

CHAPTER II

REVIEW OF RELATED LITERATURE

The following chapter reviews some literatures which are related to communication strategies that use by second semester students of English department of STAIN Kediri when they make conversations with their friends in the class. The related literatures are divided into several topics. Those are speaking, problem of speaking, communication strategies and the last communication strategy's categories.

A. Speaking

Speaking divides into three kinds. They are the nature of speaking, the definition of speaking and component of speaking.

1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social

interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Brown and Yule (1983), adopted by Nunan, differentiate the spoken language and written language. They pointed out,

For most of its history, language teaching has been concerned with the teaching of written language. This language is characterized by well – formed sentences which are integrated into highly structured paragraph. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation.¹

From that statement above, it can be conclude that the nature of speaking is how to say something in words and sentences only. The sentences can be understood based on the pronunciation and context and the important thing is that the structure is ignored, as this is the main differences between written and spoken language.

Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The

¹ Dand, Nunan, *Designing Task for the Communicative Classroom*, Newyork: Cambridge Language Teaching Library, 1992.26

former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. Skills in knowing about and negotiating purposes for conversations
- j. Using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-

down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

- a. Produce chunks of language of different lengths.
- b. Orally produces differences among the English phonemes and allophonic variants.
- c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

- h. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to the situation, participants and goals.
- m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or

to get knowledge and information from other people in the whole life situation.

In other hands, speaking is very useful in holding interaction with others and it is used in delivering information to each other. So that way, the communication runs well and gives a desired result.

2. The Definition of Speaking

The definition of speaking is an ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling.²

According to the Longman dictionary of contemporary English, "Speaking is defined as to express thoughts aloud, use the voice, further, this definition can be explained through the word express and aloud".³ Still taken from Longman dictionary, "Express means show feeling, opinion, fact in words or in some other ways".⁴ While aloud is defined as a voice that may be heard.⁵

In addition, those definitions are supported by the dictionary of the English language to define speak as also to convey thoughts, opinions or emotions orally; to express loud.

² Taringan, *Berbicara sebagai Suatu Ketrampilan Berbahasa* (Bandung: Angkasa, 1981), 15 p.15

³ Sir Randolph Quirk, *Longman Dictionary of Contemporary English*, London: Longman, 1981.111

⁴ *Ibid* 356

⁵ *Ibid* 26

According to the statement above, speaking is showing or saying feeling, opinion, idea or what is in mind, news or what is known into words and sentences in order to be heard by someone else. It can also be said that speaking is way for one to extend what they know to the others to get any responses.

3. The Component of Speaking

Every language skill must have language components, including speaking. Underhill stated the components of language proficiency especially speaking in his book entitled "Testing Spoken Language" is grammar, vocabulary, pronunciation including intonation and stress, fluency and the last is content.⁶

B. Problem of speaking

Problem of speaking are condition where the students find the difficulty and encounters the obstacles.⁷ This problem is caused by condition which is unable to reach or fail in the problem solving. The human or the speaker get problem when the speaker tries to speak and explore their idea because a speaker should think idea to express while there are many aspects should consider such a vocabulary, grammar, and situation. As we know that speaking is difficult construct to define. It is not only indicating from textual aspect (structure, pronunciation, intonation, stress, and vocabulary). [Structure deals the ability to

⁶ Nic Underhill, *Testing Spoken Language*. (London: Cambridge University Press, 1987)96 p.16

⁷ Edward D. Allen and Rebecca M. Vallete, *modern language testing*. (Boston: Harcourt Brace Javanovich Publisher, 1977) P. 128

make grammatically correct sentences], but also it is indicated from the contextual aspects (aspect motivation and moods). It can be divided into the following:

1. Accuracy is the student's ability to produce correct sentences using correct grammatical and vocabulary.
2. Fluency is the ability which, speakers use the language quickly and confidently.

Confidence is student's feeling that they believe that they are capable to speak English. Confidence maybe makes the students more optimistic to speak English without they think that they speak better or not.⁸

There are some problems with speaking activities as follows:⁹

- Inhibition

Unlike reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracting.

- Nothing to say

Learners complain that they cannot think of anything to say, they have no motive to express their selves beyond the guilty feeling that they should be speaking.

⁸ Jill Hadfield and Chrsless Hadfield, *Introduction Teaching English* (New York: Oxford University Press, 2008), P. 106

⁹ Penny Ur, *A course In Language Teaching Practice and Theory* : (USA : Cambridge, 1996), P. 121

- Low or uneven participation

Only one participant can talk at time if he or she is to be heard and in a large group this means that each one will have only very little talk time. This problem compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- Mother-tongue use

In classes where all or a number of the learners share the mother tongue, they may tend to use it because it is easier, because it is easier, because it feels unnatural to speak to one another in foreign language because they feel less exposed if they are speaking in their mother tongue. If they are talking in small groups, they are difficult to get some classes-particularly the less disciplined or motivated ones- to keep to the target language.

There are some tips to solve the problems of speaking, they are:¹⁰

1. Use group work

This increases the sheer amount of students to talk going on in a limited period and lowers the inhibition of students who are unwilling to speak in front of the class.

2. Base the activity on easy language

In general, the level of language needed for a discussion should in the same class, it should be easily recalled and produced by the participants, so

¹⁰ Penny Ur, 1996. *A Course in Language Teaching* (Cambridge: Sydney Press), 121-122

that the students can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity start.

3. Makes careful choice of topic and task of stimulate interest.

The whole, the clearer the purpose of the discussion the more motivated participants will be.

4. Give some instruction or training in discussion skill.

The task based on the group discussion then instruction about participation when the introducing it.

5. Keep students speaking the target language.

Teacher might appoint one the group as monitor whose job is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep it.

According to Abdul Chaer other problem of speaking is environment. Language environment is important for the student to study about new language for example English Language. If the student stays in English environment or in English community it will be easier for the student to study English or speak English fast.¹¹

The second are types of problems in method of language teaching. Method is a set prescription as to what teacher and learners should do in the classroom. The teacher's job is to make his or her teaching style as well as the learner's teach style match the method.¹²

¹¹ Abdul Chaer, *Psikolinguistik Kajian Teorik*: (Jakarta, Pt Rineka Cipta, 2009), P 257-258

¹² Sarine Anivan, *Language Teaching Methodology for The Nineties*. (Singapore: Seaneo regional Language Centre, 1990), P 2.

The third are types of problems in motivation. Motivation is probably the most often used catch-all term for explaining the success or failure or virtually any complex task. It is easy in second language learning to claim that a learner will be successful with the proper motivation.¹³

The last are types of problem in confidence. It could easily be claimed that no successful cognitive or effective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Hence, the students who have lack of confidence, they feel that they do not have an ability to speak English.¹⁴

C. Communication Strategies

Communication strategies are a vital part of native speakers. In interaction when speakers transfer meaning and express their feeling, sometimes, they get stuck in the middle of utterances and misunderstanding can always occur, even if the speakers learn grammar, vocabulary and some useful expressions for conversation and even though they have tried to use the media communication properly to compensate the unknown words, there is still something missing; a lack of communication strategies. Speakers need to learn how to restore face to face conversation when they meet communication breakdown in their conversations. In real life, when the speakers make conversation, they often misunderstand each other, interrupt, hesitate, and get distracted by other

¹³ H Douglas Brown, *Principles of Language Learning and Teaching*. (San Francisco State University, Prentice Hall Regents, Inc. 1987), P. 114

¹⁴ *Ibid*, P. 101

speakers or by things they see and hear so pause and long silences may occur in their conversation. They react and communicate not only through words, but also through facial expression, gesture, and non-verbal sounds (such as mmm, hm, eer, oh, etc). The statements above suggest that in interaction, both participants should have ability in language to convey meaning, idea, feeling clearly, to form mutual intelligibility.

Due to the fact that they do not always have all the competence, they try to find a way or strategy that can be used to express what they have in mind concerning the particular topic. This kind of strategy is called communication strategy.

Communication strategy is one of the components of communicative competence. Communication strategies used by a learner to promote and continue communication with others rather than abandon it. They are strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the language.

According Bialystok, there are cities four definitions relating to the strategies of second-language learners:

1. A systematic technique employed by a speaker to express his ideas when faced with some difficulty (Corder, 1977)
2. A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980)

3. Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983)
4. Techniques of coping with difficulties in communicating in an imperfectly known second-language (Stren, 1983).¹⁵

All the above definitions reveal the same purpose of communication strategies, namely, to solve a communication problem that has emerged by applying some kinds of techniques. Among these, Corder's explanation seems to be more visual and pellucid from the viewpoint of a non-native speaker of English. The communicative strategy as a systematic technique employed by the speakers to express their meaning when faced with some linguistic difficulties. The strategy that the speaker mostly uses to compensate their lack in the linguistic system can be formal as well as functional, as verbal as well as non-verbal. The definitions from Faerch & Kasper and Stern also provide us with specific and precise descriptions of communication strategies, which refer to the employed techniques when speakers have problems in expressing themselves, a way used to express a meaning in a second or foreign language by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary. For example the learner may not be able to say *it's against the law to park here* and so he/she may say *this place, cannot, park*. For *handkerchief* a learner could say *a cloth for my nose* and for *apartment complex* the learner could say *building*.

¹⁵ Ellen Bialystock, *Communication Strategies: A Psychological Analysis of Second Language Use* (Cambridge : Basil Blackwell, 1990), 3

According to Bialystock, the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language. The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies. ¹⁶Faerch and Kasper says as quoted by Douglas Brown define Communication Strategies as “ Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”.¹⁷

Communication Strategies are useful because the speakers use them so much to help in interaction and communication to process more smoothly. Communication strategies are composed of the mastery of verbal and non-verbal that can be used into actual communication for two main reasons, they are to compensate for breakdown in communication and to enhance the effectiveness of communication. Therefore to bridge the gap that may occur between the speakers, they expected to be able to apply both verbal and non-verbal language properly, in order to download one of message that can be understood by other interlocutors successfully.

D. Communication Strategy's Categories

The strategy that is mostly used by the speakers to compensate the part of message can be formal or functional as well as verbal or non-verbal. According Tarone s quoted Ellen Bialystock, proposes on the various types of

¹⁶ Ibid 1

¹⁷ H. Douglas Brown, *Principals of Language Learning and teaching (second edition)*, (New Jersey: Prentice Hall Regents, 1987), 180

communication strategies used to communicate the intended meaning in situation where the speakers have believed that the requisite meaning structure was not shared. The types of communication strategies consist of:

1. Avoidance
 - a. Topic avoidance
 - b. Message Abandonment
2. Paraphrase
 - a. Approximation
 - b. Word Coinage
 - c. Circumlocution
3. Conscious Transfer
 - a. Literal Translation
 - b. Language switch
4. Appeal to Assistance
5. Mime¹⁸

The explanation about each types of communication strategies are:

1. Avoidance

Avoidance is common communication strategy that can be broken down into several subcategories and thus distinguished from other types of strategies. The most common type of avoidance strategy is syntactic or

¹⁸ Ellen Bialystock, *Communication Strategies: A Psychological Analysis of Second Language Use* (Cambridge : Basil Blackwell, 1990)

lexical avoidance within semantic category. Avoidance consist of topic avoidance and message avoidance.

- a. Topic Avoidance: the learner simply tries not to talk about concepts for which the target language item or structure is not known. This types occurs when the learners simply do not talk about concepts because the vocabulary or other meaning structure is not known.
- b. Message abandonment: The learner begins to talk about a concept but unable to continue due to lack of meaning structure, and stop in mid utterance.¹⁹

2. Paraphrase

Paraphrase as the rewording of the message in an alternate, acceptable target language construction, in situation where the appropriate form or construction is not known or not yet stable.²⁰

Paraphrase contains of three elements, they are approximation, word coinage, and circumlocution.

- a. Approximation: use of single target language vocabulary item or structure, which the learners know incorrect, but shares enough semantic features with the intended item to

¹⁹ H. Douglas Brown. *Principle of Language Learning and Teaching (second edition)*. (New Jersey: Prentice Hall Regents, 1987). 183

²⁰ Ellen Bialystock, *Communication Strategies: A Psychological Analysis of Second Language Use* (Cambridge : Basil Blackwell, 1990) 40

satisfy the speakers²¹. For example “worm” for silkworm, and “pipe” for “water pipe”.

- b. Word Coinage: the learners make up a new up a new word in order communicate a desired concept. For example: “*air ball*” for “ballon”.
- c. Circumlocution: the learners describe the characteristic or elements of the object or action instead of using the appropriate target language item or structure. For example: “*She is, uh, smoking something. I don’t know what’s its name. that’s uh, Persian, and we use in Turkey, a lot of*”. Here the learner is groping for features that may help the listener guess what the intended object might be.

3. Conscious Transfer

Conscious Transfer consists of literal translation and language switch.

- a. Literal Translation: is an attempt of the speakers to translate word for word from the native language. For example: “*He invites him to drink*” for “*they toast one another*”.
- b. Language switch: is that the speakers employ the native language term without bothering to translate, for example “*Balon*” for “*Ballon*”.

²¹ H. Douglas Brown. *Principle of Language Learning and Teaching (second edition)*. (New Jersey: Prentice Hall Regents, 1987). 183

4. Appeal for Assistance

Appeal for assistance that is the speakers ask for the correct term or structure. This types has occurred when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary. The strategy is often smuggled into other more verbal efforts, however, by such prosodic features as rising intonation which implicity elicits some assistance or validation from listener. For example: "*What is this?, what called?, or how do you say?*"

5. Mime

Mime is the speakers employ non-verbal strategies in place of a meaning. This strategy includes all nonverbal accompaniments to communication, particularly those that serve in the place of a missing target language word. For example: clapping one's hands to illustrate applause or raise the eyebrow to show non-understanding.²²

²² Ellen Bialystock, *Communication Strategies: A Psychological Analysis of Second Language Use* (Cambridge : Basil Blackwell, 1990) 40-42