COMMUNICATION STRATEGIES USED IN THE INTERACTION BETWEEN TOURIST GUIDES AND FOREIGN TOURISTS IN BOROBUDUR TEMPLE

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Abstract

Generally speaking, communication is an inseparable part in daily life since it attempts to convey messages from one person to others. However, there are many problems which occur during the conversation in all languages including English. Therefore, the speakers have to employ some methods in dealing with this kind of problems. Those methods are called communication strategies. More importantly, the communication strategies would be very essential for the speakers who have different knowledge of culture and language. For example, the interaction between foreign tourists and the tour guides. For this reason, I conducted this study which aims to describe how the communication strategies are used in the interaction between the tourist guides and foreign tourists in Borobudur temple.

In this study, Celce-Murcia et al's (1995) model of communication strategies is considered as the most complete and detailed. She divided communication strategies into five main categories. They are avoidance, achievement, stalling, self-monitoring strategies, and interactional strategies. The primary data of this research was in the form of words, sentences, and attitude of the speakers. They were presented in a transcript for each conversation. There were four tour guides being my research subjects, therefore, there were four transcripts of conversation used as the data. In addition, this research was conducted through qualitative approach since it aims to describe the communication strategies in the conversation.

From the analysis of four recorded conversation done by a total of 15 speakers I found out that almost all strategies proposed by Celce-Murcia et al (1995) were employed by the speakers in their conversation in order to compensate for communication breakdowns, except retrieval. From the percentage of the findings, I can conclude that the most used strategy was stalling or time gaining which uses fillers as it has a 21.94% percentage compared to the total amount of the strategies used in the four recorded conversation.

After conducting this research, I agree that a real conversation does not always go as smoothly as we think. There are several problems that occur during the communication. In conclusion, the mastery of communication strategy, therefore, is really necessary for the guides in order to cope with those difficulties.

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Keywords: communicative competence, communication strategies, conversation
INTRODUCTION

Speaking of the use of English in Indonesia, it goes without saying that English is applied in some aspects of life for Indonesians. One of those aspects is the use of it in tourism. In fact, the mastery of English becomes very important for those people who are involved in Indonesia’s tourism since English serves to bridge the difference of native language owned by the tour guides and the tourist from abroad. Nevertheless, there will be communication problems in the interaction between those foreign tourists and their tour guides. Sometimes it is difficult for the tour guides to tell some unfamiliar terminologies which are totally new for the foreigners who do not share the same belief and culture. The guides need to define or describe those terminologies so that they are able to understand. The way that the guides and the tourists use to overcome their communication problems is called communication strategies.

Communication strategies are the realization of the strategic competence which is one of five components of communicative competence. Canale (1983: 5) defines “communicative competence as the underlying systems of knowledge and skill required for communication”. This communicative competence are devided into some elements as suggested by Celce-Murcia, Dornyei and Thurrell (1995:7) that “communicative competence consists of linguistic competence, actional competence, discouse competence, sociocultural competence, and strategic competence”. Therefore, the skill of mastering English should be accompanied by the skill of mastering the communication strategies because this problem does not only happen to the speakers of English as a foreign language, but even the native speakers also face it.

The study of communication strategies has indeed been done by some people to investigate the use of it in some different situations. Mostly, the speakers being the subjects of the research have the same native language. In this research, I focus on the use the communication strategies in the interaction among people who have different native languages and cultures. I assume that by doing this research, I can achieve a new point of view of the application of communication strategies in English in the conversation among people who do not speak English as the first language. Interestingly, those people have different culture and background knowledge of language.

There are actually many tourism places in Indonesia where a lot of foreign tourists like to visit. After all, there is one special and historical place among all of those. It is the Borobudur temple which is located in Magelang, Central Java. Borobudur has been listed as one of the World Cultural Heritage, under Number 592, inscribed by the United Nations Educational, Scientific and Cultural Organizations (UNESCO) since 1991 (http://whc.unesco.org/en/list/592). The existence of Borobudur temple as one of the protected word heritage by UNESCO is one of the reasons why this place is visited by many people around the world. Some of them visit it merely to enjoy the architecture and uniqueness, while others intend to learn about Buddhist and the culture in Indonesia, especially in Java. Those foreign tourists are usually accompanied by Indonesian tour guide and will explain all things related to Borobudur and the Buddhist such as the history, the story behind interpreted from the reliefs, the architecture, etc. Needless to say, there will be some unfamiliar terminologies found in the conversation between the tourists and their tour guide. Thus, communication strategies are really necessary for the speakers who take parts to cope with the problems during the
communication so that they can maintain the communication. Communication strategies would help these speakers who have different point of view in the culture in understanding each other and also in expressing what each speaker has in his or her mind verbally in the target language. By using these strategies, the communication goal would be achieved effectively.

DISCUSSION

1. Language Functions

Haliday (1973) as quoted in Brown (2000:250) provides “the best expositions of language functions”. This term refers to the summary of seven differences in language functions in the nature of communication and its purposes. They are outlined as follows: (1) Language has the instrumental function used to cause certain events to happen; (2) Language functions as a regulator of language to encounter among people such as approval, disapproval, behavior control, setting laws and rules; (3) Language as the representation which means language used to make statements, convey facts and knowledge, explain or report that is to represent reality as one sees it; (4) Language has the interactional function to maintain the social interaction; (5) Language as a personal function that is used by the speakers to express feelings, emotions, and personality; (6) Language as the heuristic function is employed when someone wants to achieve knowledge and learn things in daily life; (7) Language as the imaginative function that serves to create imagination which comes from someone’s ideas and then realizes them into a creative works.

In conclusion, I can say that language has a main purpose in the social life of society. It is that language is well used to convey information. Those detail functions summed up above gives more views that language has a big role in the communication among people. When language is used in such situation, it can be known that language is the key of communication containing messages. The important idea is that the recipient gets the correct detail of what the speaker intends to inform.

2. The Differences between Spoken and Written Language

Since communication aims to transfer information from one person to another, therefore, it needs a means of communication to support the process. That is language functions as the means of communication. However, there are two kinds of language used in the daily life. They are written and spoken language. There must be some differences between spoken and written language. The differences of both have been clearly elaborated by Brown and Yule (1989: 4-12). They mentioned that there are three basic differences between written and spoken language. The differences are emphasized in the manner of production, form, and the representation of discourse or text.

Firstly, in the manner of production, it is crystal clear that spoken and written language have different conditions on language producers. The spoken language can be accompanied by some actions like facial expressions or gestures in order to maintain the conversation. The speaker also can face the expression of the interlocutors so that they can catch whether or not the message is delivered appropriately. In addition, when a speech is still going, there is limited time for the speaker to think what will come next to be said and then what to response to others. It means that once an utterance is said, the speakers can not take back the words again. It is totally different from the written language. The writers are still able to correct what has been written. Then they can change what is more appropriate and then they can erase or replace it with other word so that the message from the writer can be delivered
exactly like what the writers want. In other words, a writer has more discretion and time in using the language than a speaker.

Secondly, the written and spoken language are constructed in different way. There are different character between both. First, spoken language contains many incomplete sentences and often uses only sequences of phrases. Second, sophisticated premodified noun phrases are easily found in written language whereas it is a rare case to find those in spoken language. Brown and Yule (1989: 16), “There is a strong tendency to structure the short chunks of speech.” Third, the structure of sentences in written language is completed by subject and predicate, especially in formal writing. It is totally different from spoken language which some utterances sometimes do not have the subject. Fourth, using passive voice is considered regular in written language than in spoken language.

Those differences between spoken and written language must have its own advantages or disadvantages. In some situations, a spoken interaction is preferred for various reasons, but it also depends on the individual’s purpose to conduct the communication. There is no way to compare which one is more important and better, spoken or written language since they have their own functions and purposes in communication.

3. Communicative Competence

Since communication strategies are the realization of strategic competence which is the part of communicative competence, it is necessary to explain what communicative competence is Celce-Murcia (2007:41) elaborated that communicative competence is a terminology that is initiated by anthropological linguist Dell Hymes. He supported the theory of Noam Chomsky mentioning that the social factor does not deal with the domain of linguistic. Linguistic merely focuses in language competence. Thus, however the social condition of a speaker is, it will not give effects in the process of linguistic. Hymes as cited in Brown (2000: 246) notes, “Communicative competence is the aspects of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context”. In line with this theory, Celce-Murcia et al (1995:9) also gives the definition of communicative competence as “competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets”. Encyclopedia Dictionary of Applied Linguistics (1999: 62) defines communicative competence as “the knowledge which enables someone uses a language effectively and their ability actually to use this knowledge for communication”.

Various models of communicative competence are proposed by some linguists. These differences related to the development of communicative strategies itself. Based on Canale and Swain (1983) frameworks as cited in Brown (2000:247), there are four components of communicative competence. They are linguistic, discourse, sociolinguistic, and strategic competence. In addition, Brown (2000:247) states, “First two subcategories reflect the use of language system itself while the last two define the functional aspects of communication”.

The first component is grammatical competence. It is the aspect of communicative competence that covers knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. This competence concerns with someone’s knowledge to be able to understand and express literal meaning appropriately. The second component is discourse competence. It is the ability to connect sentences to construct a discourse and to form a meaningful series of utterances. While grammatical competence focused on sentence-level grammar, discourse competence is concerned with intersessional relationship. Third component
is sociolinguistic competence. This type of competence requires an understanding of the social context in which language is used such as the roles of the participants, the information they share, and the function of the interaction. The last one is strategic competence. Canale and Swain (1983) as cited in Brown (2000:247) describes “strategic competence as the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to insufficient competence”.

Later in the mid nineties Celce-Murcia et al. (1995) proposes “the actional competence (the ability to comprehend and produce all significant speech acts and speech act sets) should also be part of communicative competence”. These authors made two changes in terminology proposed by the Canale-Swain model. This historical development of the components included in the various models of communicative competence is summarized in Figure 2.1:

Communication strategies are different from learning strategies. Brown (2000: 127) states, “While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information.” There are four definitions of communication strategies cited in Bialystok’s book Communication Strategies (Bialystok, 1990: 3):

1. a systematic technique employed by a speaker to express his meaning when faced with some difficulty (Corder, 1977)

2. a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980)

3. potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983a)

4. Techniques of coping with difficulties in communicating in an imperfectly known second language. (Stern, 1983)"

Figure 2.1 Chronological evolution of ‘communicative competence in Celce-Murcia (2007:43)

4. Communication Strategies
Among these definitions, the explanation from Corder (1977) clearly explains the concept of communication strategies. It is that when the speaker faces difficulties in a communication, he will employ some systematic technique to express his intention. From the definition above, Bialystok (1990:4) pointed out some characteristics of communication strategies. They are problematicity, consciousness, and intentionality. The explanation of each is discussed as follows:

Communication strategies are divided into some categories. There are some kinds of communication strategies taxonomy proposed by some researchers. The last and newest model was proposed by Celce-Murcia et al (1995:28). She divided communication strategies into five components. They are avoidance (reduction strategies), achievement (compensatory strategies), stalling (time-gaining strategies), self-monitoring strategies, and interactional strategies. Each component has its own parts. The taxonomy proposed by Celce-Murcia can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 2.2 Components of Communication Strategies Proposed by Celce Murcia et al (1995:28)</th>
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<td><strong>AVOIDANCE OR REDUCTION STRATEGIES</strong></td>
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<td>Message replacement</td>
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<tr>
<td>Topic avoidance</td>
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<tr>
<td>Message abandonement</td>
</tr>
<tr>
<td><strong>ACHIEVEMENT OR COMPENSATORY STRATEGIES</strong></td>
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<tr>
<td>Circumlocution (e.g. the thing you open bottles with corkscrew)</td>
</tr>
<tr>
<td>Approximation (e.g. fish for carp)</td>
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<tr>
<td>All-purposed words (e.g. thingy, thingamajig)</td>
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<tr>
<td>Non-linguistic means (e.g. mime, pointing, gestures, drawing pictures)</td>
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<tr>
<td>Restructuring (e.g. The bus was very... there were a lot of people on it)</td>
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<tr>
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<tr>
<td>Literal translation from L1</td>
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<tr>
<td>Foreignizing (e.g. L1 word with L2 pronunciation)</td>
</tr>
<tr>
<td>Code switching to L1 or L3</td>
</tr>
<tr>
<td>Retrieval (e.g. bro...bro...bronze)</td>
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<tr>
<td><strong>STALLING OR TIME-GAINING STRATEGIES</strong></td>
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<td>Fillers, hesitation devices and gambits (e.g. well actually... where was I...?)</td>
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<td><strong>SELF-MONITORING STRATEGIES</strong></td>
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<td>Self initiated repair (e.g. I mean...)</td>
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<td>Self rephrasing (over elaborate) (e.g. This is for students... pupils... when you're at school)</td>
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<td>-repetition requests</td>
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5. Result

After a series of data collecting (transcribing), I analyzed the data which had been in the form of transcribed conversation. Based on the data analysis, I found that all five main categories of communication strategies proposed by Celce Murcia et al are employed in the conversations. Although not all sub categories were found from the data, but there are major use of communication strategies applied by the speakers in conducting their conversation. The frequencies of the communication strategies used vary for each group. Due to the fact that the interaction between guides and the tourists were mostly dominated by the tour guides, it goes without saying that almost all of the strategies were found from the utterances of the guides. In addition, since the data was in the form of audio conversation, the data analysis excludes any non-verbal strategy. Thus, strategy such as eye contact, gesture, and the like are not taken into account.

5.1 Avoidance or Reduction Strategy

This strategy includes topic avoidance, message replacement, and message abandonment. Topic avoidance is strategy in which the speakers avoid talking about certain topic in the conversation. The reason of using this strategy is probably because of the lack of knowledge, idea, or vocabulary items about the topic area. The speakers might feel that it would be too difficult for them to talk about this certain topic as they would probably get stuck in the middle of the conversation due to their lack of linguistic competence in L2. Meanwhile, message replacements occur when speakers attend to avoid some words in conveying their message but they still stay in the same topic. It is different from topic avoidance where the speakers change the topic to others.

Message abandonment occurs in the situation when the speakers give up continuing their sentences in the middle of their utterances due to their lack of competencies in speaking. It is a strategy in which the speaker has initiated to convey a message but gives up in the middle of the utterances due to the deficiency of linguistic competence, especially vocabulary items.

(1) T2 : Sorry? Hindus reincarnation is the?  
G1 : Equals as the sins or suffering  
T3 : Or  
G1 : That equals as reincarnation, Similar  
T2 : Okay.So, reincarnation is sins or suffering  
G1 : It depend on your work, You will become better or worse

In the part of the conversation showed in the sample (1), the speakers were discussing about the concept of reincarnation in Hinduism. The speakers found difficulties in explaining the concept of reincarnation so that he had to use message replacements in the conversation. There are two message...
replacements done by G1. First, when T3 asked for repetition about the concept of reincarnation that was explained by G1 because she didn’t catch what was meant by the guide. G1 repeated by saying, “Equals as the sins or suffering”. However, it seems still hard for T2 to understand. G1 might thought that T2 didn’t know the word “equal” so he added the word “similar”. The second message replacement is when T2 clarified that she understood the sentence. It was proven by her sentence which repeated the G1’s, “Okay, so reincarnation is sins or suffering”. Again, G1 tried to replace using other sentences like “It depend on your work”. That sentence is one strategy used by G1 to help him in explaining the concept of reincarnation. However, message replacement is useful for the speakers in coping with troubles in conveying message without they leave the topic being discussed. It is different from topic avoidance where the speaker will merely stop discussing the current topic.

(2) G1 : So, they will be the parent of Sidharta. Baptism parent
T2 : Okay okay
G1 : We look later the dream
T2 : This like
G1 : Similar, the story of Jesus, Queen Maya, Maria Marculata

The message abandonment strategy occurred in the end of the dialog. The speaker hardly tried to convey the message she had in mind. She went through some difficulties of expressing her mind. The speaker was waiting for the interlocutor to complete her sentence. In sample (4), the guide told about the legend of some women who gave birth after having a kind of strange dreams. T2 tried to give another example of those legends. She tried to recall it since she said, “This like.” and there was a short pause in the end of her utterance. Although she did not finish her sentences, it seemed that the interlocutor had understood what she had in mind. G1 finally gave some examples of legends that might be meant by the speaker.

5.2 Achievement or Compensatory Strategy

Eight out of ten strategies included in achievement or compensatory strategy were found in the conversation transcripts. Those strategies are circumlocution, approximation, word coinage, restructuring, literal translation from L1, foreignizing, and code switching. The speakers employ those strategies to compensate the breakdowns in the middle of the conversation. Instead of abandoning the message or avoiding certain topic of conversation because of their lack of linguistic skill, the speakers try to find a way to convey the messages they want to say. They keep the communicative goal by compensating through some strategies of communication.

(1) Circumlocution

Circumlocution occurs when the speakers describe the characteristic of an object instead of using the appropriate item of the intended word. Because they do not know about the correct L2 item they want to say, the speakers try to give a description of the intended word. Since the guides and the tourists share different cultures, it is crystal clear that some terminologies are new for the tourists who do not have enough knowledge about Indonesian’s culture. Therefore, it raised some problems in the conversation. Using circumlocution is effective to help the guide in explaining those strange terminologies.

(3) T1: Sorry in every full moon you have?
G1 : Of May?
T1 : In may, yes you have a big ceremony?
G1 : A big national Buddhist ceremony called Waisak ceremony
T1 : Okay
G1 : Waisak is to commemorate three things the birth, enlightenment and the death of the Buddha
Okay

In the conversation above, a new terminology like “Waisak” for the tourists appear. Dealing with this situation, the guide tried to define “Waisak” as a big national Buddhist ceremony and aims to commemorate three the birth, the enlightenment and the death of Buddha.

(2) Approximation

Approximation is the use of a single target language vocabulary item or structure, which the speaker knows is not correct, but it shares the similar semantic features in common with the intended item to satisfy the speaker. In this case, the speakers try to compensate the breakdown in the conversation by producing the word which approximately has similar meaning with the intended word.

(4) G1: So on the finishing time in eighth century they added eleven thousands lava stones like this to all level one to support. So in the beginning it was covered. So for thousand years were closed

In sample (4), G1 replaced the appropriate vocabulary by a similar single lexical items. The word “closed” refers to “hidden” since the temple was under the ground for some years. In Indonesia, “closed” means tertutup so the speaker think that the equivalence for that word is “closed”.

(3) All-purposed words

All-purposed words are the strategy used by extending a general empty lexical item to contexts where specific words are lacking. In this strategy, speakers replace the intended words with the general words related to express what is in their mind. The use of all-purposed words are rarely foun in the transcribes.

(5) G2: So all the drainage system has... that is why took around ten years of restoration and spending twenty five billion dollars. So the money from the member of UNESCO. They are not only send the money, but also sent the people

In the sample above the word “expert” are substituted by the word “the people”. “The people” is not a specific vocabulary. It is impossible if the word meant by the speaker is “the citizen” since common people do not be involved in the restoration of the temple. Therefore, the speaker just simplified it by saying “the people”.

(4) Restructuring

Restructuring is the strategy of compensating communication breakdown by offering a new reconstruction of the sentence without changing the actual message that the speakers want to convey. It is done because probably the speakers find it easier to speak in the new restructured sentence and they can provide adequate sets of vocabularies than if they state the previous sentence.

(6) T6: Is this ee... They found the original?

G2: Ya, they found the original head and they fix again

In sample (6) the speaker stopped in the middle of her sentences and tried to stall for time in order she was able to express what is on her thought. But then she chose to restructure the sentence without changing the message that she wanted to deliver.

(5) Word Coinage

Word coinage happens when the speakers make up a new word in order to communicate in a desired concept. This word is not found in the target language but it tells the same concept with the correct one that exists in the target language. The function of making up a new word is to compensate for insufficient linguistic competence because of the lack of mastery in vocabulary items.

(7) G2: So there 504 Buddha statues but there are still 200 complete Buddha. The rest is headless and handless because stolen by the people around here before Indonesia independence

In this sample, the speaker made a word coinage by inventing a new word
which does not actually exists in the target language. The speaker wanted to state a statue which lost its hand. Instead of saying “without hands”, the speaker ended up with “handless”. She retrieved the word “handless” because probably she thought the form of handless has similar form as headless is acceptable in English. As “handless” can deliver the same concept of something which is without hands, the speaker decided to use it.

6) Literal Translation From L1

Literal translation is a strategy in which the learners translate the intended utterances word by word from the native language. It means that this strategy allows the speakers to literally a word from native language without considering the context of the utterance or they translate sentences using L1 grammar rules.

8) G1: So still details huh? The horse, the guard, the queen. Complete, eh? We finish the story in the other side. Look at the pictures...

Since all the guides are Indonesian, so there were some literal translation from bahasa Indonesia. The example can be found in the sample (24). In bahasa Indonesia it is understood that the speaker was going to say “Masih detail ya?” The speaker literally translated it into “Still in detail”. The word “detail” exists in bahasa Indonesia, but the meaning is different from what it is in English. In Indonesia the word detail equals with “clear” whereas in English the word “detail” is a noun meaning a single piece of information or fact about something.

7) Foreignizing

Foreignizing is the action of spelling or mentioning the L1 item in L2 pronunciation and morphologically, adding to it a L2 suffix for instance. In the conversation transcripts, I could only found two examples of foreignizing strategy. This very rarely used strategy was found from conversation 2 as follows:

9) G1: The born of Sudhana, the story of different person on the way to be budha. The good, the bad, the consequence. Ya, this the example of the consequences. Good, the bad to the consequence

T3: Mhm
G1: Consequences. And here, we begin from here the story. It’s a ee...consequention ya

In the sample (28), the speaker foreignize the word “consequence”. In Indonesia “consequence” means “konsekuensi”. Mostly, noun phrases with suffix –si in Indonesia equivalence with noun phrase with suffix –ion. The example is “rekreas” in Indonesia becomes “recreation” in English. That’s why, the speaker generalize the rules by adding suffix –ion in the owrd “konsekuen”. Finally, he got the word “consequention”. However, in the third line of the conversation, the speaker actually had realized that the equivalence of “konsekuensi” is consequence, but he made a foreignizing once again by saying “consequention”.

8) Code Switching

Code switching is the action of employing the word from L1 (native language) or L3 (the native language of interlocutor) to convey the meaning. The speakers face difficulty in obtaining the correct L2 item, and then they decides to use a word from native language without attempting to translate it into the target language.

10) T2: So everything covered?
G1: Ya
T2: Only four opened panels?
G1: Ya Precies. So level one was discovered in 1885. They opened all these stones, take all the pictures. They covered again. Only four let opened. This is a story of Karma, this is human life, the law of cause and effect. It’s about good, bad, reward, punishment.

In sample (10) the speaker were talking about the panels in the borobudur
that had been covered. The speaker used code switching in Dutch since the tourists are from Netherland. He used the word “precies” which equals as “exactly” in English. The reason why he used this code switching is to make the dialogue vary and not boring so that the speaker and interlocutors fell intimate.

(9) Retrieval

Retrieval is the strategy in which the speakers repeat the first syllable of a word or phrase. The speakers unconsciously employ this strategy while trying to convey the message. It is also possible that the retrieval strategy is employed consciously because the speaker is not sure about the pronunciation of the word uttered. Thus, they retrieve the utterance until they got the vocabulary which the mean to say. However, there are not any retrievals found in the transcripts. The speakers in this research seem to prefer using stalling or time gaining strategy.

6. Stalling or Time Gaining Strategy

Stalling or time gaining strategy is the strategy which the speakers employ to make use of the time while they are having difficulties in finding the correct term of L2 items or constructing a sentence that they want to say.

When the speakers are faced to those kinds of difficulties, they tend to make certain sounds to fill in the gap between the utterances instead of just keep in silence. In this case, time is something to be made use of, not to be wasted. The use of this strategy supposed to be the easiest way to avoid a long pause during the conversation which is the indication of a communication breakdown. Besides, the stalling and time gaining strategy is easy to employ in nature as it has been used continuously not only in foreign language conversation but in native language as well. Therefore, preferring to use these strategies is more favorable.

(11) G1 : So ee...but the rabbit is ee.. bodhisatwa. So the fire can not ee..burn the rabbit. The rabbit is still alive, say thank you to the rabbit sacrifice. But then suddenly the monk turn into angels, angel on disguise. He was called Cakra, the leader of the God in disguise, then he said to the rabbit, “I will make your pictures of rabbit in the moon”. Have you heard the legend “the rabbit in the moon”?

T2 : No

The example of using hesitation device is shown in the sample (11) where the speaker applied this strategy several times. It doesn’t mean that he lacks of vocabulary since it is not the first time he escorted tourists in Borobudur. The reason is because he might forget some vocabularies and then tried to recall those vocabularies. That is why he needed to stall the time to remember.

Another kind of fillers is gambit. Gambit is a word or a phrase that is uttered by the speakers to help them filling the gaps while delivering a message. Gambit is very similar to hesitation device in terms of the function. Both of them have the same function as the device that is used to fill in the gap between the utterances while the speakers are taking the time. The use of gambit as a strategy in stalling the time is very common in casual conversation. Some words such as “well”, “okay”, “what is it” or “you know” are constantly used among Indonesian speakers while they are having conversation in English.

(12) G4 : We are on the way to the temple. Number ten the hotel, number eleven the archiological study. You would like to study the stone, the temple. And number nine the private company, the administration

T9 : Profit?

G4 : Privat company

T9 : Ah ya privat

G4 : Company you know so many people invest much money on this place

T9 : Ah okay

In sample (12) the guide was explaining about the map of the temple area.
In the middle of his explanation, the tourist (T9) did not know the word “privat company”. G4, then, tried to stalling time by using gambit “you know” and it was followed by giving circumlocution “many people invest much money on this place”.

(1) Self and Other Repetition

The last type of stalling or time gaining strategy is repetition. Repetition is the strategy in which the speakers repeat word or phrase that they have mentioned before. The reason of using repetition varies due to the context of the utterances. There are repetitions which are done consciously in order to give emphasis in certain part of the speaker's statement. In the other hand, there are also repetitions employed unconsciously by the speaker to stall the time, or in the other word, to replace pausing while the speakers take the time to think.

(13) T8: Why this is abortion?
G3: Because on that time, five hundred sixty there was already abortion
T9: No, why- why do you think this picture about abortion?
G3: They massage, they panic they had an impression here

There is a misunderstanding happens in sample (13). T8 was going to ask why the guide could interpret that the relief was telling about abortion. The guide misunderstood it and reponded that at the time when the relief was carved, there was already abortion. Knowing that the guide had wrongly got his messages, T8 repeated his questions using another structure but he tried to stall the time since he might try to arrange his question so that the guide would not misunderstand it again. So there's a self repetition like “Why.. why do you think this picture about abortion”. Finally, the guide could get what the tourist meant and answered it.

7. Self Monitoring Strategy

Self monitoring strategy is the strategy which the speakers use to correct their own mistakes. In this case, the speakers are aware of the mistakes they make during the speech and have the initiative to correct it. In other cases, the self monitoring strategy is done as the effort to make the speech clearer. The speakers tend to clarify their speech so that the interlocutor can fully understand their speech.

Self monitoring strategy consists of two detailed strategy. They are self initiated repair and self rephrasing.

(14) G4: The Queen Maya. She was standing, hanging on the Bodhi tree. What happened next? When she gave birth, the baby came out
T9: Really?
G4: The baby has a miracle. I mean a few minutes the baby was born, suddenly he could walk

In sample (14), the guide was telling the story of Queen Maya when she gave birth to Siddharta. After the sentence “The baby has miracle”, G4 realized that his sentence did not really explain what the miracle is. So he corrected his sentence by adding, “I mean a few minutes the baby was born, suddenly he could walk”. The expression of “I mean” was used as the speaker’s strategy to deal with the problem of explaining the vocabulary to the interlocutor as he tried to correct what he said.

(15) G1: Level two no picture story. That Apsara, angels, the dancing angels. The guardian angels eh? Some what called Apsara in Corwat. The main story of level three up here. Budha life story

In sample (15) the guide tried to elaborate “Apsara” as it was seen in a relief. He used some words and phrase to explain what Apsara is. He tried to call it with “angels”, “the dancing angels”, “the guardian angels” and also gave example of Apsara in Corwat Cambodia.

8. Interactional Strategy

Interactional strategy highlights the cooperative aspect between the speakers in
doing conversation. The speakers tend to ask for their partners help to fill the words/ utterances that they want to say. Instead of pausing or abandoning the message because of the difficulties of finding the correct L2 items or constructing a sentence in English, the speakers mostly prefer to choose interactional strategy as a strategy to compensate for a communication breakdown. The reason behind the use of this strategy might be because of the reliability between the speakers. They believe the interlocutor will surely help to find the correct items.

(17) G3 : Have you been in Machu Picchu or Maya temple in Mexico?
T8 : No
G3 : That the new seven wonders actually
T8 : New what?
G3 : The new seven wonders of the world

There are several examples of the use of interactional strategies. Among those, meaning negotiation is the mostly used by the speakers in the conversation. As it can be seen in sample (17). The speaker asked for confirmation of the guide’s utterance. Usually, the speakers who ask for meaning negotiation will ask they guides to repeat their sentences or merely to confirm whether what they hear are the same as what the guides mean. This strategy is really helpful for the speakers to avoid misunderstanding in the communication than abandoning the messages. The reason why they use this strategy is probably the utterance from the interlocutor is not clear enough for them so that they can not achieve what the speakers mean.

CONCLUSION

Since the study aims to describe the communication strategies used in the interaction between tour guides and foreign tourists, I have described each category and provided several samples of the strategies which are taken from four conversations I have recorded. There are 18 kinds of communication strategies used by the speakers that can be found from those conversations. Meanwhile, the kinds of communication strategies used by the speakers vary widely. From the analysis of four recorded conversation done by a total of 15 speakers I found out that almost all strategies proposed by Celce Murcia et al (1995) were employed by the speakers in their conversation in order to compensate for communication breakdowns. Those strategies are message abandonment, message replacement, and topic avoidance which belong to avoidance or reduction strategy; circumlocution, approximation, restructuring, word coinage, literal translation from L1, foreignizing, code switching, and all-purposed words that belong to achievement or compensatory strategy; hesitation device, gambit, and repetition which are the division of stalling or time gaining strategy; self-initiated repair and self-rephrasing which belong to self-monitoring strategy; and appeals for help that is the part of interactional strategy.

In addition, after conducting a statistical analysis of the result, it can be seen that among those strategies, the most frequent strategy employed by the speakers is the strategies that belong to stalling or time gaining strategy. The use of fillers has a 21.94% percentage compared to the total amount of the strategies used in the four recorded conversation. From the conversation analysis, it was found that the favorable strategies that the speakers chose to be the solution in their conversation problem are using the hesitation devices or literal translation from L1. The second favorable strategy employed by the speakers is stalling time using literal translation from L1. It has 17.39% of the total precentage of the strategies employed. Interestingly, there is
not any retrieval strategies found in the conversations.

However, after conducting this research, I agree that a real conversation does not always go as smoothly as we think. There are several problems that occur during the communication. This research has proven that the use of communication strategies is very essential for the speakers. There are, in fact, communication strategies that have been applied by the tour guides and the tourists although they do not know about the theory behind it. In conclusion, the mastery of communication strategy, therefore, is really necessary for the English speakers and learners in order to cope with those difficulties.

REFERENCES
