CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about Communication, Factors That Hinder Students from Communication, Strategy, Communication Strategies, and Types of Communication Strategies.

A. Communication

1. Communication is a fundamental activity in our daily life and there are different methods or channels by which we can communicate our messages, such as face-to-face meetings or emails. According to Lynch, "Communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message." That means, in a communication situation, three factors are involved:

   a. A speaker or a message sender.

   b. A message.

   c. A listener or a message receiver.

The main purpose of communication is to transmit an intended message to the listener successfully. In so doing, communication necessarily requires the use of language. It is the responsibility of a message sender to make the message

6

clear and comprehensible for the receiver so that both the message sender and the receiver can reach the communicative goal.[6]

2. Communication is an interactive process in which an individual alternately takes the roles of speaker and listener. Thus, rather than focusing on each skill separately, the se skills should be considered integratedly.[7]

3. Communication can be defined as the process of transmitting information and common understanding from one person to another. According Cheney, "The word communication is derived from the Latin word, communis, which means common"[8]. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. Figure 1 reflects the definition and identifies the important elements of the communication process.

B. Factors That Hinder Students from Communication

It has been mentioned earlier that there are some factors that hinder students from practicing their communication in English class. Each of them is explained below.[9]

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[6] Surapa Somsai, *Strategies For Coping With Face-To-Face Oral Communication Problems Employed By Thai University Students Majoring In English*, GEMA Online™ Journal of Language Studies, Vol 11(3) September 2011, p. 85

[7] Şaziye Yaman, *Communication Strategies: Implications for EFL University Students*, Journal of Education Scienses Research, vol. 3 No 2 October 2013, p. 23.

[8] Fred C. Lunenburg, *"Communication: The Process, Barriers, And Improving Effectiveness"*, Sam Houston State University, vol. 1, NUMBER1, 2010, p. 01.

[9] Juhana, *Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High Schoolin South Tangerang, Banten, Indonesia)*, Journal of Education and Practice, Vol 3, No 12, 2012, p.101

1. Fear of Mistake

As argued by many theorists like Tsui in Nunan, Yi Htwe, Robby, "fear of mistake becomes one of the main factors of students' reluctance to communication in English in the classroom".[10] In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.As a result, students commonly stop participating in the communication activity. Therefore, it is important for teachers to convincetheir students that making mistakes is not a wrongor bad thing because students can learn from their mistakes.

2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to communicate in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of communication. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their communication performance in the classroom. In line with this, Baldwin, further explains that "communication in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget whatto say".[11]

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[10] Ibid, 101
[11] Ibid, 102

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This theory is also supported by the result of this research in which most students fail to perform the communication performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can besaid that shyness plays an important role in communication performance done by the students.

3. **Anxiety**

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Further Nascente writes that, among other affectivevariables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz as cited in Sylvia and Tiono, "He believes that anxiety about speaking a certain language can affect students' performance".[12] It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

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[12] Ibid, 103

4. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidenceto communicate. In response to this, Tsui cited Nunan says that "student who lack of confidence about themselves and their English necessarily suffer from communication apprehension". This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teachershould also learn from both theories and practical experience on how to build the students' confidence.

5. Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker

motivation of success showing that building students motivation to learn is urgent for every teacher.

C. Strategy

There are some definitions of strategy:

1. Henry Mintzberg, in his 1994 book, The Rise and Fall of Strategic Planning [3], points out that people use "strategy" in several different ways, the most common being these four:

   a. Strategy is a plan, a "how," a means of getting from here to there.

   b. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.

   c. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.

   d. Strategy is perspective, that is, vision and direction.[13]

2. An approach to understanding a 'strategy' is to regard it as 'problem-solving' but not in the usual way of producing a solution. The act of students uttering expressions in an attempt to communicate in English L2 is not normally referred to as a strategy.[14]

3. Strategies is the way to face a problem.

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[13] Fred Nickols, *Strategy: definitions and meanings*, Distance Consulting LLC, 2012, p. 03.
[14] A Study of English Communication Strategies of Thai University Students

D. Communication Strategies

Communication strategies are attempts to bridge the gap between the linguistic knowledge of the second-language learner and the linguistic knowledge of his or her interlocutor in real communication situations.[15]

Bialystok defined communication strategies as a systematic technique employed by a speaker to express his/her meaning when faced with some difficulty. For Tarone, it is a mutual attempt of two interlocutors to agree on a meaning in situationswhere requisite meaning structures are not shared. Also, communication strategies are potentially conscious plans for solving problems in reaching a particular communicative goal. They are the techniques of coping with difficulties in communicating in an imperfectly known second or foreign language.[16]

Communication strategies were defined by Tarone, "tools used in negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal and a shared enterprise in which both the speaker and the hearer are involved rather than being only the responsibility of the speaker".

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[15] Carmen A. Rodríguez Cervantes, *The Use of Communication Strategies in the Beginner EFL Classroom*, Gist Education and LEarninG rEsEarch JournaL, no. 6, novEmbEr2012, p. 113
[16] Şaziye Yaman, *Communication Strategies: Implications for EFL University Students*, Journal of Education Scienses Research, vol. 3 No 2 October 2013, p. 257

E. Types of Communication Strategies

Communication Strategies are generally used by the L2 learners when the linguistic or sociolinguistic knowledge of a message is unavailable. According Færch & Kasper "there are two types of Communication Strategies are available for them to use":[17]

1) "Achievement" Strategies

Achievement strategies allow learners to have an alternative plan to achieve reaching an original goal using the resources that are available. Achievement strategies consist of compensatory strategies and retrieval strategies.

a) Compensatory strategies include Referring to strategies speakers used to expand their linguistic resources to achieve communicative goals. These included:

> - Social-affective strategies for dealing with emotions and attitudes.
> - Fluency-oriented strategies emphasizing speech clarity and pronunciation.
> - Accuracy-oriented strategies for paying attention to forms of speech.
> - Non-verbal strategies such as giving hints by using gestures and facial expression.

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[17] Surapa Somsai, *Strategies For Coping With Face-To-Face Oral Communication Problems Employed By Thai University Students Majoring In English*, GEMA Online™ Journal of Language Studies, Vol 11(3) September 2011, p. 86

> ➤ Help-seeking strategies such as asking for repetition, clarification or confirmation.

> ➤ Circumlocution strategies for paraphrasing or describing the properties of target objects.

As described by Tarone identified several communication strategies[18]: codeswitching,

> ➤ Avoidance

> - Topic avoidance

> - Message abandonment

> ➤ Paraphrase

> - Approximation

> - circumlocution

> ➤ Conscious transfer

> - Literal translation

> - Language swich

> ➤ Appeal for assistance

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b) Retrieval strategies are used when learners have difficulties in retrieving specific interlanguage items.

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[18]Ellen Bialystok, *Communication Strategies: A psychological Analysis of Second-Language Use* (Cambridge, Massachusetts 02142, USA), p. 39

2) "Avoidance" or "Reduction" Strategies

Reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying an original message. Reduction strategies consist of formal reduction strategies (using a reduced system to avoid producing non-fluent or incorrect utterances) and function reduction strategies (giving up on sending a message or avoiding a specific topic).

As described by Nakatani "The other list was made up of risk-avoidance strategies, referring to strategies speakers use to adjust the message to match their linguistic resources".[19] These included:

a) Message abandonment strategies for leaving a message unfinished.

b) Message reduction and alteration strategies to allow the substitution of familiar words.

c) Time-gaining strategies, consisting of gambits or fillers, to keep the communication channel open and maintain discourse in times of difficulty.

On the other hand, Færch & Kasper describe "the learners may rely on the avoidance strategies, such as topic avoidance or message abandonment to change, replace, or reduce the content of the intended message so that they keep the message within their communicative resources".[20]

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[19] A Study of English Communication Strategies of Thai University Students, p.102

[20] Surapa Somsai, *Strategies For Coping With Face-To-Face Oral Communication Problems Employed By Thai University Students Majoring In English*, GEMA Online™ Journal of Language Studies, Vol 11(3) September 2011, p. 86