

CHAPTER 2

LITERATURE REVIEW

In order to have a better understanding about this research, the writer has collected some theories and related studies and studied well concerning communication strategies.

2.1. Theoretical frameworks

There are theories from Tarone (1980), Brown (2000), Dornyei (1995), Canale and Swain (1984) and the other researchers about communication strategies.

2.1.1. Communication strategies based on Tarone (1980)

Communication strategies are the way two speakers agree on meaning in situation where the requisite meaning structures do not seem to be shared (Tarone, 1980, p. 420). Communication strategy can be applied while negotiation meaning of a conversation appear on communication strategies as Tarone (1980, p.420) stated that communication strategies are tools in negotiating of the meaning in situations where the speakers try to agree to each other to reach the communicative goal.

In terms of relationship to communicative competence, learning or production strategies can be one of the communication strategies (Tarone 1980, p. 420) but the differences between production strategies and communication strategies are found when production strategies are not used in the basic purpose of negotiation in meaning, which include adding and adapting information, asking for assistance, responding to requests for clarification, and checking for understanding (Foster, 1998, p.24)..

In the language target, learning strategy is an attempt to develop linguistic and sociolinguistic competence (Tarone 1980, p.420). It is only to learn not to communicate. For example, repeating a grammar structure or a lexical item in conversation. This cannot be called communication strategies but a learning strategy instead.

Here is the typology according to Tarone (1978, p.429). It will be discussed briefly:

Table 1.1.

1. Paraphrase		
Paraphrase is a restatement of a text or passage in another form or other words, often to classify meaning (cited from www. The American Heritage Dictionary.com).		
1.1.	Approximation	It uses a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker.
		For example: “pipe” for “waterpipe”
1.2.	Word coinage	The learner makes up a new word in order to communicate a desired concept.
		For example: “airball” for “balloon”
1.3.	Circumlocution	The learner describes the characteristics or elements of the object or action instead of using the appropriate TL structures.
		For example: She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of..

Table 1.2.

2. Transfer		
2.1.	Literal translation	The learner translates word by word from native language.

		For Example: “He invites him to drink” for “They toast one another”.
2.2.	Language switch	The learner uses NL term without bothering to translate.
		For example: “balon” for “balloon” or “uler” for “ulat”
2.3.	Appeal for assistance	The learner asks for the correct term or structure.
		For example: “What is this?”
2.4.	Topic avoidance	It occurs when the learner simply does not talk about concepts for which vocabulary or another meaning structure is not known.
2.5.	Message abandonment	It occurs when the learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid utterance.

2.1.2. Communication strategies based on Dornyei (1995:58)

According to Brown (2000, p. 127), productivity communication of information can be faced in communication strategies between verbal and non-verbal mechanism when the people make a conversation and they have plans for reaching communicative goal.

Communicative competence can exist in communication strategy (Brown 2000, p. 246). He formulated Hymes' statement that communicative competence can also convey and interpret messages and to negotiate meanings interpersonally in specific contexts, but communicative competence is not absolute. It only depends on all participants' cooperation and it is not interpersonal construct but it is the means of two or more individuals which conduct in process of communication, (Savignon 1983, p.9)

Browns (2000, p.127) quoted researched communication strategies that belong to

Dornyei, because Dornyei's communication strategies has good basis even though it is almost the same with Tarone's. Here is the typology of communication strategies according to Dornyei (1995, p.58):

Table 2.1.

1. Avoidance Strategies		
Avoidance is a common strategy that can be broken down into several subcategories.		
1.1.	Message abandonment	leaving a message unfinished because of language difficulties.
1.2.	Topic avoidance	Avoiding topic areas or concepts that pose language difficulties.

Table 2.2.

2. Compensatory Strategies		
It is another common set of communication which devices involves compensation for missing knowledge		
2.1.	Circumlocution	Describing or exemplifying the target object of action.
		For example: The thing you open bottles with for "corkscrew".
2.2.	Approximation	Using an alternative term which expresses the meaning of the target lexical item as closely as possible.
		For example: ship for sailboat.
2.3.	Use for all purpose words	Extending a general, empty a lexical item to contexts where specific words are lacking.
		For example: the overuse of thing, stuff, what-do-you-call-it, thingies.
2.4.	Word coinage	Creating a non existing L2 word based on a supposed rule.
		For example: vegetarianist for vegetarian.
2.5.	Prefabricated patterns	using memorized stock phrases, usually for "survival" purposes.

		For example: Where is the . . . ,or Comment allez –vous?, where the morphological components are not known to the learner.
2.6.	Literal translation	Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
2.7.	Foreignizing	Using a L1 word by adjusting it to L2 phonology and morphology.
		For example: L2 pronunciation adding to L2 suffix, for example “not controlled” become “uncontrolled”.
2.8.	Code switching	Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.
2.9.	Appeal for help	Asking for aid from the speaker either directly.
		For example: What do you call ...? Or indirectly. Rising intonation, pause, eye contact, puzzled, expression.
2.10.	Stalling or time gaining strategies	Using fillers or hesitation devices to fill pauses and to gain time to think
		For example: well, now let’s see, uh, as a matter of fact.

2.2. Related studies

2.2.1. Communication strategies based on Ellen Scattergood

Scattergood conducted previous a research of communication strategies to improve communication in the EFL classroom. She researched through active participation in speech events country in an EFL country like Japan. She thought that almost Japanese stereotype could learn English verbal well if they lived in England.

She formulated communication strategies as descriptive of the learners’ pattern of use of what they know as they try to communicate with the speakers of the target language. Communication strategies have an interactional function, as they are used

for a joint negotiation in meaning between speakers and listeners. Communicative competence is the ability to use communication strategies (Tarone and Yule, 1989, p. 89).

According to Yule and Tarone (1990, p.320) obviously even native speaker is incapable of understanding the conversation and meaning, they understand the conversation from language proficiency and their experience in conducting the conversation. It can make an aspect of language that must be strategically manipulated.

Ellen Scattergood formulated communication from the researchers views like:

- Tarone (1980,p. 419) communication strategies are a mutual attempt of two speakers to agree on meaning.
- Faerch & Kasper (1984, p. 419) a problem in reaching communicative goal can be faced in plans for solving what to an individual presents itself.
- Smith & Meux, cited in Van Lier (1988, p.30) patterns of acts that serve to attain certain outcomes and guard against certain others
- Riggensbach (1998, p. 12) any conscious methods that result in communication

According to Scattergood (2003, p.16), code switching is a natural and effective communication strategy among many bilingual people. The learners in the classroom who make questions in code switching in order to communicate in English easily is also called an achievement strategy. The ideas of communication strategies are the activity of attempting to use a variety different linguistic and non-linguistic

ways to convey the intended meaning (Scattergood, 2003, p.14).