...such as for example..* (1st speaker of government)

(28) *...my second speaker will would wanna tell about...* (1st speaker of opposition)

(29) *..to other citizen...to another citizen...* (2nd speaker of opposition)

Based on the examples, the speaker use some words more than one that sound over elaboration. The words here has similar meaning each other also the sentences. The speaker try to emphasize the sentences by using this strategy. They construct a new elaboration which is made to support the message itself.

5. Interactional Strategies

The interactional strategy is a way to cooperate with others to know the understanding or appealing for help. It involves other participant to support, because without any other participant, this strategy cannot be done (Celce-Murcia et al, 1995).

a. Appeals for Help

Asking for aid from the interlocutor either directly (e.g., what do you call...?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression) (Celce-Murcia et al, 1995). There were 11 utterances that categorized to appeals for help strategy. Most of the speaker use indirect appeals for help for example eye contact that indicate the speaker want to emphasize the utterances and make the communication go with the flow

or not too rigid in front of the audiences.

b. Meaning Negotiation

It is called a strategy which is used by speaker in conveying the meanings to other participants during the conversation (Celce-Murcia et al, 1995). Meaning negotiation strategy is separated into various types. There were 46 utterances that categorized to meaning negotiation strategy. Some appropriate examples present in this study as follows:

(30) *...why does the government should allow...* (1st speaker of opposition)

(31) *...what will happened if we remove...* (2nd speaker of government)

(32) *..how about the bad sides...* (2nd speaker of opposition)

The speaker try to convey the meaning to other participants during the debate. Most of them try to clarify the meaning of the sentences and asking for another meaning to previous speaker.

The Dominant Communication Strategies in Debate

The data shows that stalling or time strategy is dominantly used by debaters during their debate. Most of them use fillers devices to maintain their speeches. There were 309 utterances which categorized into fillers and 301 uterances for self and other repetition strategy.

The Factors Influence the Use of Communication Strategies in Debate

There are 9 factors influencing the preferences of strategies:
1. English Speaking Proficiency
2. Task Type
3. Cultural Differences
4. Personal Differences
5. Lack of Confidence
6. Deal with Big Challenge
7. Vacuum of Speaking
8. Limit Preparation
9. Topic Interest

6. Conclusions and Suggestions
Conclusions

This study has discussed about the communication strategies employed by senior high school debaters in debate, the dominantly used and the factors influencing the strategies used by debaters. The conclusions of this study as follow: (1) The study found that there were five strategies used by debaters which are in line with theory proposed by Celce Murcia, et.al (1995). The debaters tended to use avoidance or reduction strategy, achievement or compensatory strategy, stalling or time gaining strategy, self-monitoring strategy and interactional strategy. However, not all subcategories of the strategies were used by the debaters (i.e. circumlocution, literal translation from L1, code switching and foreignizing), because the debaters didn't have any problems in their language sources. (2) The debaters choose stalling or time gaining as the most dominant strategy used to overcome their problems during debate. The strategy consists of using fillers, gambits or hesitation device and self and other repetition. They were used when debaters need more time to convey the message and maximize the speech during the time given, and to delay their speeches when having difficulties. (3) There are nine factors influencing the preference of strategies in the debate, namely English speaking proficiency level, task types, cultural differences, personal differences, lack of confidence, deal with big challenge,

vacuum of speaking, limit preparation and topic interest.

Suggestions

In order to get more comprehensive understanding of communication strategies used by debaters in the debate, there are several suggestions as follows:

1. The next study should have more data recording of debate toward comparison study that makes data more valid.
2. Provide more references and literature related to the strategies in the debate especially about the strategic competence.
3. Provide a brief explanation on debating rules and strategies to face different motion or topic in certain debate session.

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