Chapter Two

Literature Review

This chapter discusses review of the related literature to the topic of the study, namely communication strategies used in teaching- learning in an English classroom. This chapter will aslo discuss review of the previous studies.

Communication Strategies

Here are some definition about communication strategies. Ellis (1997) says that communication strategies are ways to make conversation go on because every learner in a second language actually has a problem in saying what they want to say because of their inadequate knowledge.

Communication strategies have typically three functions from different perspectives (Celce-Murcia et al, 1995). They are (1) psycholinguistic perspective—communication strategies are verbal plans used by the speaker to overcome problems in planning and execution stages of reaching a communication goal; (2) interactional perspective—communication strategies involve appeals for help as well as cooperative problem solving behaviours which occur after some problems have surfaced during communication; and (3) communication continuity or maintenance perspective—communication strategies are a means of keeping communication channel open in the face of communication strategies.

Celce-Murcia, et al (1995)suggest five groups communication strategies. The following is an explanation for showing the groups of communication strategies according to those linguists:

Avoidance Strategies; a) Message replacement:Replacing a topic with the new one in order to avoid communication breakdown. b)Topic avoidance:Avoiding topic areas or concepts that pose language difficulties.This strategy can be seen in saying pretending not to understand or changing the topic. c) Message abandonment: Communication strategy that is used by speakers when they stumble into a topic which is too difficult and simply give up and go on to another.

Achievement or Compensatory Strategies; a) Circumlocution:Describing or exemplifying the target object. This strategy can be seen in saying —*the thing you put your money in* when it is meant to say *wallet.* Uttering —*what you use to wipe your hands clean* for *towel*is also another example for this strategy. *b)* Restructuring:An effort to reconstruct sentences without changing the message that speakers want to convey.c) Word coinage:making a new word.This strategy can be seen in saying*vegetarianist* for *vegetarian, airball* for *balloon,* and *ice cabinet* (or *ice box*) for *freezer.* d) Nonverbal signals:mime, gestures, facial expressions, or sound imitation. This strategy can be seen in saying clapping one's hands to illustrate applause and raising eyebrows to shownon-understanding.

e) Literal translation:Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.This strategy can be seen in saying(from Tagalog to

English) "Suntok sa buwan" is literally translated as "A punch to the moon". "She *fell* because she hada fever" to mean "She *collapsed* because she had a fever".

f)Foreignizing:using a naïve word by adjusting it to the second-language phonology (i.e., with the second language   pronounciation) and/or morphology (e.g., adding it a second language suffix).This strategy can be seen in saying*"shiros"* used by some Japanese-Americans to refer to *"white"* because the Japanese for the colour white is "shiro". g)   Code switching or language switching:Using native language term, without bothering to translate in a second language sentence.This strategy can be seen in saying**"**I went to buy shoes but I found that *saya tidak punya uang lagi* (I had no more money)!" .**"**My puppy is so *kawaii* (cute), I want to hug it".

Stalling or Time Gaining Strategies; a)   Fillers, hesitation devices, and gambits.This strategy can be seen in sayinguh (er), as a matter of fact, well and actually. b)Self and other-repetition:Repetition of self or other participant. It is happened when speakers know about L2 items, but they need time to recall the items from the memory.This strategy can be seen in sayingYou know actually, *me...me...e..*

Self-monitoring Strategies; a) Self-initiated repair.This strategy can be seen in saying I mean and I think...b) Self-rephrasing:Over elaboration. This strategy can be seen in saying This is for students...pupils...when you're at school.

Interactional Strategies; a) Appeals for help: Speaker asks addressee to help in recalling L2 item so that he/she will still use the L2 item.This strategy can be seen in sayingBut they just like a...*you know what is it*? hand dancing

(indirect). b) Meaning negotiation:Strategy that is used by speaker in delivering meanings with other participants during a conversation. This strategy can be seen in saying huh? and See?

Review of the Previous Studies

Many researchers have done the studies about communication strategies. The following studies have been reviewed in relation to the present study. One of the studies was conducted byThipakorn (2009). Thipakorn conducted a research about communication strategies. Thipakorn wanted to find out the communication strategies used by M.3 English Program students in Attarkiah Islamiah School and whether their use differs significantly according to their English language proficiency and task. The subjects were 20 students whose average grades of four English subjects over two years from M.1 to M.2 were used as a criterion to divide them into high and low proficiency groups. Role play and definition formulation tasks were used to elicit communication strategies employed by each student which were calculated as percentages and the results were compared by t-tests.

The result showed that all students used compensatory strategies more frequently than avoidance strategies. The students also used intra-actional strategies more frequently than interactional strategies.This indicates that most students preferred using their own resources, rather than appealing for or giving assistance. In addition, there were significant differences between the use of communication strategies by the high and low proficiency students and between

the students' use of communication strategies in the role play and proficiency students used significantly fewer avoidance strategies and used both intra-actional strategies and interactional strategies significantly more frequently than the low proficiency students.

Another previous study was conducted by Ikawati (2011). She conducted a research about communication strategies employed by accelerated class Students of SMA Negeri 8 Malang. In the study, she used a small group discussion. In her study, Tasrikha used the twelfth types communication strategies of Dornyei. The findings of the study showed that the students employed ten out of twelve Dornyei's Classification of Communication Strategy (1995). The two strategies which are not employed by the students are Circumlocution and Word Coinage. However, there are also other communicationstrategies employed by students which do not belong to Dornyei's Classification of Communication Strategy (1995) i.e: Repetition Strategy, Trial/Self-Correction Strategy, and Combination of Some Strategies.

In 2013, Setyawan conducted a research a tittle "Communication stratedies of non-native speaker to native-speaker conversation in an english conservation". The result showedthat the non-native speaker almost used all communication strategies in the conversation. It is because non-native speaker does not have enough language skill to communicate with foreigner. It means communication strategies can help her to face communication problems.

The similarity of the previous studies with this study is analyzing communication strategies and which type of communication strategies is mostly

used. There are some differences found between the previous studies and this study. Most of the previous studies talked about communication strategies used by the students, and some of the previous studies used communication strategies classification proposed by Doryei. This study will analyze communication strategies used by an English teacher using theory of communication strategies proposed by Celce-Murcia, et al (1995).

In general, the classification of communication strategies proposed by Doryei and Celce-Murcia are merely the same. But if we look deeply, the communication strategies proposed by Celce-Murcia are more detaile. Doryei only classified into twelfth types of communication strategies. While Celce-Murcia classified the strategies into five components of strategic competence, which each components consists of some communication strategies. The communication strategies which we can not find in Doryei's types are; message replacement, restructuring, self and other repetition, self-initiated repair, self-rephrasing, and meaning negotiation.

Conceptual Framework

      This research uses descriptive qualitative approach in which the researcher focuses focus on communication strategies used and which is dominantly used by the English teacher in interacting with her tenth graders of an international school in Yogyakarta.

To analyze the communication strategies, the researcher uses Celce-Murcia, et al (1995) categories as a framework to work out how teacher and students conduct their conversations during an English class.

In order to make the easy reading of the communication strategies used in teacher talk and her students, shemakes a data card.