

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **1. Notion of Communication Strategies**

The study from Dörnyei and Scott (1997) viewed that communication strategies are considered as the verbal and non-verbal devices in order to overcome the gap occurred during communication and eventually reach the communication purpose. Faerch and Kasper (1983) claimed that communication strategies are potentially conscious plans to unravel what barriers the communication that is aimed to reach a particular communicative purpose. Tarone (1977) supported this view by defining that individuals use conscious communication strategies to tackle the crisis occurred every time each individual distresses in conveying thought. Build upon the conceptualization, communication strategies are involved in language production problems which happen at the planning stage, specifically as restoration, become the different solving tool in negotiating meaning in communication (Yule and Tarone, 1991).

#### **2. Communication Strategies in EFL Classroom**

The ability to communicate becomes a fundamental asset in foreign language learning due to the important function in communicating. People are assisted by communication to effectively send and receive messages and to negotiate meaning (Hua, et al., 2012). In some cases regarding communication barriers, some researches have discussed the

cause when the individuals face difficulties in communicating such as Ahmed and Pawar (2018) stated that communication strategies can achieve communicative competence that means having ‘a competence to communicate’. This competence can be oral term. It is a specific term that refers to dig knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. English Language Teaching (ELT) in Indonesian context has the objective of teaching English that is developing the students’ communicative competence, to have the students get the considerable capacity to excel communication no matter how the situation is (Sukirlan, 2014). Tony (2006) found that communication strategies was applied by student due to lack knowledge of target language. Besides, the Chinese EFL students, on the other hand, also have problem when they communicate in English according to Walker (1996), their communicative behaviour is influenced by cultural aspects such as harmony, social hierarchy, and compliance. Harmony means harmony between the two parties and agreeing to their differences, social hierarchy means the social degree that exists between the two parties that influences the ongoing communication process, and compliance is the harmony of communicating with existing laws or standards. Link with Zhu (2008) stated that norms and strategies in communication that are determined or influenced by cultural. Indeed, there has been very little attention

paid to the ways of solving this problem or solving the importance of the development of EFL students' strategic competence to solve their communication problems. It makes communication strategies come out as the way of communication to deliver the information more productive and effective.

Besides, Williams and Burden (2000) define communication strategies as ways to deal with communication difficulties due to inadequate knowledge of language. At this point, communication strategies (CSs) expand learners' communication. Similarly, Şener and Balkır (2013) state the importance of CSs as how it enhances learning motivation when CSs are used to align students' knowledge and communicative intent, students have a bridge to achieve successful communication. Zhao and Intaraprasert (2013) emphasized, again, that communication strategies refer to the ability that EFL students apply to deal with oral communication problems caused by the lack of linguistic communication knowledge. It is veritable that using communication strategies assists the speaker overcome difficulties when delivering messages and letting communication keeps on stable (Aziz et al., 2018).

### **3. Taxonomy of Communication Strategies**

Tarone (1984) explained the whole definition of communication strategies and also inserted the taxonomy. The researchers have attempted to conceptualize "communication strategies" from different

perspective. These taxonomy becomes the influential approach in conceptualization literature. It is because several studies used the taxonomy such as Tony (2006), and Aziz et al., (2018)

a. Avoidance

1. Topic avoidance

The students try to avoid the concepts that the structure of the target language is unknown.

2. Message abandonment

The students starts talking about the direction of the conversation but cannot continue and stops in the middle of the utterance.

b. Paraphrase

1. Approximation

The students use items or other vocabulary structures which have similar meanings, for example ship instead of sailboat.

2. Word coinage

The students make the new word or phrase, for example airball instead of balloon.

3. Circumlocution

Based on Taron (1984) explained that the learner describes the properties of the object or action instead of using the appropriate target language item or structure (e.g., “It’s oval and shiny,” “She is, uh smoking something...that’s Persian.”).

c. Borrowing

1. Literal translation

The learner translates word by word, for example he put his legs on his back instead of he was in a great hurry.

2. Language mix

The learner uses the native language term without bothering to translate, for example I cannot sleep *sepanjang* day.

d. Appeal for assistance

The learner asks the learner for the correct term or vocabulary, for example what is this? Or what is it called?

e. Mime

The student use nonverbal communication, for example clapping two hands for describing applause.

**(Houston, p.4-5, 2006)**