

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the writer used Brown's theory (2007) which was adopted from Dornyei (1995) as the main theory of communication strategies that is used in this research. This chapter consists of communicative competence, communication strategies, Brown's taxonomy of communication strategies, and the last is related studies. The writer uses those related literature to guideline to conduct the research.

#### 2.1. Communicative Competence

Communicative competence is "the underlying systems of knowledge and skill required for communication" (Canale, 1983, 5). What is intriguing about the framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one's competence. The communicative competence is distinguished from what Canale calls "actual communication," which is defined as "the realization of such knowledge and skill under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises" (Canale, 1983, 5). Communicative competence is comprised of four parts which were originally identified by Canale and Swain (1980). They are: sociocultural, strategic, discourse, and grammatical competence. Savignon (1983) explains that all four of the competences are equally essential and must work together in order to build a stronger communicative competence. Strategic competence (an important part of communicative competence) is defined by Canale and Swain (1980) as the ability to

use strategies to compensate for imperfect knowledge of rules or performance limitations. Moreover, Trenholm and Jansen (1988, p.131) argued that communicative competence is the core of communication approach. The development of learners' communicative abilities is one of the most important goals of English language study. However, in most EFL situations, learners have few opportunities to communicate in the target language. In order to make conversation go smoothly, students must have enough vocabulary to deliver their ideas. If the students do not have enough vocabulary, they will find difficulties in expressing their ideas. Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children (Rupley, Logan & Nichols, 1998 /99). Moreover, the students are expected to be able to communicate in English well. In some cases, the students are still find difficulties in expressing their ideas. Therefore, communication tasks are important to help the students to improve their communication skill. According to (Brumfit, 1984), communication tasks are important for both 'fluency' and 'accuracy'. They aid fluency by enabling learners to activate their linguistic knowledge to use in natural and spontaneous language, such as when taking part in conversation.

## 2.2. Communication Strategies

Communication strategies can give students ways to overcome communications problems in their L2. Willems (1987) believes that teachers need to train students to just communicate in the L2, not to be perfect in it. Communication

strategies are a useful way to overcome communication problems. Communication strategies provide ways to fill L2 gaps while they are communicating with partners, either native speakers or non-native speakers and allow them to continue speaking. Cohen (1990) says that “a major trait of successful speakers is that they use strategies to keep the conversation going” (p.56). Students often face difficulties in class conversations and sometimes they do not have the tools to get around them. In this case, Communication strategies can help students to reassess the situation and to overcome difficulties.

One of the popular studies on Communication Strategies was proposed by Tarone. Tarone (1977) defined communication strategies as a cooperation of the two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared. Furthermore, Littlewood (1984, p.83) said that communication strategies is ways which are used by the learners who find a difficulty in coping with the situation and find an alternative way to get the meaning across. In other words, communication strategies which referred to “conversation strategies” or “coping strategies”) are ways for L2 learners to become more confident in their L2 communication. Moreover, Dornyei (1995) brings up an important and interesting point in his study on the teachability of communication strategies. He writes that “Some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix languages, they create new words, they describe or circumlocute something they don’t know the word for. In short, they use communication strategies” (Dornyei,

p.56). In this case, Dornyei said that complete agreement has not been reached on the definition of CSs, but one working definition many researchers accept is that CSs are “a systematic technique employed by a speaker to express his/her meaning when faced with some difficulty”. In other words, communication strategies are techniques used by the learners to solve foreign language communication problems by using verbal or non-verbal devices, so the learners are able to keep the conversation going on. The problems in communication usually due to their linguistic deficiency or lack of content knowledge on certain topics.

Ellis (1997) said that communication strategies are ways to make the conversation go on because every learner in second language actually has a problem in saying what they want to say because of their inadequate knowledge. Moreover, Brown (2007, p.137) proposed that “Communication strategies pertain to the employment of verbal or non verbal mechanism for the productive communication of information”. In addition, for learners, failure in conversation is equal to failure in developing their conversational ability (Maleki, 2007). By using communication strategies, people can keep the conversation going on and can develop the ability to speak in foreign language. However, communication strategies are very beneficial for the students to overcome the problems in communication.

### 2.3. Brown’s Taxonomy of Communication Strategies

In taxonomy of communication strategies, Dornyei (1995) mentioned twelve types of communication strategies and then Brown (2007) adopted taxonomy of Dornyei (1995) by adding one type of communication strategies, which is

prefabricated pattern. In this study the writer used taxonomy of Brown (2007). According to Brown (2007), there are thirteen types of communication strategies. Below is the taxonomy of communication strategies. The first two strategies are grouped as avoidance or reduction strategies as they involve an alteration, a reduction, or complete abandonment of the intended meaning. Strategies 3-12 are grouped as achievement or compensatory strategies as they offer alternative plans for the speakers to carry out their original communicative goal by manipulating available language. Strategy 13 is an example of stalling or time-gaining strategies.

Table 1. Communication Strategies

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Avoidance Strategies

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1. Message abandonment: Leaving a message unfinished because of language difficulties
  2. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties
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Compensatory Strategies

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3. Circumlocution: Describing or exemplifying the target object of action (e.g., *the thing you open bottles with for corkscrew*)
4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., *ship for sailboat*).
5. Use of all purpose words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of *thing, stuff, what-do-you-call-it, thingie*).
6. Word coinage: Creating a nonexisting L2 word based on a supposed rule (e.g., *vegetarianist for vegetarian*).
7. Prefabricated patterns: Using memorize stock phrases, usually for “survival” purposes (e.g., *Where is the \_\_\_ or Comment allez – vous?*, where the morphological components are known to the learner).
8. Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation.

9. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
  10. Foreignizing: Using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix)
  11. Code switching: Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
  12. Appeal for help: Asking for aid from the interlocutor either directly (e.g., What do you call...?) or indirectly (e.g., rising intonation, pauses, eye contact, puzzled expression).
  13. Stalling or time gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., *well, now let me see, uh, as a metter facts*).
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This taxonomy was used by the writer to analyse the data. The writer used taxonomy of Brown (2007) which was adopted from Dornyei (1995) because this taxonomy classified communication strategies clearly. Besides, taxonomy of Brown is also more complete than taxonomy in previous research. The table communication strategies above would be explained in detail below.

1. Message abandonment

In this strategy the students leave the message unfinished because of language difficulties. When the students face difficulties such as lacking in knowledge of grammar or vocabulary, forget what to say and so on, they usually do not continue their utterance and they sometimes omit some words of information.

For example: a student says “He can not make mm....”

In this case, a student does not continue his/her utterance because he/she finds difficulties to express their idea. So, it means that he/she use message abandonment strategy.

## 2. Topic of avoidance

In this strategy, the student avoids topic areas or concepts that pose language difficulties. Brown (2007, p.139) also said that learner manage to devise ingenious methods of topic avoidance such as changing the subject, pretending not to understand (a classical means for avoiding answering a question), simply not responding at all.

For example: A: look at the man who is sitting on the chair, what are he looking for?

B: I think he is a very handsome and smart

In this case, B changes her talk by avoiding the previous topic.

## 3. Circumlocution

This is the strategy in which students describe or exemplify the target object or action. In this strategy, students' sentence becomes longer because they paraphrase their utterance.

For example: if a student does not know the word *corkscrew*, he/she replaces it by saying '*the thing that is used to open the bottle*'.

## 4. Approximation

In this strategy, students use an alternative term which expresses the meaning of the target lexical item as closely as possible. In this case, students usually use word which is less specific and may refer to something else.

For example: when the student wants to say '*sailboat*', he/she uses an alternative term '*ship*' which is more general to express the meaning of target lexical item.

5. Use of all purpose word

In this strategy, the students extend a general, empty lexical item to contexts where specific words are lacking.

For example: the overuse of *thing*, *stuff*, *what-do-you-call-it*, *thingie*.

6. Word coinage

This is the strategy in which the student creates a nonexisting L2 word based on a supposed rule. The words that are created are not stated in the dictionary, so the students create the words by themselves based on the supposed rule that they know.

For example: the student says '*vegetarianist*' for '*vegetarian*'. (The word *vegetarianist* is not stated in dictionary).

7. Prefabricated pattern



In this strategy, the learner uses memorized stock phrases, usually for “survival” purposes, where the morphological components are known to the learner. Brown (2007, p.139) said that these memorized chunks of language are often found in pocket bilingual phrase books, which list hundreds of sentences for various occasion.

For example: “how much does this cost?”, “where is the toilet?”, “I don’t speak English”.

8. Non linguistic signals

In this strategy, the students use non linguistic signal such as: Mime, gesture, facial expression, or sound imitation. This strategy can be identified easily if the observer use video recording.

For example: the student uses his hand and creates a circle to describe the word ‘*wheel*’.

9. Literal translation

In this strategy, the students translate literally a lexical item, idiom, compound word, or structure from L1 to L2.

For example: “musim semi” ----- “spring season”.

Spring itself actually means season.

10. Foreignizing

This is the strategy in which the students use a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix).

For example: a student pronoun “kran” as “kren”.

#### 11. Code switching

In this strategy, students use a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2. Brown (2007, p.139) said that learners in early stages of acquisition, however might code switch or use their native language to fill in missing knowledge whether the hearer know his naïve language or not. Sometimes the learner slips in just a word or two in hope that the hearer will get gist of what is being communicated.

For example: you can see *landak* in Surabaya Zoo

#### 12. Appeal for Help

In this strategy, the students ask for an aid from the interlocutor. When the students stuck for particular word or phrase, they might ask for help from others students or teacher. They might also ask help from bilingual dictionary. The ways of asking help can be directly, for example: by saying “what do you call ...?” or indirectly, for example: by using rising intonation, pauses, eye contact, and puzzled expression.

### 13. Stalling or time gaining strategies

In this strategy, students may use filling word to fill pause and to gain time to think. This strategy is not used to compensate for vocabulary deficiency but rather to help learners to gain more time to think and maintain their conversation with their interlocutor.

For example: *well, now let me see, uh, as a metter facts*

## 2.4. Related Studies

In this research there are some studies which have similarities and differences. Those studies give alot of contribution to writer; those by Menahern (2002), I Putu Prabu Astiluhur (2008), and Asa Moattarian (2012).

To support this research, the writer used the study done by Menahern (2002) entitled “A Study of Communication Strategies Used by Speaking III E students of English Department of Petra Christian University in Conversation”. The findings of this study revealed that the students did almost all types of communication strategies except paraphrasing. The writer found that most communication strategies used by the students are approximation strategies and combination of switching to native language and seek help. The writer chose this study as the related study because this study has similarity and difference to the study conducted by the writer. The similarity is that both Menahern and the writer analyse the types of communication strategies used by the students. The difference is that the writer used Brown’s theory while Menahern used littlewood theory. In this case, brown’s theory is more complete than Littlewood’s theory. Brown (2007) classifies communication strategies into

thirteen types, while Littlewood (1984) classified communication strategies into eight types. Moreover, the writer does not only focus on the type of communication strategies that are mostly used by the students but she also finds factors why students mostly use certain strategies when they communicate. In collecting the data, the writer used video recording while Menahern used audio recording. In the class, when the conversation began Menahern analyzed the non linguistic signals of the students by taking note the students' gesture while the writer analyzed gesture of the students by watching video recording of the activities in the class.

In addition, the writer also used the study done by Astiluhur (2008). The title of her study is "Repair and Communication Strategies of Native English Speakers and Non Native English Speakers Conversation in Kuta Bali Beach". Astiluhur (2008) stated that although communication strategies and repairs have different conceptual frameworks but both of them focused on the same phenomenon in communication as the practices of the process of negotiating meaning. The writer chose her study because it has similarities in observing communication strategies using Brown's theory (2007) which was adopted from Dornyei (1995). The difference of the writer's research and Astiluhur's study are the writer focused on types of communication strategies used by students of Surabaya Hotel School and factors which influenced them to use certain strategies, while Astiluhur focused on kinds of repairs used in the interaction between Balinese vendors and native English speakers and the relationship between repairs and communication strategies toward the interaction between Balinese vendors and the native English Speakers.

To support this research, the writer also used the study done by Moattarian (2012) entitled “Iranian EFL Learners’ Perception and Performance of Communication Strategies in Different Mediums of Communication”. The findings of this study are speaking students generally showed negative attitudes towards the use of CSs. However, they used them frequently in their performances. In addition, the first and the most important matter is that students are not aware of their frequent use of CSs which shows they are not aware of their language deficiencies or they may just resist accepting their deficiencies. Moattarian (2012) also said that using CSs, students will not feel any need to improve their knowledge of language, because they can keep communication channel open by the help of these strategies. The difference between the writer’s study and Moattarian’s is the focus. The writer focused on the types of communication strategies and the factors why the students tend to use certain strategies when they communicate. On the other hand, Moattarian focused on learners’ perception and performance of communication strategies in different mediums of communication either written or oral.

The related studies are very useful for the writer in accomplishing her research by stating different problems. In addition, the writer assumes that the related studies might help her in acquiring some references for the research. Those studies also gives inspirations in analyzing communication strategies, which make the writer interested in writing the thesis.