

Communication Strategies in English Meeting Club

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Abstract. This paper explores the use of the English language in one communicative situation, known as the English meeting club. Generally, English club meetings are designed to practice students' conversations in English; therefore, speakers or participants are expected to use English in their communication. In this paper, conversations in English club meetings are explored to see the participants' communication styles. The main objective is to learn the styles of languages or expressions used in English meeting clubs to communicate. The paper is based on the descriptive qualitative studies conducted in one English club meeting in Makassar, South Sulawesi. Data was collected by recording the process of discussion in three meetings and analyzing the transcribed recordings by using the techniques of Discourse Analysis. Findings show some styles in using the language to communicate, such as the use of first language, address terms, and discourse markers. The results of these findings are significant in the study of sociolinguistics, a study of language use in a particular society, and in the study of TEFL, teaching English as a foreign language.

Keywords: *Communicative Style, Communication Strategies, English Communicative Situation, English Language Teaching*

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INTRODUCTION

Communication problems and difficulties are still becoming a hot topic, especially in oral communication. Some people say a lot in writing but very little in oral communication. To communicate effectively, communication problems and difficulties must be overcome. Communication success can be achieved whenever information is conveyed effectively. Communication problems and difficulties are also seen in the English language teaching process. These facts can be seen both in class relations and outside class relations. Many different factors cause these communication problems, such as not knowing the target language or lack of confidence. To solve these problems, teachers and students need specific methods to express their ideas. If their communication skills fail, the English teaching process may encounter obstacles. Therefore, it is very important that teachers and students know strategies to reduce these communication problems.

Some research studies have been conducted to improve the communication process and solve problems. [Somsai & Intaraprasert \(2011\)](#) indicate that there should be a communication strategy for English learners since the communication methods play an important role in teaching the language especially in situations where English is a foreign language, and the main goal of language teaching is to improve language learning. In a study conducted on the teaching of the Arabic language, [Aladdin \(2012\)](#) found the overall role of the communication system as “an organizational system for sending information and therefore can help students improve their communication in the target language”. In line with these findings, [Hua, Nor, & Jaradat \(2012\)](#) highlight effective communication strategies in classroom interactions, such as the use of code switching and interlinguistic strategies.

Based on these facts, it is important for teachers to find ways to improve the communication skills for better English language teaching. One of these ways is to create an English meeting. This meeting is a kind of informal meeting created by students to practice their English, especially speaking, and it takes place outside of the classroom interaction. [Malu & Smedley \(2016\)](#) reveal that the main purpose of English clubs is to communicate and learn English. English club activities may include reading, writing, listening, speaking and critical thinking; However, local English clubs focus on oral language skills, namely speaking and listening in English.

In Makassar, Indonesia, several meetings were organized. Members are volunteers. Their objectives are of course directed towards improving their English skills. Clubs may have discussion meetings twice or once a week. Discussion topics can vary and the aim is to encourage students to express their ideas orally in English. However, when practicing English through discussion in an English club, all participants will have an equal opportunity to speak or express their thoughts related to the topic being discussed, but some do not use this properly. Some participants took the opportunity to speak at times by saying no or letting others speak first. Efforts to keep communication going as an important thing to do, introduce them to some communication strategies.

Apart from the above research, few studies have investigated the issue of English communication style used by students in English meeting clubs, especially in

Indonesian teaching and learning where English is used as a foreign language. It is assumed that one of the methods to improve English communication skills, especially speaking, is to create English communication situations. In the classroom, teachers can encourage students to use English. The problem is that students often avoid using English in or out of the classroom. Therefore, the best and most important way to encourage students to speak English is to create conditions for students to use English regularly in their communication, both inside and outside of the classroom.

This study is to explore the important role of English communicative situation in the English meeting club. The idea is to consider the phenomena of using the English language in context. As the situation is in an English meeting club where the participants are expected to communicate in English, this study reveals the English communication strategy used in the situation. The main question addressed in this study is to find out what are the communication strategies that are used in English-speaking meeting clubs.

This study falls under the discipline of sociolinguistics as part of language and linguistics. Sociolinguistics is "the study of language about how social groups, classes, races, and other factors interact and communicate" (Baker, 2011). The relationship between the participants in the English club meeting, in this case, gives insight into how people in one country, here in the class as one country, interact with each other. The results of this study are a valuable contribution to the success of English as a foreign language and are also important in sociolinguistic literature.

REVIEW OF RELATED LITERATURE

Brown (2000) states communication as "the use of verbal or non-verbal processes for productive communication". Communication is also "the sharing of ideas, knowledge or feelings" (Lewis & Slade, 2000). Therefore, communication means the process of transferring or sharing ideas from one person to another. Success in communication is achieved when messages are sent and delivered in a clear and understandable way.

Many researchers have been interested in the classification of communication systems since the first taxonomy of communication systems was Tarone (1977). The study of communication strategies then grows and leads to many different communication strategies (Tarone, 1981; Poulisse, 1993; Dörnyei, 1995; Klein, 1996; Dörnyei & Scott, 1997; Steyn, 2004; Nakatani, 2005; Singhal & Rogers, 2012; Hua, Nor, Jaradat, 2012; Jones, 2017). These communication systems aim to manage communication problems and achieve optimal communication services.

There are different types of communication techniques according to different experts, but they have the same goal of solving communication problems. According to Dörnyei (1995), there are twelve (12) types of communication techniques, they include avoiding information, avoiding topics, circling, close-ups, using machine words, typed words, and using indirect methods. language, literal translation, surprise, code switching, calling for help, and using fillers/delays. A communication system refers to the process by which information is transmitted from a sender to a receiver. Also, know that no one has the same style when

communicating (Mahmud, 2017). Processes including sharing information, sharing ideas with each other, and negotiation can be delivered in different ways depending on the specific situation. Finally, as Altikriti (2016) states that communication achieves goals that affect the beliefs, desires and behaviors of the audience. Also, having a good plan is important to cover them all going forward.

Tarone's (1977) approach to the communication process may be the most widely accepted strategy (Poulisse, 1993; Dörnyei & Scott, 1997; Hua et al., 2012). Tarone's model includes several categories including; avoidance, which is divided into the topics of avoidance and omission of information, articulation including arrival, transcription, and translation and transfer including literal translation. The application of various communication techniques is available to overcome many communication problems in different settings and to achieve effective communication.

METHODS

Research Design

This research employs qualitative research design. Creswell (2012) mentions that qualitative research is “a means for exploring and understanding the meaning individuals or groups ascribed to a social human problem”. Qualitative research produces descriptive data in the form of written and oral words from people who are the subject or object being observed. Qualitative research is “the collection and analysis of words as data in a variety of methods” (Braun & Clark, 2013). The qualitative research design is employed here to explore the use of communication strategies by the participants in English meeting clubs.

Participants

The subject of this research is the participants who attended the English meeting club in Makassar. Mostly the members are the students from a variety of universities. One English meeting club named “Makes English meeting” was chosen purposively in this research, that is the English meeting club conducted at Rotterdam Fort, Makassar. The active participants in this meeting club is 20-30 participants, however, not every meeting has complete participants. Braun & Clarke argue that the consideration in selecting a qualitative research sample is based on “theoretical and pragmatic influences, implemented flexibly in a way that is justifiable in the context of general research design” (2013). The subject of this study is chosen because the subject met the criteria of this research, that is the active English meeting club, whose participants have high interest, enthusiasm, and motivation in using English to communicate. Also, that English meeting club is conducted regularly and the number of participants is increasing every time, showing that the club is popular among the other English meeting clubs.

Research Instruments

The instrument of this research is the recording tool since the main purpose is to record the conversation of the participants. In this research, the recording tool is in the form of audio recording.

Research Procedures

There are some steps in this research. The first one *planning*, which covers problem identification, preparing a research proposal, proposal seminar, research permit application, and preparation of research instrument. The second one is *collecting data* for the research which includes recording the conversations in the English meeting club. Next is *processing and analyzing the data* using discourse analysis, and the last is *preparation of the research reports*.

Data Collection

To collect data, the researchers recorded the conversations of the participants in the chosen English meeting club. The meetings usually lasted in one hour including the discussion and questions and answer sessions. The conversations were in English. For this research, the researchers attended the meetings for three times and took long recordings from the three times of the meetings.

Data Analysis

The analysis of the communication strategies is based on the framework of discourse analysis which relies on data recording, data transcription, data selection, and data interpretation. Discourse analysis is used to examine “how aspects of language, considered in their overall textual, social, and psychological context, are useful and coherent for their users” (Cook, 1989). It is a type of discipline of language studies that is concerned with “the study of the relationship between language and the context in which it is used” (McCarthy, 1992). Gee (2011, p. 9) also defines discourse analysis as “the study of language-in-use; the study of language at use in the world, not just to say things, but to do things”. The discussion process in the English meeting club was recorded, transcribed, coded, and interpreted using the above Discourse Analysis procedures.

RESULT AND DISCUSSION

Throughout the three long extracts that had been transcribed, we found three main issues. The first one is the use of the first language in addition to the use of English as the primary language used for discussion. The second one is the use of address terms, and the last one is the use of discourse markers. They are elaborated in the following sections:

Using First Language

The following extracts are examples of conversation extracts from the participants in English club meetings which show the use of other languages instead of English.

Extract 1: explaining positive thinking.

Speaker: If we not have positive thinking we will e..apa di' tidak mudah eh..nothing easy making problem-solving...(If we do not have positive thinking, we will [what is anyway], [it's] not be easy to solve problems)”

When the speaker is going to explain something, he switched his language using an Indonesian. He said “we will e..*apa di’ tidak mudah eh..nothing easy making problem solving...*” (we will [what is anyway], not be easy to solve problems. This sentence contains a combination between Indonesian and also from the mother tongue of the speaker that is Bugis-Makassar language. The expression “*apa di tidak mudah*” (what is anyway, [it’s] not easy) shows that he did not know what to say in English to continue his explanation about positive thinking. The use of “*di*” in this sentence was derived from Bugis-Makassar expression which asked somebody else to think about the topic, which was not sure for the speaker. He wanted to explain, but he could not find the best way to say in English. That situation in extract six above directed him to use other languages besides English. See also the following extracts:

Extract 2: probing a question to ask for more opinions.

Moderator: Do you still feel positive thinking when you stay with another pencuri you must negative thinking e but positive thinking emm...must to...positive apa? Harus memiliki porsi yang lebih dalam diri seseorang ya and ya..I think so..move..you brother. (Do you still think positively when you stay with a thief. You must think negatively. If you think positively, what positive. [we] must have a portion in ourselves, and yes, I think so. Now we move on to you, Brother [another participant])

In extract 2 above, the speaker used the word “*pencuri*” (thief), “*positif apa?*” (what positive here?)” and then used Indonesian in the whole sentence as seen in “*Harus memiliki porsi yang lebih dalam diri seseorang ya*” ([we] must have a portion in ourselves). He could not find the best way to say in English as he found that his explanation tended to be more complicated. At the end, he said, “*I think so..move..you brother*” (I think so. Now we move on to you, Brother). This indicates that he had finished his talk. Since the way of ending talk in English is already common by saying “*I think so*”, he then used English. See also the following extract:

Extract 3: examples of thinking positively.

S1: You lost one thousand and you sedekah when you lost laptop and car, do you still feel sedekah? This is positive thinking with you? (You lost one thousand and you give a gift; when you lost your laptop and car, do you still consider it as a gift? Is this your positive thinking?)

S2: Good money or bad money halal or no haram. Ya we back to our religion haram or haram if we buy something that with haram such as corruption (good money or bad money, it is religiously accepted or not. Yes we are back to our religion; it is religiously accepted or not, if we buy something with that money such as from corruption)

In the above extract, the two speakers in turn used expressions from Indonesian terms such as “*sedekah*” (a gift), “*halal*” (religiously accepted) and “*haram*” (religiously prohibited). These expressions do not have colloquial expressions in English and speakers in Indonesia sometime find it difficult to say in

English. Therefore, in the conversation above, the two speakers just used the Indonesian expressions, which were easy to understand by other speakers.

Extract 4: opinion about negative thinking.

Speaker: If we can't do it we never do it that the negative thinking. We try to make it rational. If you want to go overseas without flying or without apa bahasanya lagi perahu? (If we can't do it, we never do it and think it as negative. We try to make it rational. If you want to go overseas without flying or without, what is the [English] language for [perahu]?)"

In extract four above, the speaker in extract ten did not know to say one word in English, and he directly asked in the Indonesian language by saying “*apa bahasanya lagi perahu?*” (what is the [English] language for perahu). In this way, she did not know the English word of “perahu” (a boat). That situation caused the use of the first language of the speaker. The same case can be seen in the following extract:

Extract 5: opinion about an example of culture.

S1: Go on go. Go on Go on.

S2: Ya, we must ee..must..apa..how to say membatasi? Yes, we must, [what] how to say [membatasi] in English?.

M: Membatasi? Limitate. The English of [membatasi]? Limitate [limit]"

Like extract four previously, the speaker in extract ten did not know the English language for one word “membatasi” (limit), and he directly asked the opinion of the other participants in that time. One of the speakers tried to give the translation of that word by saying “*Membatasi? Limitate (The English of [membatasi]? Limitate [limit]).*” I was not the correct word indeed because he should say “*limit*” instead of “*limitate*” for the Indonesian word “*membatasi*.”

Use of Address Terms

Another critical issue in the communication conducted in English meeting club is the use of address terms. The following extracts are examples for those polite expressions:

Extract 6: expressing an opinion.

S1: Before I agree about our brother ee we must negative thinking if the risk pencuri because when I success in the future i must positive thinking e everyday. (Before agreeing to our brother's opinion, [I want to say] that we should have negative thinking about the thieves. When one day I become successful, I must have positive thinking everyday).

Moderator: You kapan negative thinking?(addressing another participant) (you! When do you have negative thinking?)"

In the above extract, one of the participants wanted to express his opinion. He used an address term “our brother” to refer to the previous speaker. In this case, he was trying to be polite by using “brother.” Also, the use of the pronoun “our”

also resemble the polite expression he said. In Indonesian society, especially in Bugis-Makassar society, speakers usually used the inclusive pronoun “our” to address other speakers instead of saying “you”. However, in a different situation, the moderator, acting as the leader of the meeting said “you” in the second turn while addressing another participant. The moderator tended to be less polite due to his position as the moderator.

Extract 7: asking to speak.

Moderator: oke, finish? You got the point guys? Kamu paham? Kamu paham maksudnya? Ok. Start from you brother Adi...(Okey, have you finished? You got the point, guys? You understand? You understand what it means? Okay, start from you, Brother Adi...)”

From the above extract, the moderator said: “You got the point, guys?.” He used the pronoun “you” to address the participants. He then followed by saying Indonesian pronoun “kamu” (you). The use of these pronouns is suitable for his role as a moderator who was going to lead the discussion. In order to make more polite, he used the term “guys.” This term was also suitable to address participants who are mostly the same age. Then he again said “Okay, start from you, Brother Adi,” which is more formal by the use of address term *Brother* followed by a name. This extract shows that the speaker was trying to use polite speech in that meeting. The use of these terms made his instruction more polite. Another example can be seen in the following extract:

Extract 8: asking a question to a senior participant.

M: Kak, what about you? What make it different of the rice in Indonesian and in Vietnam? (Older brother, what about you? What is the difference of the rice in Indonesian and in Vietnam?).

S: I think ee Indonesian cannot export rice to other countries”

M: Kak Adi, how to distinguish the original and the synthetic rice? Fake rice is difficult to determine this is original or not. Do you know kak? (Older brother Adi, how to distinguish the original and the synthetic rice?...Do you know, Older Brother?).

A: I’ve never seen the synthetic rice.”

When asking a question to participant older or more senior from him, the moderator was trying to be more polite by using address term “kak” (*older brother*). This address term is usually used by the speaker in the community to respect older or more senior people. Although he mentioned the name, *Adi*, the use of address term “kak” made his expression more polite.

Extract 9: asking a question to a senior participant.

M: okey, kak Fandi. Can you tell me the rice and the fake rice oh I mean synthetic rice? (okey, older brother Fandi. Can you tell me [the difference between original rice and synthetic rice?]).

F: *Okey. Apa? Bentuknya? Actually I cannot how to say if you want to different (okey, what? How is the shape? Actually don't know how to {explain} the difference)*

In the extract above, it can also be seen the use of more polite address term in the use of “*kak Fandi*” (*older brother Fandi*), which made his question more polite and more respectful. Compare to the following extract when the speaker did not know the participants.

Extract 10: starting the meeting.

M: *okay. Assalamu Alaikum, guys. Okay, I am sorry brother. I didn't know your name. What is your name? (Okay, piece be upon you, Guys. Okay. I am sorry brother [addressing to a new participant]. I didn't know your name. What is your name?*

S: *[mentioning his name] Takwa*

When the moderator had known the participants well, he just used the term “*guys*” for a whole, and used address term “*kak*” (*older brother*), sometimes followed by the name of the person. However, when he had not met before, he just used “*brother*” to address that newly met person. This address term made them more familiar. In addition, he said, “*Assalamu Alaikum*” (*peace be upon you*), to greet all of the participants, which is a form of welcoming the participants. When he just realized that there was a new participant, he said “*I am sorry, Brother,*” while looking at the newcomer. Later in order to maintain the flow of the conversation, he asked the name of the newcomer as the way to create familiarity among the participants.

Discourse Markers

After analyzing the data from recording, some discourse markers used by the members of English meeting were identified. They are explained as follows:

Extract 11: ‘*then*’ and ‘*so.*’

LD: *First, as a leader here, I will interrupt you, if you speak so long more than five minutes and **then** when you want to leave the room you should get a permission and also if you want to pick up someone who calls you or you want to go to toilet or wherever you want to go you should get permission. **So,** let's getting know each other. Ok, what's your name? (point).*

SY: *My name is Yusran.*

Extract 11 above tells about the opening of group discussion, the moderator says to all participants about the rules in the discussion but before the discussion begins the moderators ask all participants to know each other. The moderator uses discourse markers ‘*then*’ and ‘*so.*’ According to Swan (2005), discourse markers are word or expression which shows the connection between what is being said and the wider context. Discourse marker connects a sentence to what comes before and after or indicate the speaker’s attitude to what he is saying. *First*, the moderator uses the discourse marker ‘*then*’ to connect the rules about the duration of time

that the participants can speak in one time with the second rules is about when the participants are doing something, they have to get permission. Second, the moderator also uses the discourse marker ‘so’, which gives signals of how the speaker intends the underlying message that follows to relate to the prior discourse.

Extract 12: ‘okay’ and ‘oh.’

LD: **Okay**, guys, we already read the paper. So my first question is “which one do you choose, allowing them work or forbid them to work? How about you brother yusri?”

YS: **Oh**, In my point of view, I will prohibit them to work.

Extract 12 above shows about discourse markers that participants use in this conversation. LD as a moderator continues to give a question to the other participant again. He uses ‘okay’ to make all participants pay attention to him before he asks the question. It supported by Maschler (2009) that traces the discourse markers grammaticizing from the interpersonal to the textual to the need to reach an agreement between participants concerning the state of things thus far in the discourse before moving on to the next activity. Furthermore, one of the participants also uses discourse markers in answering the moderator’s question. He uses ‘oh’ when he starts to answer the question because he wants to express his opinion.

Extract 13: ‘ok,’ ‘but’ and ‘then.’

LD: Thank you very much. How about you brother? (point the last speaker) pro or con?

DV: **Ok**, Thank you very much. Before I answer your question, who is the children? I mean 12 years old, right? In this era, I think it is not good if the children “berkembang” grow in the street I mean. I think the best place for children is in the school **but** if the children want to work it is not problem, why? Because, may be they need many experiences like Muhammad SAW, before 12 years old, he go to “menggembala kambing”. I think it is a good way get many experiences and **then**, I mean ee..ee children need like that. In our life, we need many experiences to be human. We don’t need knowledge only but also many experiences. If we see reality in Makassar in traffic light, I mean many children workers only to get money, why? Because may be he has many problems in economic family. So the parents forced them to get much money. I think like that, and the parents never think about children “what is masa depan?”

Based on the extract above, the speakers use Discourse Markers when they are communicated. In this case, DV offers an illustration or an example about children as a worker and as students. The discourse markers that DV use are ‘ok,’ ‘but,’ and ‘then.’ He uses ‘ok’ at the first because he got the point about children that allowing them to work or forbid them to work order and he wants to control the communication to explain his notion. He uses ‘but’ to shows the contrast

between his first notion about children should not work with the next notion about children go to work because of some reasons. The other discourse markers in this conversation is 'then,' he uses 'then' to joining the ideas between his first statement about 'children go to work to get some experience' with the next statement "We don't need knowledge only but also many experiences."

Extract 14: 'because'.

LD: how about you? Do you think letting the children to work will make them strong?

FJ: Hehehhehehe, I think they get the power because they always stand behind the soon ya, behind the son ya, ee beside,,below..under the son

LD: beneath the son

In extract above indicates, LD ask FJ about his opinion.

LD: how about you? Do you think letting the children to work will make them strong?

FJ: Hehehhehehe, I think they get the power because they always stand behind the soon ya, behind the son ya, ee beside,,below..under the son

LD: beneath the son.

The discourse markers that FJ use is "because." The word *because* here function as a connector for the next word. It is the use of formal markers to relate the sentence, clauses, and paragraphs each other. In this status, the user focuses on to relate the words into sentences. This is supported by the theory of Halliday and Hasan (2014) who classified the five main cohesive devices. One of them is a conjunction. The conjunction is 'because.' It emphasizes that the extract above is a kind of discourse marker.

Extract 15: 'on their willing.'

LD: oke. Pro or con?

*SA: I totally disagree if children are forced to work. The child age it's time to study, focus on study and of course enjoy their life and having fun. The problem is why they do that? Or why some adult people forced the children to work or even though they are not forced based **on their willing**.*

In extract 16 above, SA giving respond by some opinion to the moderator about his question "LD: oke. Pro or con?, SA: I totally disagree if children are forced to work. The child age it's time to study, focus on study and of course enjoy their life and having fun. The problem is why they do that? Or why some adult people forced the children to work or even though they are not forced based on their willing". SA uses discourse marker 'on their willing.' According to [Mahmud \(2017\)](#), discourse markers contain some "lexical expressions" in the form of conjunction, adverbs, and prepositional phrases. reword or expression which shows the connection between what is being said and the broader context.

DISCUSSIONS

The results show the use of some communication strategies in English meeting club. The study shows that the participants of the English meeting club employ several communication strategies in the form of the use of the first language in addition to the use of English as the primary language, the use of address terms, and the use of discourse markers.

One of the most important communication strategies is to communicate in the first language. Some of the above extracts show situations where English speakers translate English into Indonesian (extract 1-5). The main reason, as seen from the record, is due to the inability to find the best phrase in English. For example, when a participant could not speak in English, he or she changed his/her English into Indonesian. They change when they could not find the right words or when the spoken language doesn't make sense or the right translation for important words. This shows the critical function of bilingualism in the conversations among the participants. Even in English meeting club where participants are expected to use English, the use of the first language is predominantly accepted as the way to maintain the flow of the conversation. Baker (2011) has noted that “bilinguals are present in every country of the world, in every social class, and in age groups”. A study by Yuliana, Luziana, & Sarwendah (2015) also shows that Indonesian celebrities is one of the communities in which bilingual issues exist and code-switching and code-mixing occur more frequently than in other groups of communities. It can be seen that bilinguals are everywhere and of course demand specific strategies to communicate well.

Thus, it can be witnessed that in some countries, people speak more than one language to communicate. Indonesia is one of those countries. Indonesian people tend to use many different languages to the existence of many different local languages besides the use of Indonesian language as a national language. The first language can help teachers to show empathy, explain difficult terminology, and scaffold comprehension (Macaro, 2001; Crichton, 2009; Krulatz, Neokleous, & Henningsen, 2016). A study by Littlewood & Yu (2010) in classroom interaction show that although it is recommended for teachers to use only the target language and avoid using first language or mother tongue, teachers in fact still make extensive use of the first language. It is then suggested that teachers apply strategies to maximize the use of target language without denying the potentials of the first language to support foreign language teaching. Makulloluwa (2013, p. 594), moreover, states that the first language “not only makes the input more comprehensible but also minimizes communication breakdowns”. Paker & Karaagaç's study (2015, p. 111) also show the function of the first language which cannot be denied since the first language can function “to build rapport purpose”, “to make the topic/meaning clear (by giving examples, explaining, making extra explanations, etc.)”, and “to explain difficult concepts or ideas” and others. All of these studies prove that because the first language still contributes to the good communication strategy, using first language will become the alternative choice for effective integration in some communicative situations.

These findings show that in the English language used for communication, in which English is the second language, not the speakers' mother tongue, the phenomena of bilingualism are essential. There arise the issues of code-switching. In other words, code-switching becomes the alternative way among the participants to maintain the flow of their discussions. [Wei \(2013\)](#) on "choice of language to keep up with the changes in situational factors in order to maintain that appropriateness". A study by [Fachriyah \(2017\)](#) shows that in the classroom interaction, code-switching functions as (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student tasks, (11) giving feedback, (12) aiding memorization, (13) class management and (14) entertainment and general communications. The function of code-switching can also be seen in literary work ([Candra & Qodriani, 2019](#); [Fatima, Akhter, & Parveeen, 2023](#)). A study by [Sahib \(2021\)](#) on the use of code-switching in English meeting Club shows that members of Benteng Pananyua English Meeting Club used code-switching because it was very useful in conducting English conversations at the meeting Club. [Fatima, et al \(2023\)](#)'s study, for example, show that code-switching can function to "talk about particular topic, quote somebody else, be emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor and expressing group identity".

Another important thing in this article is the use of address words. This can be seen in some of the extracts discussed earlier (extract 6-10). This finding is related to studies by [Claymen \(2010\)](#), [Hua \(2010\)](#), and [Afful \(2010\)](#) who had shown the communicative function of address forms. [Claymen \(2010\)](#), for example, states that "address terms are a resource for managing certain expressive properties of talk" (p. 161). [Setyawan \(2012\)](#), furthermore, in the study of the character in the movie Hamlet, shows that the address forms function "to make someone inferior, to show solidarity, to show intimacy, to show politeness, to maintain social status, and to show formality". Another study by [Soomro & Larina \(2022\)](#) about the use of address forms in Pakistani university found that students and teachers in multilingual settings of Pakistani universities employ a variety of categories and speaking English they use both English and local terms of address to express their values, identity, and attitudes. Among all categories, first names were the most frequent, followed by kinship terms. Moreover, endearment terms, honorifics, titles, caste terms of address, and zero address forms were also used. The choice of an address term was based on interlocutors' relations, formality level, age, and other contextual factors.

Five extracts of discourse markers were presented as the sample of the use of discourse markers in conversations which were transcribed from the members of Makes English meeting club (extract 11-15). The findings show several discourse markers used by the members of English meeting in conversations to maintain the flow of the conversation among the members, to stress essential points and avoid hesitation in speaking. The five extracts used discourse markers 'then' and 'so,' 'okay and 'oh,' 'ok,' 'but,' 'then,' 'because,' and 'on their willing.' In line with [Mahmud](#)

(2017) study on the communicative style of English students at the state university of Makassar, these words are evidence of discourse markers commonly used to bridge the gaps in communication which caused by hesitation or lack of knowledge on the topic. Mahmud (2019) proves that discourse markers is also one way to encode politeness in classroom interaction. As a whole, discourse markers was proven to be effective as strategy to communicate (Chapetón Castro , 2009; Li Min & Xiao, 2012; Nor, 2012; Asik & Cephe, 2013; Baiat, Coler, Pullen, Tienkouw, & Hunyadi, 2013; Nejadansari & Mohammadi, 2015, Mahmud, 2017; Sarira, Mahmud, Affandi, & Burhamzah (2023). Nor (2012), for example, states that discourse markers “have a positive impact on the smooth flow of conversation, in that they help the participants in the interaction to take or hold their speaking turns.” These all show the important functions of discourse markers as communication strategy.

LIMITATIONS

This research is limited to the investigations of the communication strategies applied by the participants in English meeting club. This research only took one meeting club as an example representing the English meeting clubs in Makassar. The reason for choosing is that because that is the English meeting club which regularly conducted and had plenty of participants. The conversations recorded are limited to three times recording and therefore, further research studies are needed to see more communication strategies that are applied in English meeting Clubs. In addition, this research is only limited to the results of the recordings. Therefore, it is expected to continue this research with further methods such as in-dept interview and participant observation in order to explore more on their reasons for choosing such communication strategies and examining other language use phenomena in English meeting clubs.

CONCLUSIONS

This paper has discussed some crucial issues in the ways people used a language to communicate in a particular community. English meeting club is a type of community which creates English communicative situation. Findings from this study reveal that in English meeting club, as explored in this study, speakers or participants employ several ways to communicate. Since the main focus of communication is to practice their English speaking skills, participants were encouraged to speak English all the time. However, due to several reasons, participants show several ways to communicate. As found in this study, participants show three essential characteristics of communication in the meetings. The first one is the use of first language leading to the use of code-switching. Findings show that participants used code-switching in order to maintain the flow of the conversation in English as long as it is understandable. Other strategies are using address terms and discourse marks. Therefore, this study becomes valuable input for the English educational practices in order to think about efforts of increasing the English proficiency especially in speaking, in order to solve problems and effects encountered by the speakers in speaking English well. The case of communicative styles needs to be further explored, especially about their effects on speakers' achievement in the English learning process.

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