

II. LITERATURE REVIEW

2.1. Review of Related Literature

The writer tried to identify several points related to this research. There are some points that should be explained deeply. These includes concept of speaking, communication strategies, typology of communication strategies, EXCLUSIVE Learning, Task-Based Learning (TBL), and the previous researches related to communication strategies.

2.1.1. Speaking Ability

Bryne (1998) defines speaking as a two way process between speaker and listener and it involves the productive and receptive skill of understanding. It means that in the process of speaking, we try to communicate with each other and use one language to send our message to the second person.

Whenever people intend to learn to understand a spoken language, they use language by speaking the ideas, feeling, experience, and so on. Therefore, Lado (1961) says that speaking is described as an ability to converse or to express a sequence of idea fluently.

The use of the language is to express one self to be understood by the others. It is clear that speaking is a skill of how to transfer the message to the others to be

achieved. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the needs of life and socialization.

According to Canale and Swain (1980), there are four competences underlying the effectiveness of speaking:

1. Grammatical Competence

Grammatical competence is an umbrella concept that includes expertise in grammar (morphology, syntax), vocabulary, and mechanics (basic sound of letters and syllables), pronunciation of words, intonation, and stress. Grammatical competence enables speaker to use and understand the structure of English accurately and unhesitatingly, which contributes to their fluency.

2. Discourse Competence

Discourse competence is defined as the ability to understand and produce the range of spoken, written and visual texts that are characteristics of a language. This also includes the ability to convey information appropriately and coherently to those who are listening to, or viewing one's texts. Basically discourse competence is knowing how to interpret the larger content and how to construct longer stretches of language, so that the parts together make up a whole coherent unit.

3. Sociolinguistic Competence

Knowledge of language alone does not adequately for effective and appropriate use of the language. Speaker must have competence which involves knowing what is accepted socially and culturally.

4. Strategic Competence

Strategic competence is the way speakers manipulate language in order to meet communication goals (Rababah, 2003). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep the conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems.

Referring to the main topic of this study which is communication strategy, we also relate it to communicative competence. Based on the explanation proposed by Canale and Swain, it is clear that communication strategy is part of strategic competence because CS is a strategy used by people to overcome communication problems and achieve communication goal. It means that those people who have strategy in communication, unconsciously they have communicative competence because the communication strategy belongs to the sub competences of communicative competence which is strategic competence.

2.1.2. Communication Strategies

According to Tarone, Cohen, and Dumas (1983), communication strategy is 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.

Another perspective came from Corder (1983). He defines communication strategy as a systematic technique employed by a speaker to *express* his meaning when he faced some *difficulty*.

Furthermore, Tarone (1983) defines communication strategy as a mutual attempt of two *interlocutors* to agree on a meaning in situations where requisite meaning structures are not shared.

Other linguists who contributed in this field are Faerch and Kasper (1983). They see communication strategy as potentially *conscious* plans for solving what to an *individual* present itself as a *problem* in reaching a particular communicative goal.

Meanwhile, Bialystok (1990) states that communication strategy is the dynamic interaction of the components of language processing that balance each other in their level of involvement to meet task demands.

As well as other linguist, Poulishse (1990) defines communication strategies as strategies which a language user employs in order to achieve his intended meaning on becoming *aware of problems* arising during the planning phase of an utterance due to his own linguistic shortcomings.

Communication Strategy is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty (Corder, 1981, in Dornyei, 1995, p. 56). It can be in the form of using circumlocution, fillers, code switching, et cetera (Dornyei, 1995, p. 58). The types of CS will be discussed below.

2.1.3. Typology of Communication Strategies

There are several successful researchers that found several theories of the typology of communication strategies like Bialystok, Faerch and Kasper, Littlewood, Nijmen Group, Poulishse, and Tarone. There are some similarity and

also differences among their taxonomies. However, the most widely used taxonomy as a basis for subsequent study of communication strategies is Tarone's. However, the more developed taxonomy was proposed by Dornyei (1995). It categorizes the communication strategies as avoidance or reduction strategy, compensatory or achievement strategy, and time gaining strategy. The explanation is as follows:

1. Avoidance or Reduction Strategies

- **Message Abandonment:** the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up. For example: a learner says "he took the wrong way in mm..." (He/she does not continue his/her utterance).
- **Topic Avoidance:** the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons. For example: a learner avoids saying certain words or sentence because he/she does not know the English terms or forget the English terms.

2. Achievement or compensatory strategies

- **Literal translation:** the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2. For example: *do not enter sign* for *no entry sign*.
- **Borrowing or code switching;** the learners use an L1 word or phrase with an L1 pronunciation while speaking in L2. For example: if a learner does not know the word *baki*, he/she will say 'baki' with L2 pronunciation.
- **Foreignizing:** the learners utilize an L1 word or phrase by morphologically

or phonologically adjusting it to an L2 word. For example: a learner does not know the word *tap*, he/she uses the L1 word, that is *kran* but with L2 pronunciation, so he/she says *kren*.

- **Approximation or Generalization:** the learners employ an L2 word which is semantically in common with the targeted lexical item. For example: *ship* for *sail boat*; *pipe* for *water pipe*.
- **Word coinage:** the learners coin a non-existing L2 word by overgeneralization. For example: *vegetarianist* for *vegetarian*. (*vegetarianist* is not stated in the dictionary).
- **Circumlocution:** the learners describe or exemplify the action or object instead of using the right L2 structure or item. For example: if a learner does not know the word *corkscrew*, he/she replaces it by saying '*the thing that you use to open the bottle*'.
- **Use of all-purpose words:** the learners use a general word to fill the vocabulary gaps. For example: the overuse of the words *thing*, *stuff*, *make*, *do*, *what-do-youcall- it*, *what-is-it*.
- **Appeals for assistance:** the learners turn to partners for assistance directly (e.g. Do you understand? Can you speak more slowly? What do you call?) and indirectly (e.g. Rising intonation, pause, eye contact, puzzled expression).
- **Nonlinguistic signals:** mime, gesture, facial expression, and sound imitation. For example: a learner uses his/her hands and acts like flying to refer to *birds*.

3. Stealing or time-gaining strategies: the learners employ such hesitation devices as fillers or gambits to gain time to think. For example: *well*, *as a matter of fact*, *now let me see*, *I think*, *you know*, *you see*, *um*, *mm*, *ah*, *sort of*, *OK*, *right*,

really.

Since Dornyei's taxonomy is a more developed theory, the researcher used it to analyze and categorize communication strategies in EXCLUSIVE and TBL-based activities.

2.1.4. EXCLUSIVE Learning

Abdurrahman (2012) states that in metacognitive-based EXCLUSIVE learning, teacher plays a role as facilitator that provides learning sources, motivates students to enhance problem solving skills through metacognitive problems, gives rewards, and assists students to optimally construct the knowledge. Through EXCLUSIVE Learning, there will be classroom interactions involving students, teacher, and also learning sources. The main points of this model of learning are implementation of cognitive strategy, control, and evaluation of students' learning through feedback interactions. The syntax of the learning is as follows:

- Phase 1 : Exploring

After conducting apperception of the theme that is going to be discussed, the students will be put into groups. Each group has to seek informations regarding to the assigned theme and they have to make sure that the members understand the information well.

- Phase 2: Clustering

When the time for the students to find the informations is over, students, assisted by teacher, will list the similarity of the informations found from the first phase to

establish cluster of information. Then the students will be put into new groups to do further comprehension of it.

- *Phase 3 : Simulating*

In simulating phase, the students will do the simulation of understanding, realization, and awareness of the theme.

- *Phase 4 : Valuing*

The students will then internalize the values taken from the discussion and simulation that will lead them to implement them in real life situations.

- *Phase 5 : Evaluating*

The last step is evaluating the overall learning process so that the students will do better in the next discussion. The evaluation will be delivered in L1 to make students really understand what correction they should do for the betterment.

It was proven on the research of Abdurrahman that this model can enhance students' speaking skill. Therefore, the writer would try to find out the types and prevalence of communication strategies that occurred while the activity is conducted they were used in EXCLUSIVE learning.

2.1.5. Task-Based Learning

In this model, learning is developed through performing a series of activities as steps towards successful task realization (Malihah, 2010). By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. Willis (1996) broke the task completion into

three sections: *pre-task*, *task cycle*, and *language focus*. The elaboration is as follows:

1. *Pre-task*

In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs, although, in “pure” task-based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. The instructor may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

2. *Task Phase*

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher’s role is typically limited to one of an observer or counselor—thus the reason for it being a more student-centered methodology.

a. Planning: Having completed the task, the students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students.

b. Report: The students then present this information to the rest of the class in English. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.

3. *Language Focus*

In focusing the language produced by students, the teachers will create two stages:

a. Analysis: Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.

b. Practice: The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language.

Within the sections above, learners will complete the task through preparation where in this case they will reduce their troubled feeling in mind or anxiety. They have more time to think how to complete the task in their best way. It is then expected that learners will not be nervous and full of tension in performing their speaking ability. Learners will not be afraid of making mistakes on the series of complicated rules which is very probable to pressure them in performing their speaking ability.

2.2. **Review of Related Research**

Communication strategy is an interesting topic to be investigated. It is due to the fact that people need communication to interact with others. Moreover, people also need some strategies while they are communicating in order to make their interlocutor understand about what they mean. Therefore, this study has been widely developed by some previous researchers. For example, Bialystok (1990),

who analyzed communication strategies for second language use; and Dornyei (1995) outlines an explicit classification of communication strategies.

Another research has been conducted by Yenny (2006). The research is about communication strategies employed by Indonesian English learners based on the length of studies. She finds that there are ten types of communication strategies used by students who have studied English for 6-8 years and there are nine types of communication strategies used by students who have studied English for 9-11 years. So, conclusion can be made for the two different facts. Overall, the writer finds that actually the length time of studies influences the use of communication strategies. So, this different background of exposure to English may result in the one of their choice of the types of communication strategies.

Wei (2011) has investigated Chinese Learners' Communication Strategies. The result shows that Chinese students use reduction strategies more often than others. Students with low language proficiency, tend to use reduction strategy more often. However, students with low language proficiency have no define answer on whether to approve the role reduction strategies play in improving oral communicative competence, while students with high language proficiency tend to hold a negative attitude. Besides, Chinese students seldom use achievement strategies. However, they tend to approve the positive role it plays in improving oral communicative competence.

Furthermore, she notes some factors affecting Chinese students' achievement strategies include: firstly, the degree to which learners understand the significance of achievement strategy in language learning, secondly, the degree to which

learners understand the significance of achievement strategy in language communication, thirdly, the attitude towards language learning, and lastly, the cultural differences. There are many factors affecting the use of communication strategies, such as: a learner's level of language proficiency, learner's personality, learner's communicative experience, learner's attitude towards a particular strategy, nature of task, problem source, and communication situations.

Rodriguez and Roux (2012) investigated the use of communication strategies in the beginner Spanish classroom. The results indicated that class size, seating arrangements, and learning activity types were also some of the factors that influenced the communication strategies used.

2.3. Theoretical Assumptions

In another experiment, Lam (2006) examined the impact of CS instruction in Hong Kong. Control and experimental groups received oral lessons. However, in addition to normal instruction, the experimental group received explicit training in strategies of resourcing, paraphrasing, repetition, fillers, self-correction, asking for clarification, and asking for confirmation. The results indicated that the experimental group outperformed the control group on the group discussion tasks. It was found that treatment had a positive impact on raising the awareness of the learners with respect to the range of communication strategies.

Lam's (2006) study confirms the results of a study by Nakatani (2005) on the value of awareness raising on strategy use in oral communication. Nakatani provided some evidence that CS training can improve learners' performance on

proficiency tests. In the study, the control group took a course in oral communication. Besides the course, the experimental group received metacognitive training focused on CSs. The analysis of the scores on the oral proficiency test at the end of the course showed that the experimental group had significantly improved their performance. No significant improvement was observed for the control group. Nakatani concluded that “The lack of a significant improvement in the control group indicates that simply offering students communication practice was not sufficient to develop their speaking ability” (p. 83).

Some previous studies above prove that CS has been widely developed, while the case of factors affecting the use of CS, including communication situation, has been analyzed. If research on the teachability of CSs has offered no firm conclusions, further research is needed to shed light on the effectiveness of teaching CSs. The mixed findings of the previous research may be partly due to the fact that there are many confounding factors affecting strategy use and that not all of these factors can be controlled in any single study.

What makes conclusions difficult is the design of these studies and the type of tasks used; previous studies have not examined the effect of specific task type on CS use. This is echoed by Rossiter (2003) who observed that although CS training has a significant effect on students’ performance, the students use more CSs in the object description tasks than in the narrative tasks. Therefore, he suggested that different tasks elicit different CSs and multiple task types should be used in communicative classes.

Based on Rossiter's suggestions, the researcher considered to conduct research of CSs analysis in different types of task. The research was done in order to find out what types of CSs and their prevalence of Indonesian ELT learners in two types of classroom task. The first class was conducted based on EXCLUSIVE learning principles and the second one was based on TBL's. The researcher assumed that there would be difference of CSs types and their prevalence in EXCLUSIVE and TBL-based tasks.

2.4. Prediction of Communication Strategies Applied by Learners

The researcher predicted that the communication strategies would occur in both University ELT subject-matter classes: class taught using EXCLUSIVE and class taught using Task-Based Learning. The communication strategies would occur more frequently during the Task (in Task-Based class) and Simulation (in EXCLUSIVE-based class) stages compared to other stages. The three communication strategies that occur most often in both EXCLUSIVE and TBL-based tasks would be time-gaining strategies, code switching, and appeal for help. The reason was because both tasks require learners' analytical and critical thinking to deliver their perception of given theme or case in front of the class. Time-gaining strategy or fillers would be needed in order to make the oral task run smoothly because learners might take some times to analyze the theme on their mind using Bahasa Indonesia while they had to deliver it in English. It was also possible that learners would not be able to concentrate well to analyze the theme. Therefore, they would probably use the hesitation device such as *well*, *umm*, *uh*, and so on.

Code switching might be the second most used since learners' may feel overwhelmed to deliver their ideas in English due to difficult English vocabularies. Thus, they would switch to Bahasa to 'play safe' i.e. they will say '*satu juta dua ratus ribu*' instead of 'one million and two hundred thousand rupiah'.

The third most used might be appeal for help. This might happen when learners' want to express the English words they forget in English yet still do not want to switch them to Bahasa Indonesia. While they think about the words, they might utter 'what is it called' or '*apa namanya*' to audience.