CHAPTER II

Review of Related Literature

In this chapter, the researcher focuses on review of related literatures that used as the theoretical framework and previous studies which related to the research. The review of related literatures is described as follows;

A. **Theoretical Framework**

1. **Communication Strategies and Its Types**

Before going further to the definition of communication strategies, the researcher will explain how communication strategy has the relationship with communicative competence. As Canale and Swain state that there are four component of communicative competence; discourse competence, grammatical competence, sociolinguistic competence and strategic competence. However, the study of communication strategies has been one of intriguing areas in the second language learning and has given rise to the notion of strategic competence. Canale looks at strategic competence as the underlying competence that provides compensatory function when there is a limitation of linguistic competence from the language user to enhance the effectiveness of communication.[1] Rababah also gives the definition of strategic competence;

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[1] Lin Wei, "Communicative Strategies in Second Language Acquisition", *Kristianstad University School of Teacher Education English IV*, Spring 2011, 11

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"Strategic competence refers to individual's ability to use communication strategies for example paraphrase, circumlocution, and literal translation, lexical approximation, mime, to get his or her message across and to compensate for a limited or imperfect knowledge of rules or interference of such factors such as fatigue, distraction, or inattention."[2]

As states by Rababah, that there are two areas that involve in strategic competence; the use of communication strategies by the speaker and listener and the overall skill of speakers when transferring the information to the listeners. Thus, this study focuses on communication strategies.

a. Communication Strategies

The concept of communication strategies has been defining by some linguists based on different ways. It brings up different definition of communication strategies. Cited from Wei, as follows: [3]

"Tarone studies of Communication Strategies from interactional perspective, Brown looks at Communication strategies from perspective of error resources than Faerch and Kasper perceive CS from psychological approach."

Based on the Tarone definition, Communication strategies are used to compensate some problems in linguistics and focus on the way how the learners transmitting the message without necessarily consider in which

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[2] Vahid Rahmani Doqaruni, "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk". *The Journal of Language and Linguistic Studies,* Vol.9 No.1, April 2013, 187

[3] Lin Wei, "Communicative Strategies in Second Language Acquisition"….12

situation they are.[4] This theory is focus on how to keep the meaning of the conversation and give little consideration of the situation.

According to perspective of error resources, Brown suggest that communication strategies is the process of interlingual transfer and the main context is the learner get message through the conversation. Then, from the psychological perspective, Faerch and Kasper, "communication strategies as the potential unconscious plans for solving what to an individual present itself as a problem in reaching a particular communicative goal."[5] It can be concluded that the main purpose of Communication Strategies is to deal with communication problems.

1) Types of Communication Strategies by Tarone

This communication strategies is different from the psycholinguistically from Faerch and Kasper. Tarone summarizes communicative strategies as follows;

a) Paraphrase

In this sub-category of communication strategies by Tarone, the speaker exploits his/her resources in the target language to develop an alternative means to convey the original message.[6]This can be achieved into three different ways. They are;

(1)   Approximation

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[4] Lin Wei. "Communicative Strategies in Second Language Acquisition"….12
[5] Lin Wei." Communicative Strategies in Second Language Acquisition"....12
[6] Lin Wei, "Communication strategies in Second Language Acquisition"… 18

Approximation simply can be defined as the use of substitute word which shares some of the critical semantic features with target item.[7] Tarone defines approximation as "the use of a target language vocabulary item or structure, which the learner knows is not incorrect, but which shares semantics features with the desired item to satisfy the speaker"[8]. In sum approximation can be defined as the use a word in order to substitute a word which is seems difficult to be told by interlocutor or it means that the use a substitute word in order to tell the hearers about the intended meaning. For example: "pipe" for "water pipe". Then another examples;

T : All right I think most of you finished
S : Yeah
T : Hamed zero point two five is same as?
S : A quarter
T   : a quarter why did you <u>hang</u>? Yes, you are in doubt when you say ha? Yes you are in doubt be sure you are true and Hossein eh.. zero point three is same as?

In this situation, the teacher is doing a practice from the book in which the students are required to say the equivalents to the teacher's number. The word <u>hang</u> is used in the conversation between the teacher and one of the students. The word does not seem to be correct based on the teacher's says in the rest of

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[7] Vahid Rahmani Doqaruni, "The Realtionship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk"…189
[8] Vahid Rahmani Doqaruni, "The Realtionship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk"…189

sentence. In fact, the teacher uses the word <u>hang</u> surprise in term of "surprise".

(2)   Word coinage: The speaker creation of a new word in order to communicate a desired concept.[9]For example: "air ball" for "balloon".

(3) Circumlocution:

Circumlocution can be simply defined as the description of the characteristics or elements of the subject or action instead of using the appropriate target language. As cited by Vahid, Tarone defines circumlocution as "a wordly extended process in which the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structure." [10] The speaker is describing the characteristic or elements of an object or action instead of using the appropriate TL structure.

For example: "She is, uh, smoking something. I don't know what its name is. That's, uh, Persian, and we use in Turkey, a lot of".

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[9] Zoltan Dorney and Mary Lee Scott, "Review Article Communication strategies in a Second Language; Definition and Texonomies". *Language Learning 47;1,* March 1997, 189

[10] Vahid Rahmani Doqaruni, "The Realtionship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk"…190

b). Transfer

In this sub-category, the speaker can also communicate their intended meaning by transferring items form their first language or any other language that they know. There are four elements in it:

(1) Literal translation: the learner's translating word for word from the native language. [11] For example: "He invites him to drink" for "They toast one another".

(2) Language switch: the learner's using the native language term without bothering to translate. For example: "balon" for 'ballon' or "tirtil" for "turtle".

c) Avoidance

Avoidance strategies refer to all those techniques by which the speaker, lacking the necessary target language item to convey the originally intended message, thus the speaker does not make reference. Bialystok believes, cited by Vahid, "such interpretation were especially well-grounded since each subject also provided descriptions in their native language. Content discrepancies between the two data sets pointed to cases of avoidance."[12] Avoidance consists of two subcategories described below.

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[11] Lin Wei. "Communication strategies in Second Language Acquisition"…18

[12] Vahid Rahmani Doqaruni, "The Realtionship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk"…191

(1) Topic avoidance

Sometimes the speaker avoid specific topics or words are avoided

to the best of the speakers' ability. In other words, the speaker try

to prevent some concepts that is difficult to present.

For example;

T   : I said we watch movie or said we read story? Because we have two or three session to finish this term I think eh.. we watched a lot we have watched movie a lot eh.. so please open your story eh.. books to finish it so do not forget to bring your writing next session we will talk about.
S   : This question
T   : yes, answer these questions please I beg you I talked a lot yeah? So have you ever heard I am sorry eh.. women eh.. <u>I forget what do we call it ok so women are women (the teacher laughs) later I will tell you</u>

In this situation, the teacher consciously avoids topic about

women. The teacher uses "later I will tell you" shows that maybe

the teacher finds the topic is difficult to discuss. So the teacher

avoid that topic.

(2) Message abandonment

The speaker's beginning to talk about a concept but being unable

to continue, stops before reaching the communicative goal.[13]

For example;

T : Which option is it?
S : One and a half

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[13] Ana Maria Fernandes Dobao, "The Effect of Language Proficiency on Communication Strategy Use; A case study of Galician Learner of English". *English Universidade de Santiagode Composela*, 6

> *T : Yes, yes one and a half years old our kids just start saying*
> *mama papa but he started to play golf*
> *S : When he is nine month*
> *T : Yes he could because he's tiger*
> *Ss : (two of students knock on and enter) hello*
> *T : Hello <u>some people who have muscles it's hard to eh..</u> you're*
> *late?*
> *S : we were coming to Kish Air we were arrested they caught*
> *motor bike.*

In this situation the teacher is doing an exercise from the book and talking about famous golf player. It seems that the teacher is going to say something, but suddenly two students knock the door and come in. Then, the teacher leaves the message and continues.

d) Appeal for Assistance

This strategy is used when the L2 speaker seeks direct or indirect help from one's interlocutor in resolving problems.[14] This strategy has two subtypes, they are;

(1). Explicit appeal for assistance

This type means giving up one's efforts to express meaning and asking the interlocutor to help or using dictionary. For Example; it is something we use to keep food in. What is the name?

(2). Implicit appeal for assistance

It means that disfluency marker realized in one's speech signaling linguistic problems.

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[14] Ana Maria Fernandes Dobao, "The Effect of Language Proficiency on Communication Strategy Use; A case study of Galician Learner of English"… 7

e) Mime

The learner uses gesture as the communication strategies in place of a meaning structure.[15] For example: "clapping one's hands to illustrate applause".

2. Factors Affecting the Use of Communication Strategies

Vahid states that there are five factors that affect the use of communication strategies. Those some factors that affecting the choice in using communication strategies are:

a. Gender

In second language learning, gender differences are mostly discussed in language learning strategies. As cited by Huang, "several studies have shown that females use language learning strategies more frequently than males. Females are reported to be more socially interactive than males."[16]

b. Language Proficiency

A learner's language proficiency is one of the factor that affect the use of communication strategies. Proficiency deals with the students' ability to use English to transfer the intended meaning in

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[15] Lin Wei, "Communicative Strategies in Second Language Acquisition"…19

[16] Cha-Ping Huang, "Exploring factors affecting the Use of Oral Communication Strategies." *Department of Applied Foreign Languages Lunghwa University of Science and Technology*, 90

spoken and written context.[17] High language proficiency students are able to resort to linguistic knowledge to convey meaning. In comparison, low language proficiency students tend to choose knowledge-based or conceptual based-strategies.[18]

c. Self- Perceived English Oral Proficiency

As Cited by Huang, Bacon and Finnemann states that, "speaking is problematic for very deep-seated reasons related to self-concept."[19] It happens because a learner who have a positive view of themself can affect the progress of an individual learning. This factor tend to focus on the willingness to speak English fully.

d. Frequency of Speaking English outside the classroom

Maclntyre and Charos state, cited by Huang, "if foreign language learners lack the opportunity for constant interaction in the second language, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication."[20] By using communication strategies when they have interaction in the class, lecturer expects their students to have

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[17] Pauline Ghenghesh ,"The Relationship Between English Language Proficiency And Academic Performance of University Students – Should Academic Institutions Really be Concerned?", *International Journal of Applied Linguistics and Literature.* Vol. 4 No.2; March 2014, 2

[18] Cha-Ping Huang, "Exploring factors affecting the Use of Oral Communication Strategies."…90

[19] Cha-Ping Huang, "Exploring factors affecting the Use of Oral Communication Strategies."…91

[20] Cha-Ping Huang, "Exploring factors affecting the Use of Oral Communication Strategies." …90.

communicate frequently, especially in speaking English outside the classroom.

e. Motivation in Speaking English

Motivation takes an important part of learning a language. It happens because a person who high motivation may provoke to interact more with native speakers of target language. As cited by Huang, Brown states that "motivation is typically examined in terms of intrinsic and extrinsic motives of the learner."[21] In this part, one of the lecturers reasons use communication strategies is because the lecturers try to motivate the students in learning English.

2. Communicative Language Teaching

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.[22] Hence, CLT means teaching a language as means of communication. As Littlewood stated, that one of the most characteristic features in CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a

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[21] Cha-Ping Huang, "Exploring factors affecting the Use of Oral Communication Strategies." …92

[22] Jack C. Richards. *Communicative Language Teaching Today* (England: Cambridge University Press,2006), 3

more fully communicative view.[23] That is why in CLT teachers will focus on communicative competence. It seems as training the students to be able to have appropriateness in using language in the real context.

As Richards stated on his book, there is a difference between the role of teacher in CLT and another teaching method. The role of teachers in this kind of teaching method is as facilitator and monitor. Rather than being a model for correct speech and writing and become the on who have responsibility to make students produce plenty of error free sentences. Then the role of students is communicator. Language learners have to participate in language classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model.[24]

3. **Intensive English Program (IEP) UIN Sunan Ampel Surabaya**

Intensive English Program is one of programs in Foreign Language Development Competence Development Program (P2KBA) which is held by Language Development Center UIN Sunan Ampel Surabaya. This IEP is designed for the first year students of UIN Sunan Ampel Surabaya. In the teaching learning process of this program emphasizes on psychomotor,

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[23] William Littlewood. *Communicative Language Teaching* (England: Cambridge University Press, 2002), 1

[24] Jack C. Richards. *Communicative Language Teaching Today*…5

affective and cognitive aspects.[25] Thus, the class is conducted either on indoor or outdoor class. This program is held in all faculties (Faculty of Tarbiyah and Teacher Training, Faculty of Adab and Humanities, Faculty of Dakwah and Communication, Faculty of Ushuluddin and Islamic Thought, Faculty of Sharia and Law, Faculty of Social and Political Sciences, Faculty of Economy and Islamic Business, Faculty of Psychology and Health, Faculty of Science and Technology).

Intensive English Program is held on two days in a week, start from 06.00 to 07.30 a.m. It is non-credit program but the students get certificate after passing the post test in the end of the second semester. In the first meeting of this program, the students have a placement test, to recognize English competence level of each student. Then, the determination of each class is based they are placed in the class based on their English competence level.

Intensive English Program is held in two semesters in the first academic year. In the first semester, this program is focused on General English, while in the second semester is focused on TOEFL preparation. In which, all the students of IEP have to get equivalent score 400 at minimum. It is the target from P2B when held this program.

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[25] Pusat Pengembangan Bahasa (P2B). *Pedoman Program Kompetensi Berbahasa Asing* (P2KBA) (Surabaya: Pusat Pengembangan Bahasa (P2B) IAIN Sunan Ampel Surabaya, 2012),1-25

B. Review of Previous Studies

In this chapter the researcher will explain some differences between this study and the previous studies. A journal entitled by Şener and Balkır entitled *The Relationship between the Use of Communication Strategies and Oral Performance of ELT Students: Çanakkale Onsekiz Mart University Case*, this study found the communication strategies employed by two different group of freshmen students which is differentiate by gender, prep and non-prep categories. From sub-types of communication strategies, the freshmen students were frequently use in their learning and the lowest communication strategy use was foreignising.

Another journal entitled *Communication Strategies among EFL Students: an Examination of Frequency of Use and Types of Communication Strategies Used* that had been conducted by Kim and Fariza, in this study there are two different types of participant, the high language proficiency level participant and the low language proficiency level participant. Three different theory which come from three different expert were used in this use; theory by Tarone , Faerch and Kasper, and Williems. This study found that code-switching strategy was more frequently used, and the language proficiency level was influenced the use of communication strategies.

Besides, those two studies another study were conducted by Hui entitled *Revealing the Effectiveness of Communication Strategies*. This study shows that language learners should be able to attain their communicative goal by resorting

to the communication strategies in order to compensate for their linguistic limitations.

Hence, from those three different studies, there is a different between this study and those studies. The different is this study focuses on the types of communication strategies that commonly used by lecturers who teach different group of students who have different language proficiency and the affecting factors they use it. Then, the similarity between this study and other studies that have been presented above is all these studies were conducted to found the types of communication strategies that is used by the language speaker.