

II. FRAME OF THEORIES

2.1 Communication Strategies in Language Learning

During the past two decades, numerous Second Language Acquisition (SLA) researchers such Bialystok (1995), Dorney and Scott (1997), Cohen (1998) have argued for the effectiveness of learners strategies for learning and using a language. It is also believed that learners can improve communicative proficiency by developing an ability to use specific communication strategy which enables them to compensate for their target language deficiency. As stated by Yufrizal (2007:126) communication strategies are tactics used by non- fluent learners during L2 interaction, in order to overcome specific communicative problem

The use of communication strategies has been investigated using Faérch and Kasper's (1980) psycholinguistic perspective and Tarone's (1980) interactional view. In Faérch and Kasper's (1980; 1983; 1984) psychological problem-solving framework, communication strategies are used by the speakers to solve their communicative problems when there are insufficient linguistic resources. For example, speakers may describe the characteristics of an object when they do not know or cannot remember the name of the object or they may restructure the utterances when they cannot continue with the

initial syntactical structure. The focus of these strategies is on the speaker's use of the communication strategies to address a gap in communication task.

On the other hand, Tarone's (1980; 1981) interactional view focuses more on the joint negotiation of meaning between the interactants, suggesting that speakers are making conscious decisions based on their communicative intent, and communication strategies come into play when expressions are not available to one or both speakers in a conversation. For instance, when the speakers have difficulty expressing the intended meaning, they may appeal for assistance or when listeners sense that their interlocutors have problems continuing with the discourse, they may offer help by filling in the gap.

2.2 Oral Communication Strategies

There are many studies about language learning strategies and communication strategies but there has been little attention paid to examine accurately how learners use strategies when interacting with their communication peers in actual English as a foreign language (EFL) classroom and there is no study that deals with a reliable and valid strategies inventory for communication task. Those problems become a background for Nakatani (2007) to develop a questionnaire for statistical analysis. In order to avoid terms that might exacerbate the above confusion regarding taxonomies, Nakatani used the term Oral Communication Strategy. Oral communication strategies specifically focus on strategic behaviors that learners use when facing communication problem during interactional tasks.

Oral communication Strategies consists of two skills namely speaking skill and listening skill. There are fifteen factors; eight factors for copying speaking problem and seven factors for copying listening problem; but in this research the writer only focus on speaking skill.

2.3 Factors for Copying Speaking Strategies

Oral communication strategies consist of eight factors, they are as follow:

2.3.1 Socio Affective Strategies

In order to communicate smoothly, these learners try to control their own anxiety and enjoy the process of oral communication. They are willing to encourage themselves to use English and to risk making mistakes. They also behave socially in such a way as to give a good impression and avoid silence during interaction. Therefore, this factor can be labeled *social affective strategies*. The taxonomy is consistent with O'Malley and Chamot's (1990) identification of social/affective strategies in their interview study because EFL learners tend to have little experience speaking English in authentic interactional contexts, managing their feelings during oral communication is an important issue.

2.3.2 Fluency Oriented

The second factor was related to fluency of communication. These students pay attention to the rhythm, intonation, pronunciation, and clarity of their speech to improve the listener's comprehension. They also consider their

speaking context and take their time in order not to send inappropriate messages to their interlocutors. Hence, Factor 2 can be called *fluency-oriented strategies*.

2.3.3 Negotiation for Meaning while Speaking

Factor number three related to the participants' attempts to negotiate with their interlocutors. In order to maintain their interaction and avoid a communication break down, interlocutors are expected to conduct modified interaction. These speaker need to check listeners' understanding of their intentions. For example, they sometimes repeat their speech and give example of terms until the listener is able to figure out their intended meaning. They also pay attention to the reaction of their interlocutor to see whether they can understand each other. Accordingly, this factor can be referred to as *negotiation for meaning while speaking strategies*. These are active strategies for negotiation of meaning, which are regarded as important skills to improve foreign language ability according to SLA research (e.g., Nakahama, Tyler, & Lier, 2001; Pica, 1996).

2.3.4 Accuracy-Oriented Strategies

Factor fourth was concerned with a desire to speak English accurately. These learners pay attention to forms of their speech and seek grammatical accuracy by self-correcting when they notice their mistakes. They want to speak appropriately like a native English speaker even though this is not an easy goal. In Politzer's (1983) questionnaire study, his students reported

using strategies similar to those found in the current study. Being conscious of accuracy in speech seems to be another essential strategy for developing communication ability in a foreign language. This factor can be named *accuracy-oriented strategies*.

2.3.5 Message Reduction and Alteration Strategies

Factor fifth represented strategies that these learners use to avoid a communication breakdown by reducing an original message, simplifying their utterances, or using similar expressions that they can use confidently. As Bialystok (1990) reported, foreign language learners tend to use familiar words and avoid taking risks by using new or unfamiliar words, even though they sometimes realize that the utterance is far from their communication goal. This factor can be labeled *message reduction and alteration strategies*.

2.3.6 Nonverbal Strategies while Speaking

Factor 6 received loadings from two variables concerned with nonverbal strategies to achieve communication goals. When speaking English, these learners can use eye contact in order to attract the attention of their listener. They use gestures or facial expressions to give hints and help the listener guess what they want to say. These strategies can be termed *nonverbal strategies while speaking*.

2.3.7 Message Abandonment Strategies

Items in factor 7 were associated with message abandonment by learners in communication. When these EFL learners face difficulties executing their original verbal plan, they tend to give up their attempt to communicate, leave the message unfinished, or seek help from others to continue the conversation. These strategies are common among low-proficiency level speakers of a foreign language. Such learners lack strategic competence and have no choice but to end the interaction. As researchers (Dörnyei & Scott, 1997; Faerch & Kasper, 1983) claimed, these are negative strategies for mutual understanding and can be labeled *messagabandonment strategies*.

2.3.8 Attempt to Think in English Strategies

Finally, Factor 8 received loadings; it is useful for learners to think as much as possible in the foreign language during actual communication. Oral communication usually requires a quick response to interlocutors; these learners showed a tendency to think in English, and they showed a negative attitude toward thinking in their native language and then constructing the English sentence. It therefore seems reasonable to label Factor 8 *attempt to think in English strategies*.

2.4 Notion of Speaking

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. The students often need to be able

to speak with confidence in order to carry out many of their most basic transactions (Bygate, 1987:1). O'Malley and Pierce (1996) as quoted by Hughes (2002:74) state that speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener.

Lado (1977:240) states that speaking is described as ability to converse or to express sequence of ideas fluently. It means that through speaking someone can express the idea in his mind to others people. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. When we speak, we produce spoken language to someone, and the spoken message in here is our idea, thought, and feeling that we want to share with others.

Byrne (1984:8) says speaking or oral communication is two-way process between speaker and listener; it also involves productive and receptive skills. It means that the listener will receive and try to understand the speaker's message. So it is important for us to communicate with other to send our message (idea, thought, feeling, etc), In addition, Florez (1999) as cited by Bailey (2005:2) asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Valette (1983:120) also states that at functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language. Actually, speaking activity happens for many reasons, one of the them is for communication need, as

Doff (1987) says that very often people talk in order to tell people things that they do not know, or to find things out from other people. We can say that there is information gap between them. In this case, the conversation helps to close this gap so that both speaker and listener have the same information.

2.5. Hypothesis

In line with the frame of theories above, the hypothesis is accordingly formulated as follow:

“There is a significant difference in communication strategies between the students with different levels of speaking”.