

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter deals with discussion related literature. Theories that discussed are communication strategies, management students, English for specific purpose, type of communication strategy, indicators of communication strategies and previous study.

#### 2.1 COMMUNICATION STRATEGIES

Communication strategy is the strategy that should be well mastered by students and those who are learning English, especially the ones living in EFL countries. The term of communication strategies (CS) is used by people in attempting to communicate in the foreign or second language with a reduced interlanguage system. They find that the target language items or structures to convey their messages are not available. In order to keep communication steady, speaker may circumvent linguistic difficulties by changing or reducing the content of their messages.

In other words, the speakers may avoid reference to a concept or topic in order to overcome the lack of the target language term or expression needed to convey this meaning. These strategies are usually known in the field of second language acquisition (SLA) research especially communication strategies as “avoidance” (Tarone, 1987) or “reduction” (Færch and Kasper, 1983). More often, speakers are able to keep their communicative goals and convey the original content of their messages by developing an alternative means of expression. People can also use the similar terms, a descriptive circumlocution, a word coinage, a native language transfer, a gesture or an appeal for assistance to achieve the goal of communication. These different kinds of techniques might be used to compensate for or avoid all sorts of interlanguage deficits: lexical, grammatical, pragmatic or sociolinguistic. In second language acquisition, defining CSs is similar to defining the strategic use of IL (Inter language) system for communication.

The FL learner resorts to CSs only when he finds difficulties in attaining a specific communicative goal through his IL system. Tarone, Cohen and Dumas,(1983, p. 5). following the psycholinguistic approach to defining CSs, referred to this phenomenon as production strategies that do not include IL comprehension, and defined it as a “. Systematic attempt by the learner to express meaning in the target language, in situations where the appropriate target language rules have not been formed” Second language communication strategies have been regarded by CSs researchers as the procedures used because of IL

deficiencies (Bialystok, 1990; Connor, 2002; Dörnyei & Scott, 1997; Lewis, 2011; Nakatani 2010; Tarone, 1977). CSs were mostly described as a non-native behavior or incorrect linguistic performance to overcome the obstacles or crises that occur either when their communicative ends outrun their communicative means (Corder, 1983; Faerch & Kasper, 1983; Lewis, 2011; Paribakht, 1986), or when they have difficulties in verbalizing a mental plan as a result of a linguistic deficiency (Ataollah, 2010; Cook, 1993; Faerch & Kasper, 1984;; Tarone, 1981; Váradi, 1973). Following the same stream, Dörnyei and Scott defined CSs as “the mismatch between L2 speakers’ linguistic resources and communicative intentions (which) leads to a number of systematic language phenomenon whose main function is to handle difficulties or breakdowns in communication” (1997, p. 174). A wider definition which includes all types of CSs, and the one that will be adopted throughout this paper, was suggested by the interactionalists Tarone, Cohen, and Dumas who defined CSs as both the production and the comprehension of the TL. They state that “Communication strategies. a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed” (1983, p. 5).

However, there is still controversy surrounding the definition or identification of CSs as opposed to certain types of strategies like learning and production strategies. From this background of different definitions and approaches we can conclude that no conclusive definition of this term can be provided due to the various terminologies

## 2.2 TYPE OF COMMUNICATION STRATEGIES

Communication strategies have five main categories and a number of subcategories which add up the following list:

### A. Paraphrase

Paraphrase includes three subcategories which are:

- (a) Approximation: The use of such native language (L1) vocabulary items or structures, that the language learner is aware of not being correct, but which shares certain semantic features with the demomed item, thus satisfying the speaker’s intention (e. g. *a big rock* instead of *boulder*, or *pipe* instead of *water pipe*).
  
- (b) Word coinage: The learner is making up a new word – most often on the spot - in order to communicate a demomed concept (e. g. *airball* for *balloon* or *smoking leaf* for *cigar*).

(c) Circumlocution: The learner describes the major characteristics or elements of an object, action or person instead of using the target language (TL) equivalent (e. g. *She is, uh, smoking something. I don't know what's its name. That's, uh, Cuban, and they smoke it in other countries, too*).

#### B. Transfer

Transfer has two subcategories that are:

(a) Literal translation: The learner is translating word for word from L1 to L2 (e. g. *He invites him to drink. Replacing they toast one another.*).

(b) Language switch: The learner uses the L1 term without bothering to translate it into L2 (e.g. *léggömb* instead of *balloon* or *Verkehrsmittel* replacing *means of transport*).

#### C. Appeal for Assistance

This refers to the learner asking for the correct term or structure from an exterior source of information, most likely a teacher or a fellow student (e. g. *What is this? Or How do you call that in English?*).

#### D. Mime

Mime is related to the speaker using non-verbal strategies substituting an expression (e. g. *clapping one's hands* to illustrate *applause*, or *rubbing one's eyes* to indicate *crying or tiredness, boredom*).

#### E. Avoidance

Avoidance consists of two subcategories outlined below:

(a) Topic avoidance: The language learner is omitting concepts for which his/her vocabulary is lacking at the time of speaking.

(b) Message abandonment: The language user begins to talk about a concept but being completely unable to continue doing so due to a lack of phrases and expressions and thus ends up stopping in the middle of an utterance.

The above outlined typology of CSs is summarized based on Tarone's work on the topic (Tarone, 1977)

### 2.3 ENGLISH LEARNING

Learning a second language or English is a long and complex undertaking, because we should not confine our first language into a new language, culture and what else about that to successfully send and receive messages in a second language. Learning English is not easy because there is a step to successful learning. "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in" (1972:89). This process-oriented objective may be offered in contrast to the linguistically oriented or product oriented objectives of more traditional methods.

There is a difference between learning and teaching. Learning is acquiring or getting of knowledge. According to Kimble & Garnezy (1963:133) "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Then teaching is implied in the first definition of learning such as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Krashen gives a mark off between acquisition and learning. *Acquisition* refers to the natural assimilation of language rules through using language for communication. And *Learning* refers to the formal study of language rules and is a conscious process. Based on Krashen, learning is available only as a "monitor." The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in the editing of utterances produced through the acquired system. Krashen (1982) hypothesized that the process of learning a second language is distinguished from acquisition, with the latter being a subconscious process of gradual development of ability through use in natural communicative situations with other speakers. The focus is not the form of the speaker's utterances, but meaningful interaction through the act of communication itself, meaning that language users are largely unaware of the rate or sequence of their development.

Learning (in the broadest meaning of the word, i.e. containing concepts of Bildung as well as concepts of knowledge, skills and competences) is the purpose of teaching. "There can not be taught or learned either language or science, either history or mathematics on the

assumption that it does not matter how the learner deals with the content (Luhman, 2002 : 63)". Schooling and education is not just about learning, but about learning something specific. In this sense, the distinction between better and worse learning is fundamental for the education system and teachers use both concepts of learning and conceptualizations of learning processes to reflect the quality of their teaching.

Learning becomes the concept of reflection in relation to a learning theory's conceptualization of the learning process (e.g. participation, shared repertoire, existentially meaningfulness or differences that make a difference). This means, that the normativity of a description of a learning process replaces the normativity of teaching, defined by the intention to teach someone something specific. Learning processes in themselves become the success criteria of the social interaction.

Learning a foreign language is a complicated procedure that is affected by many factors such as teachers, learners, individual differences, learning styles, etc. Learners are another important part as each learner has a different learning styles and backgrounds that affect his/her learning. It is known that each student has different learning style and pace. One can learn by memorizing while the other can learn by writing, etc. As Balci stated individual differences have been a remarkable point in language learning as in the other fields of education.

## **2.4 TYPE OF ENGLISH LEARNING**

Language learning strategies have been classified into five groups by Stern's (1992). They are as follows:

1. Management and Planning Strategies These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must: 1) Decide what dedications to make to language learning, 2) Set reasonable objective's, 3) Decide on a suitable methodology, select proper resources, monitor progress, and 18 4) Evaluate his success based on previously determined objectives and expectations.

2. Cognitive Strategies These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks.

According to Stern (1992) the cognitive strategies include, Clarification / Verification, Guessing / Inductive Inference, Deductive Reasoning, Practice, Memorization, Monitoring.

3. Communicative - Experiential Strategies Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.

4. Interpersonal Strategies According to Stern (1992), interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language. 19

5. Affective Strategies Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up (Zare, 2012).

## **2.5 PREVIOUS STUDY**

Review of the previous study is made in order to avoid plagiarism. This study intends to analyze the communication strategies in learning English by Thailand students at university of Muhammadiyah Gresik. The first study is from N.L. Supartini, I.K. Seken, I W. Suarnajaya (2015) with the title "*The Analysis of Communication Strategies Used by Students from Mixed Marriage Families in Attending The Teaching and Learning Process in Business Hospitality Department of Bali Tourism Institute*" the researcher wants to investigate the type of communication strategies (CS) used by local and mixed marriage students. The subjects were two mixed marriage students and local students of Business Hospitality class in second semester. This study was designed as descriptive qualitative inquiry and the instruments used was the researcher through some actions such as recording teaching and learning process, interviewing and doing observation. The findings showed that there were

eleven (11) types of communication strategies (CS) found in teaching and learning process used by mixed marriage and local students.

The second previews study is from Mohamed Nizar, Putu Kerti Nitiasih, and Wayan Suarnajaya (2018) with the title “*An Analysis on Communication Strategies Employed by Indonesian English as Foreign Language Adult Students*” the researchers want to provide data about initial CS of adult students in private university in Bali. Through this study it is found that they possess 20 initial CSs out of 38 CSs from the referred taxonomy. The findings of this study is to enhance teachers’ awareness toward CS, particularly the ones who establish private course offering intensive speaking program as well as for the lecturers in the concerned university.

The third previews study was conducted from Mateja Dagarin Fojkar (2005). The title is “*Classroom Interaction and Communication Strategies in Learning English as a Foreign Language*”. The researcher wants to help students to develop their interaction skills and students themselves can apply various strategies to become effective communicators in a foreign language. Classroom interaction can be developed by applying different strategies for helping students to communicate. Teachers help students by asking questions, choosing appropriate topics and providing them with comprehensible input. The students become better communicators of a foreign language in and out of the classroom.

Many researchers make pedagogical recommendations and support the idea that communication strategies (CSs) are possible to develop the learner’s English skill. Faerch and Kasper (1983), for instance, suggest that it is possible to teach CSs in the foreign language classroom. They view that it is possible to teach CSs or not depends on the purpose of teaching. If teaching for passing on new information only, it is probably unnecessary to teach CSs. Foreign language learners already have implicit knowledge regarding CSs and can apply this knowledge. However, if teaching is to make learners aware about aspects of their strategies that already existing, it is necessary to teach them about strategies, particularly how to use CSs most appropriately.

The instruction of CSs is also supported by Willems (1987). He proposes that two ideas should be paid more attention when teaching CSs because CSs in the first language are mostly used automatically and learners are not always aware of their own preference or limitation. Second, need more time should be spent to practicing the use of CSs for raising the awareness of a variety of possible CSs.

Another researcher advocating teaching and training language use strategies is Dornyei (1995). He supports CS training by discussing three possible reasons for the controversy surrounding the teach ability of CSs: 1. Most of the arguments on both sides are based on indirect or inconclusive evidence, 2. There is variation within CSs with regard to their teach ability, and 3. The notion of teaching allows for a variety of interpretation. He further suggests that learner's use of CSs should be developed through focused instruction. He proposed a direct approach to teaching CSs and included awareness-rising in this approach.

Moreover, Dornyei (1995) and Manchon (2000) claim that CS training may contribute to increase the student's sense of security and self-confidence when the student attempts to communicate with their international language resource, and thus attempts to communicate in the second language. As Manchon states:

“Having the possibility of communication strategies can facilitate the task of using the second language for some learners, especially those who lack confidence in their own resources or those less capable, linguistically speaking. For instance, being aware of the fact that one does not always have to use the exact word in order to be communicatively effective, can push the student into the search for alternative means to convey their intended meaning. This research, in turn, can contribute to creative use of the learner's linguistic resources, which is another reason to foster the learner's strategic competence. (Manchon, 2000:21)

From all the previews study above, there are similarities and differences with the research of the researcher. The similarities between the previews study and this research is using descriptive qualitative as research design. In this study and previews study is to know which communication strategies that used by the students in learning English. In this research the researcher used Thailand students who study in Muhammadiyah Gresik University as the subject who learning English as foreign language. The previews studies used mix marriage students as the subject who already used English as second language. Used same instruments, the researcher through some actions such as recording teaching and learning process, interviewing and doing observation. The concern from the third previews study is to develop their interaction skills and students themselves can apply various strategies to become effective communicators in a foreign language. Different with the previews study, in this research the researcher wants to know which communication strategies that used by the Thailand students in learning English as foreign language.



