



STRATEGIES FOR EFFECTIVE ENGLISH SPEAKING



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Vidya Mandarani, M.Hum

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PREFACE

This book is written as the supplementary materials for English instructors in giving speaking class activities. The materials consist of theory and practice of Communication Strategy (CS) that includes contextual data taken from research funded by *KEMENRISTEKDIKTI* 2016. This research was conducted in order to know more about the implementation of strategy communication and its effectiveness in overcoming the students' English speaking problems. We have provided seven chapters that present meaningful information about speaking problems and Communication Strategies (real practice in the examples). We also tried to enhance the students' critical thinking on the practice session; we name it **Students Activities**. From these activities, it is expected that the students are not only be able to comprehend the theoretical framework of speaking problems and Communication Strategy, but also to get solution in improving their speaking when performing English conversation. Considering the authentic data and sufficient reference in this book, we believe that the information can be a potential source to enhance the speaking performance for EFL learners. Finally, we realize that there are many drawbacks in this book; therefore, we would be very grateful and welcome for any corrections, comments, and criticism from all readers for our improvement.

Sidoarjo, September 2016

Authors

ABOUT THE AUTHORS



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BOOK DESCRIPTION

Study Program : English Education Study Program
 Course : Speaking 1
 Credit : 2
 Basic Competence : After completing the course, the students are able to identify speaking problems and strategies for effective English conversation.

BOOK CHAPTER	TOPIC	INDICATORS
I	ENGLISH SPEAKING PROBLEMS	1. The students are able to identify students' speaking problems in English communication.
II	OVERVIEW ON COMMUNICATION STRATEGY	2. The students are able to comprehend the concept of communication strategy.
III	AVOIDANCE	3. The students are able identify avoidance strategy in English communication.
IV	PARAPHRASE	4. The students are able to identify paraphrase strategy in English communication.
V	BORROWING	5. The students are able to identify borrowing strategy in English communication.
VI	APPEAL FOR ASSISTANCE	6. The students are able to identify appeal for assistance strategy in English communication.
VII	MIME	7. The students are able to identify mime strategy in English communication.

CHAPTER I

SPEAKING PROBLEMS IN LEARNING ENGLISH

One of the goals in learning English is the students are able to communicate by using English with other people in spoken form. Here, speaking skill takes the serious role for it. Speaking ability means the process of combining both codes and message. The code involves sound, vocabulary and structure of English. That is why, speaking is verbal communication because these components are organized to convey the speakers' ideas. According to Brown (2001), there are sub-skills of English such as the correct pronunciation, fluency, grammatical correct, and understandable. Those sub-skills have to be taught to ESL students. Thus, the EFL students are able to communicate with English language well and avoid misunderstanding.

Without doubt of saying, in the communication process, ESL students may across a great number of problems. Most of students face difficulty in learning speaking because they have to arrange word by word whether it is new words or not for them to produce the meaningful sentences and avoid ambiguity. According to Megawati and Mandarani (2016) in their research, they found some speaking difficulties occurred in the English department students of Universitas Muhammadiyah Sidoarjo. They got the data from the interview for certain students. The most problem is about vocabulary. The students have limited vocabularies and it affects to other difficulties. Starting from nervous all the time when they have to talk with their lecturers or friends until they also get something stuck in their mind, because they do not know how to express their idea. The students have low motivation to read and wider their vocabularies, so they have limited stock of vocabularies in their mind. As the result, they have to think hard to start the conversation with others because of their weaknesses in foreign language.

Grammatical is another problem. Few of the students do not master the grammar well. Therefore, these problems make them unconfident to speak English. They have the basic of speaking English already, but they seldom practice it by making conversation with the people surrounding. It is because they try to avoid difficulty and misunderstanding in certain topic and unsupported condition. In worse, they are shy to start speaking English. Thus, they got difficulty of applying the grammatical in their utterance accurately.

The next problem comes from the lecturer's strategy in teaching speaking class. The students noted that their English lecturers had not explained the communication strategy yet to avoid some barriers in speaking and helped them to overcome it. The lecturers asked them to practice but they did not explain how to face the problems that occur beyond communication situation yet.

Some problems in speaking were also found by Irmawati (2016) in her research. She found that the students did not practice speaking English with their friends much both inside and outside the class. The monotonous speaking activities and teacher centered approach made them feel bored in speaking class. The ESL students often try to find appropriate vocabularies and grammatical when attempting to communicate their ideas. Yet, they seldom win for it because they were lazy to look it up in the dictionary. Therefore, they face difficulties in mastering speaking skill and need to resort the communication strategies.

Tiono et al. (2004) listed some problems that they found in their research related to speaking skill. They noted that the English students were so panics when their lecturers forced them to speak English and gave them correction about their speaking. Although they have much idea to share, this situation made them nervous and avoided to speak what is in their mind. The students felt better to keep silent because they thought that would get stuck in the middle of conversation.

In order to overcome these problems, the writer assumes that it is necessary to apply the communication strategies in speaking class. They need certain tricks that help them to keep conversation going on, in order to perform well in oral communication. From the communication strategies, the students will take benefit from the communication strategies to cope such difficulties in speaking. A communication strategy is some systematic strategies help the students to express their ideas when they get difficulties in speaking (Corder, 1981, in Dornyei, 1995, p. 56). According to Corder (1978) communication strategies will contribute the successful of language learning. Furthermore, Tarone (1980) expresses that communication strategy can contribute the successful of speaking ability. It helps the ESL students to cope with the problems and reach particular goal in communication. In other words, communication strategies can help the English students to be able to well perform since they try and do their best to deliver clear message to the listener.

Based on the statement above, the writer agrees that communication strategies are conscious plan for solving the individual's problem present in reaching particular

communication goal. The students need to know the concept of communication strategies profoundly and how to apply it appropriately in their daily speaking. Therefore, the writer decides to make the book that is explained about communication strategies widely and understandable. This book will offer many benefits for both the teacher and students in making their speaking ability becomes better than before. It will help them to superintend the problems when conversation occurs.

Students Activities

- 1. Work in pair and discuss an interesting topic. While the conversation is ongoing, record your voice. Then listen to your recording and try to analyze the problems you and your partner have during the conversation.**
- 2. Give your opinion about the effects of speaking problems for communication.**
- 3. From the theory of speaking problems, what is the dominant factor that influences your speaking? Give reason(s).**

CHAPTER II

OVERVIEW ON COMMUNICATION STRATEGY

BASIC COMMUNICATIVE COMPETENCE

Communicative competence is the knowledge of linguistic system that is used by individual in certain situation appropriately (Tarone, 1983:122). Many foreign books seem to put on communicative competence with the term “sociolinguistic competence”, that is the acceptable knowledge of language in the society. Furthermore, Canale and Swain (1980) had broader concept more than this. They draw that communicative competence incorporate with at least three components; grammatical, sociolinguistic and strategic competence.

Canale and Swain (1980) explained that grammatical competence is the ability of individual to use acceptable knowledge of grammatical, morphological and phonological rule in the language for producing the correct utterances. Sociolinguistic competence is the acceptable knowledge of pragmatic and speech act in use to establishing and maintaining social relationship. Strategic competence is individual’s ability convey the information to the listeners and interprets the information received correctly. Strategic competence is to compensate the breakdown of communication caused by certain barriers and to achieve the effectiveness of communication. Thus, those competences are extremely important to achieve the goal in learning foreign language.

That is to say, communicative competence holds crucial role for language learners in the process of conversation. In research context, communicative strategy is an important element in the study of communicative competence. Therefore, it is crucial to understand what communicative strategy is and the relation between communicative competence and communicative strategy.

DEFINITION OF COMMUNICATIVE STRATEGY

There are some different meanings of communicative strategy from particular perspectives. For instance, Tarone (1983) looks CS from interactional perspective, Brown (1994) is from error resources and Færch and Kasper (1983) perceive from psychological approach.

Tarone defines that “communicative strategy as mutual attempt of two interlocutors to make an agreement on a certain meaning where requisite meaning strategies do not seem to be shared” (Tarone, 1980:420). The successful of communication is the responsibility both speaker and hearer. When the speaker and his interlocutor are aware do not understand each other, they will apply a number of strategies.

Based on the perspective of error resources, Brown explains that communicative strategy is the process of Interlingua transfer and the context of learning as the students try to get a meaning through to hearer or reader (Brown 1994). We know that some extent may determine some linguistic forms not available for the learner in communication, then communicative strategy act as conscious effort of verbal or nonverbal mechanism for communicating an idea.

From the psychological perspective, Færch and Kasper (1983) define that communicative strategy as conscious plan for solving individual’s problem in reaching communication goal. According to this definition, Færch and Kasper (1983) divide this strategy into two parts: avoidance strategies and achievement strategies.

According to Corder in Dornyei (1995, 56) argues that communicative strategy is the systematic technique that apply but the speaker and hearer to express their idea when they face difficulties in their conversation. It means that communicative strategies are able to help the learner to keep conversation in communicating with others.

To sum up, communicative strategy deals with communication problems. In order to understand communicative strategies clearly, the following chart is the meaning of communicative strategy based on some experts. In addition, to understand and identify the communicative strategy, we need to know and learn some classification of it. The following chapter is a list of CS taken from some experts.

Table 2. Definition of Communicative Strategy (CS)

EXPERT	DEFINITION
Tarone (1977)	CS is as mutual attempt of two interlocutors to make an agreement on a certain meaning to solve their difficulty in speaking.
Corder (1978)	CS is a systematic strategy that apply by the students to express

Færch and Kasper (1983)	their idea when get difficulties in speaking. CS as conscious plan for solving individual's problem in reaching communication goal.
Stern (1983)	Cs is the process of Interlingua transfer and the context of learning as the students try to get a meaning through to hearer or reader.
Brown (1994)	CS is some techniques that are used to deal with difficulties in communicating because of imperfect known of foreign language.

✚ CLASSIFICATION OF COMMUNICATIVE STRATEGY

There are conceptual differences about communicative strategy among the researchers. This section will only focus on the classification of communication strategy under certain experts. The explanation is in the following points.

A. Tarone's Taxonomy

Tarone (1983) looks the communicative strategies from the social interaction of perspective. She explains "...mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared" (Tarone, 1980:288). Meaning structure here is categorized both linguistic and socio-linguistic structure. Communicative strategies may give benefit the speaker to encounter the conversation in certain situation in which the speaker faces some problems during the conversation occur such as unfamiliarity with the vocabularies and grammatical structure and inability to pronounce certain words correctly to identify by the listener.

Tarone (1983:125) summarizes the communicative strategies under four kinds of categories. The following is the explanation:

1. Avoidance

- Topic Avoidance: a students' using of passing concept for unfamiliar vocabularies and structure meaning for them.
- Message Abandonment: a student starts to talk about the concept, but it stops in the mid-utterance because of lack of meaning structure.

2. Paraphrase

- Approximation: incorrect vocabulary or item is used by the learners, but give enough semantic feature in common to satisfy the listeners (e.g. “pipe” for “water pipe”).
- Word Coinage: The learners’ creation of new words to communicate certain concept (e.g. “airball” for “ballon”).
- Circumlocution: The learners describe the characteristic of certain object or action using appropriate target language structure. (e.g. “It is oval and shiny, she is She is, uh, smoking something. I don’t know what its name is).

3. Borrowing

- Literal Translation: The learners translate word for word from their native language (e.g. “He gives food to elephant” for “He feeds the elephant”).
- Language Mix: The learners use their native term to translate certain word without borrowing foreign word (e.g. “bakso” for “meatball”).

4. Appeal for assistance

The learners ask the correct term for (e.g. “how to say it? what is this?”).

5. Mime

The learners use verbal tactic or gesture to communicate certain words (e.g. “nod the head” to illustrate “agreement”).

B. Færch and Kasper’s Strategies

Færch and Kasper (1983), who believe communicative strategies as psychological process, define CS is the solution for the process of individual’s problems rather than the speaker’s and the listener’s mutual problems in communication. Færch and Kasper categorize the CS into two main strategies: achievement communicative strategies and reduction communicative strategies.

Achievement communicative strategy is related to communicator’s language acquisition. In contrast, reduction communicative strategies may result in less language acquisition. The following introduce these categories in detail.

a. Achievement Communicative Strategies

Learners try to solve the communication’s problems in the planning of insufficient linguistic resources. Færch and Kasper (1983) subcategorized the achievement CSs into: code-switching, inter-lingual strategies, L1-based

strategies, cooperative strategies and nonverbal strategies. For further explanation, it is described in the following categories.

1. Code-Switching

The learners who learn foreign language, often do code switching in their communication from L2 to L1. It happens depend on the interactions' analysis of the real communication (Færch and Kasper, 1983). For example, L2 students often use L1 with their teacher in the classroom to make understanding in certain topic of conversation.

2. Inter-Lingual Transfer

Inter-lingual transfer result is the combination of linguistic features from the IL and L1. It not only occurs in the phonological but also pragmatic level (Færch & Kasper 1983).

Example:

(a) *Native speaker: How do you say the word "think"?*

(b) *Learner: Um, /sik/*

(in Chinese there is no /θ/ for /th/, there is only /s/ similar to /θ/ in English)

3. IL based Strategies

There are several ways in coping communication problems by using learners' IL system. Those are generalization, paraphrase, coin new words or restructure.

- Generalization means the learner solves their communication problem such unfamiliar word that is not normally used, by filling a word from their IL. Conversely, L2 perspective defines generalization as the result of extension from inappropriate context. For instance, the learner often uses the word *fruit* to say *tamarind*.
- The learners use paraphrase strategy for describing or exemplifying an L2 item. This strategy not only changes the circumlocution but also bears the form of exemplification. For instance:
"Lily:Um, It's cloudy outside, you need something to save you from the rain. Marry: oh, you mean umbrella or coat."

- Word coinage means created a new word in L2. The example is air balloon for balloon.
- Restructuring strategy is applied when the learner cannot express his idea with appropriate expression, and developed an alternative idea to ensure the expressing of his idea.

4. Cooperative Strategy

When the problems occur in conversation, the learners are able to solve by themselves or share with his interlocutor and try to get the problem solved by cooperative basis. If the learner decides to ask for helping to his interlocutor, it means he uses cooperative strategy of “appealing”. Appeals can be characterized as “self-initiated other-repairs”. For example: students: miss, how to say “*bakso*”?

5. Nonverbal Strategy

Nonverbal strategy is used by the learners to replace a lexical item or action. The learners often use nonverbal strategy in their daily communication. It is very important in interpersonal interaction. Nonverbal language is not only gesture, mime, posture, facial expression and sound imitation but also other sign which are possible to present meaning from the speaker.

b. Reduction Strategies

In order to prevent producing incorrect utterances by using insufficient acquired rules, the learners usually use reduction strategy. Reduction strategy plays important role in learners’ process of second language acquisition. There are two kinds of reduction strategies, formal reduction strategies and functional reduction strategies.

- Formal Reduction Strategies

There are two reasons of formal reduction strategies. First of all, the learners want to avoid making mistakes. Some learners believe that correctness of linguistic is prerequisite for success for communication. Secondly, the students want to increase their fluency. Tarone (1980) argues that formal reduction strategies help to increase the efficiency in communication.

Blum and Levenston (1978) give several reasons why should use these strategies in lexical system. Firstly, the difficulty of particular lexicon pronounces or belongs to irregular classes. Secondly, learners may impose morphological, syntactic or lexical restrictions on the difficulty context.

- Functional Reduction Strategies

Færch and Kasper (1983) state that there are three main types of communication elements goal: actionable, communicative and propositional communicative goal.

Actionable communicative goal may reduce when the learners get difficulties in performing specific speech act. When the learner faces types of speech acts such as argumentative directive function, they may experience the problems in tenses. Modal communicative goal occurs when the learners get difficulty in making appropriate utterance for politeness or social distance.

Propositional communicative goal includes some strategies such as topic avoidance, message abandonment, and meaning replacement. Topic avoidance occurs when the learners prevent certain difficulties of topic occurrence. Topic avoidance is used when there is connection between the problems in planning phase; in contrast, message avoidance is in the execution phase.

C. Dornyei Strategy

Communicative strategy helps the speakers to keep on the language while talking with others. However, they face many difficulties, the speakers have to perform the oral conversation well. All the barriers can be solved by communicative strategies that have already explained by some experts. One of them is Dornyei (1995). There are twelve strategies is carried on by Dornyei. Those are in the following explanation.

- Avoidance or Reduction Strategies

1. Message Abandonment. The speaker leaves unfinished message because of language difficulties, e.g. when the students start to talk about politics in Indonesia, the conversation went on in the difficulties because they do

not know about the term in politics and become more complicated. Although the conversation about politics does not finish yet, they decide to switch the topic of conversation to food. So, the students enjoy in conversation.

2. Topic Avoidance. The students avoid certain topics which pose language difficulties for them, e.g. the students were talking about their hobby in the classroom, but there is a student who does not talk about his hobby. It seems that he was talking about something out of his hobby. When his friend asks why he does not talk about his hobby, he answers that he does not know certain words related his hobby. So, he avoids talking about his hobby.
- Achievement or Compensatory Strategies
1. Circumlocution. The speaker tries to describe or give example the item desire or action. e.g. when the students do not know the word “professor”, they say that the teacher who teach in the university.
 2. Approximation. The speaker uses alternative term to pronounce the desire item as closely as possible. e.g. Yumi went to Paris last week and she said, “I went to Paris and bought a wallet. Actually she wanted to say “purse” but she did not know the correct term for it.
 3. Use all purposes words. The speaker does the extending meaning where specific words are lacking. e.g. The studenttells to his friends that “he did not a nap yesterday” for he did not take a nap yesterday”. However, the speaker used incorrect term, the object “nap” is possible because it conveys speaker’s intention.
 4. Word coinage. The speaker creates a term that does not exist in L2 based on the rule. e.g. The student calls “paintist” for “painter” because he had already learned the word pianist and guitarist.
 5. Use of nonlinguistic means. The speaker expresses their idea by using mime, gesture, facial expression, or sound imitation. e.g. The teacher gives sign for the students by using her facial expression “winks her eye” to keep silent.
 6. Literal translation. The speaker translates a word, a lexical item, an idiom, a compound word or structure literally from L1 to L2. e.g. the student said

that “I have eat morning” for “I have breakfast”, but the listeners are able understand what she meant.

7. Foreignizing. The student uses their native word but adjust it to L2 phonologically or morphologically. e.g. “My favorite food is hanbaagu”. She tried to pronounce “hanbaagu” like an English word “hamburg”. Then, the listener gets the idea that “hanbaagu” is the kind of food.
 8. Code switch. Using L1 word with L1 pronunciation. e.g. the student asks to his foreign friend about the Indonesia’s traditional ceremony. “Do you ever see Ngadran?” since the foreign do not know the word, he asks what “ngadran” meant.
 9. Appeal for help. The students ask their interlocutor for some helps directly or indirectly, e.g. students called Selly asked Andrew how to say “menggantung” in English. Andrew answered it. Then they keep talking after Andrew told the English word.
- Stalling or Time-gaining strategies
1. Use of fillers or hesitation devices. The student uses certain words to fill pauses and gain time to think. e.g. when the students start to speak with “honestly.....” to gain, think and enjoy conversation.

Dornyei listed twelve strategies in communication strategies. It is similar with Tarone (1977), but there were some additional strategies added by Dornyei to complete the Tarone’s strategies. The following chart is the summary of some classifications of communicative strategy by some experts.

Expert	Classification of CS	Example
Tarone (1977)	1. Avoidance	
	<ul style="list-style-type: none"> ➤ Topic avoidance: the students avoid to talk certain topic because of their weaknesses of vocabularies or linguistic system. 	<p>A: Why do not you talk about your hobby? B: I do not have enough vocabularies to explain my hobby, so let’s talk about another topic.</p>
	<ul style="list-style-type: none"> ➤ Message abandonment: The students start to talk certain topic, but in the middle of conversation they stop it because of their lack of 	<p>A: What is your favorite food? B: I like spaghetti with sauces of I do not know exactly the name. Can we talk</p>

	vocabularies or linguistic system.	another topic?
	2. Paraphrase	
	➤ Approximation: the students use incorrect term but it gives the listeners enough understanding about speakers' intention.	"pipe" for "water pipe"
	➤ Word coinage: the students create new term in target language to communicate certain concept	"airball" for "ballon"
	➤ Circumlocution. The learners describe the characteristic of certain object or action using appropriate target language structure.	It is oval and shiny, she is She is, uh, smoking something. I don't know what its name is.
	3. Borrowing	
	➤ Literal Translation: The learners translate word for word from their native language.	"He gives food to elephant" for "He feeds the elephant"
	➤ Language mix: The learners use their native term to translate certain word without borrowing foreign word.	"bakso" for "meatball"
	4. Appeal for assistance. The learner asks for helping to the interlocutor for certain difficult word.	"how to say it? what is this?"
	5. Mime: the learners use verbal tactic or gesture to communicate certain words.	"nod the head" to illustrate "agreement"
Færch and Kasper (1983)	a. Achievement Communicative Strategies	
	1. Code-switching	L2 students often use L1 with

	their teacher in the classroom to make understanding in certain topic of conversation.
2. Inter-lingual transfer. The combination of linguistic features from the L2 and L1.	<p><i>A: Native speaker: How do you say the word "think"?</i></p> <p><i>B: Learner: Um, /sik/</i> (in Chinese there is no /θ/ for /th/, there is only /s/ similar to /θ/ in English)</p>
3. IL based strategies	
<ul style="list-style-type: none"> ➤ Generalization. The learner solves their communication problem such unfamiliar word that is not normally use. 	The learner often uses the word <i>fruit</i> to say <i>tamarind</i> .
<ul style="list-style-type: none"> ➤ Paraphrase 	<p><i>"Lily:.....Um, It's cloudy outside, you need something to save you from the rain.</i></p> <p><i>Marry: oh, you mean umbrella or coat."</i></p>
<ul style="list-style-type: none"> ➤ Word coinage. It is created a new word in L2. 	air balloon for balloon.
<ul style="list-style-type: none"> ➤ Restructuring strategy is applied when the learner cannot express his idea with appropriate expression, and developed an alternative idea to ensure the expressing of his idea. 	<p>A: do you know something for eating, I mean bamboo?</p> <p>B: oh, it is cope stick</p>
4. Cooperative strategy. the learners are able to solve by their self or share with his interlocutor and try to get the problem solve by cooperative basis.	Students: miss, how to say "bakso"?
5. Nonverbal strategy is used by the learner to replace a lexical item or action. Nonverbal	<p>Student A: do you want to follow me in the canteen?</p> <p>Student B: (nodded)</p>

	<p>language is not only gesture, mime, posture, facial expression and sound imitation but also other sign which are possible to present meaning from the speaker.</p> <p>b. Reduction Strategy</p> <ul style="list-style-type: none"> ➤ Formal reduction strategy ➤ Functional reduction strategy 	
Dornyei (1995)	<p>a. Avoidance or Reduction Strategies</p> <ol style="list-style-type: none"> 1. Message abandonment. The speaker leaves unfinished message because of language difficulties. 2. Topic avoidance. The students avoid certain topics which pose language difficulties for them. <p>b. Achievement or Compensatory Strategies</p> <ol style="list-style-type: none"> 3. Circumlocution. The speaker 	<p>When the students start to talk about politics in Indonesia, the conversation went on in the difficulties because they do not know about the term in politics and become more complicated. Although the conversation about politics does not finish yet, they decide to switch the topic of conversation to food. So, the students enjoy in conversation.</p> <p>The students were talking about their hobby in the classroom, but there is a student does not talk about his hobby. It seems that he was talking about something out of his hobby. When his friend asks why he does not talk about his hobby, he answers that he does not know certain words related his hobby.</p> <p>When the students do not</p>

	<p>tries to describe or give example the item desire or action.</p>	<p>know the word “professor”, they say that the teacher who teach in the university.</p>
4.	<p>Approximation. The speaker uses alternative term to pronounce the desire item as closely as possible.</p>	<p>Yumi went to Paris last week and she said, “I went to Paris and bought a wallet.</p>
5.	<p>Use all purposes words. The speaker does the extending meaning where specific words are lacking.</p>	<p>The student tells to his friends that “he did not a nap yesterday” for he did not take a nap yesterday”.</p>
6.	<p>Word coinage. The speaker creates a term that does not exist in L2 based on the rule.</p>	<p>The student calls “paintist” for “painter” because he had already learned the word pianist and guitarist.</p>
7.	<p>Use of nonlinguistic means. The speaker expresses their idea by using mime, gesture, facial expression, or sound imitation.</p>	<p>The teacher gives sign for the students by using her facial expression “winks her eye” to keep silent.</p>
8.	<p>Literal translation. The speaker translates a word, a lexical item, an idiom, a compound word or structure literally from L1 to L2.</p>	<p>The student said that “I have eat morning” for “I have breakfast”, but the listeners are able understand what she meant.</p>
9.	<p>Foreignizing. The student uses their native word but adjust it to L2 phonologically or morphologically.</p>	<p>“My favorite food is hanbaagu”. She tried to pronounce “hanbaagu” like an English word “hamburg”. Then, the listener gets the idea that “hanbaagu” is the kind of food.</p>
10.	<p>Code switch. Using L1 word with L1 pronunciation.</p>	<p>The student asks to his foreign friend about the Indonesia’s traditional ceremony. “Do you ever see Ngadran?” since the foreign</p>

		do not know the word, he asks what “ngadran” meant.
	11. Appeal for help. The students ask their interlocutor for some helps directly or indirectly.	A student called Selly asked Andrew how to say “menggantung” in English. Andrew answered it.
	c. Stalling or Time-gaining strategies	
	12. Use of fillers or hesitation devices. The student uses certain words to fill pauses and gain time to think.	“honestly.....” to gain, think and enjoy conversation.

Students Activities

1. From the theoretical framework in chapter 2, analyze the definition of communication strategy from all experts and compare it. Make a summary about your conclusion of those definitions.
2. Based on your understanding of Communication Strategy, how Communication Strategy overcomes the problem in English Communication.
3. Discuss with your friends in group, which strategy that is most frequently used in your English communication?

CHAPTER III

AVOIDANCE

In this chapter, we are going to learn further about the first strategy of communication strategies. As the explanation above, avoidance is "getting around target-language rules or forms which are not yet an established part of the learner's competence" (Tarone, Cohen & Dumas, 1976, p. 6). It means that the learners try to avoid certain topic in communication that they do not master or unfamiliar with them. They try to avoid some problems may occur because of their lack of competence, such as necessary vocabularies an object or action. Avoidance happens when the learner a) to connect one's message to one's resources by altering, reducing or abandoning the original content, b) to try and convey the deficiency of language system by extending or manipulating the available language system.

Each linguist expert has already classified avoidance in certain category but it has the same intention. Færch and Kasper (1983) term this strategy belonging to functional reduction of the propositional content. Tarone (1983) called it as avoidance strategies. Corder (1981) classified it as resources expansion strategies and considered as risk-taking strategies. By using this strategy, the students play safe and take certain risk not to convey the message. They also breakdown this strategy into several subcategories;

A. Topic Avoidance

The students take the risk in their communication by using of passing concept for unfamiliar word and linguistic system for them. It means that they try to prevent or manage the occurrence certain topic that are certain present problem inside the communication. It is used in connection between the problems with the planning phase. In addition, this strategy does not share about the linguistically problematic to the speaker.

E.g. She is wearing a..... pair of enormous jeans (braces)

B. Message Abandonment

The students begin to talk the concept, but in the middle of utterances they stop because of lack of vocabularies or structure meaning. They feel that unable to continue the conversation. Then, they stop their utterance before

reaching the goal of communication. It is usually used in the connection of problems and execution phase.

Eg. The students who wear red shirt with...ehm...ummm.... I do not know (tie).

C. Semantic Avoidance

The learners talk about “related concept” that may presuppose with their desire concept to express their idea.

E.g. It will be difficult to breath in the factory area. It describes the pollution around the place.

This strategy is often used by the learners because it helps them to prevent the barrier in their conversation in L2. It is proven by the following example. The data was taken from the researcher, Megawati and Mandarani (2016) in their observation and interview. They conducted their interview and observation in the students of Universitas Muhammadiyah Sidoarjo. They have already chosen as sample because they learnt English as their second language and got difficulty in learning especially for speaking.

In this case, the writer takes the simply conversation from two students who talked about the well-known singer of Indonesia. One student explains the reason why she likes Judika. It is because most of Judika’s songs are about love. When her partner asked about her love story, this student tried to avoid this topic. It means that she tried to prevent the occurrence of certain topic in her conversation. In this case, the student did not want to talk about this topic because she felt unable to explain wider about the topic and had to go to library to read a book for one of her lecturer’s assignment. As a result, she chose to avoid it because she was aware with certain vocabularies or linguistic system that she could not express well.

In this following example, the students had already used communication strategy consciously or not that is indicated as topic avoidance.

Student A : No, but why you very interesting about love?

Student B : Maybe we can talk about something else? Oh, I am sorry I want to go to library, I have

Students Activities

1. **Make your own definition of avoidance in communication strategy. Then compare with your friends. Try to analyze your work and your friend to find out the appropriate meaning.**
2. **Work in group, find a video containing English conversation and applies paraphrase as communication strategy. Analyze the type of avoidance the speakers use and give your interpretation about the reason in using that strategy.**
3. **In your opinion, do you think avoidance strategy assist the foreign language learners in building effective communication? Why?**

CHAPTER IV

PARAPHRASE

In this chapter, we are going to discuss further about paraphrase strategies. Paraphrase is restatement of sentence by using another word that acceptable in target language. This strategy is achievement or compensatory strategy. In communicative strategies, paraphrase contains with some subcategories, those are approximation, word coinage, and circumlocution. The explanation of each subcategory is in the following.

- a. Approximate is using an alternative term or structure of L2 to express the meaning of target lexical which has the same meaning. In this case, the learners know that the substitute words are not correct, but it can be correctly interpreted. In this case, the learners try to be as close as possible to memory of the word sounds. They share the term by enough semantic features with intended referential meaning. It is to satisfy the listener. In sort, approximate is the use of words or structure to resemble the desire of L2 item, but it contains with morphological and a phonological error, e.g., mug for kettle.
- b. Word coinage is the learner creates a new term of L2 following the rules derivation and composition to communicate certain supposed vocabulary. For example, is *poetrist* for *poet*. Sometimes, the learners make new nominal term refers to the entity. E.g., *houseshoes* for *slipper*.
- c. Circumlocution is the learner describes, exemplify, or illustrating the characteristic of target object or action by using appropriate TL structure. E.g., the ice *becomes under* instead of *melt*.

The learner uses this strategy to restate certain utterance to make them easier for expressing their idea. Paraphrasing helps the learner to simplify the long statement that they understand but they are not able to describe it the whole sentence because of their lack of vocabularies or linguistic systems.

In this strategy, the writer adopted the example from Megawati and Mandarani (2016) research. They found a student who used subcategories of paraphrasing, word coinage. It was found when they conducted the interview with certain students about the difficulties in speaking English. One of the students used word coinage strategies to express their ideas. The conversation is written in the box below.

Word coinage strategy was indicated on student's utterance. He said *private class* instead of *private course*. Based on the whole passage of this interview, it could be analyzed that the student felt nervous in speaking English. Moreover, it happened in front of his lecturer. Because of his nervousness, he lost his concentration in speaking. Therefore, he could not express the intended idea by using the correct term. As the result, he illustrated the *private course* as *private class*.

<i>Teacher</i>	<i>: It is okay, same with them. It is important to teach. And then the fact that after I give you explanation you feel that it is something new or you have got it so far?</i>
<i>Amri</i>	<i>: Something new.</i>
<i>Students A</i>	<i>: Something new. Dimas?</i>
<i>Students B</i>	<i>: I think I have already got it in Senior High School maybe.</i>
<i>Teacher</i>	<i>: Senior High School? Dimas: I mean <u>private class</u>.</i>

Students Activities

1. Discuss with your group, how to differentiate approximate, word coinage, and circumlocution. Give other examples for each.
2. Ask your friend, have you ever used paraphrase in your English Communication? If yes, to what extent the hearers understand your strategy? Give some examples of paraphrase strategies.

CHAPTER V

BORROWING

In this chapter, borrowing strategies will be the main topic. We are going to discuss about it profoundly. It begins with the definition of borrowing. It is the learners use their native language (L1) to pronounce the vocabularies or linguistic systems to modify the features of target language (L2). It is included in conscious transfer. According Nakatani (2005) borrowing has two kinds of subcategories.

a. Literal Translation

It occurs when the learners translate literary word for word of a lexical item, idiom, compound word, structure or phrase from L1 to create certain meaning in L2. For example, is “*she did the job of house*” for “*she did chores every morning.*”

b. Language Switch or Mix

This strategy occurs when the learner uses an expression or term of their native language without bothering to translate in target language. There is no modification at all toward L2. The learners do not attempt to adjust the insertion of the phonological or morphologically. Corder (1978) states that this strategy has been referred as extremely of borrowing because they do not change their L1 in communicate L2 directly. e.g. “*balon*” for “*balloon*”.

The students often use this strategy in their communication. They use it when they do not know the term of target language in L2 or the term of certain word in L2 pronounce as same as L1 but the linguistic system is different. In this book, the writer takes the references from Megawati and Mandarani (2016). The writer finds some conversations are indicated as borrowing. *Students A: I think sometimes I forget about the grammar. When I speak in the past tense or future I just speak in the simple present and this is about the grammar. Vocabulary is maybe I must “menghafal” many vocabularies.* From this conversation, it can be indicated that the learner tried to explain their thought. But she could not find the appropriate term in L2 because of her limit vocabularies. She used the term in native language “*menghafal*” instead of “*memorize*” in L2. From her term, it can be known as borrowing strategy in subcategories of language switch. There is no bothering from L1 to L2. She directly used her native language without attempt to change it into L2 phonological or morphologically.

Students Activities

1. **What is the difference between literal translation and language switch? Compare your ideas with your friend, and try to analyze which one is more appropriate.**
2. **Based on your experience, have you ever applied borrowing strategy in English conversation? Mention the words you used.**
3. **Interview two of your friends about their experience in applying borrowing**

CHAPTER VI

APPEAL FOR ASSISTANCE

Appeal for assistance is one of communicative strategies will be used by the learner when they ask of lexical help for the correct term or structure of L1 to L2 directly or indirectly. They ask the referential of expression, word or structure for their desire. The speaker will stop talking for a while and ask about certain referential to his interlocutor that he does not understand. Then, he will keep talking. This strategy is included of conscious transfer. There are some experts called this strategy as appeal to authority (Tarone, Frauenfelder & Selinker, 1976; Tarone, 1977). Appeal for assistance has several forms that are described systematically as follows.

- a. Appeal for direct assistance.

Turning for some helps to interlocutor by asking explicit questions to supply the desire term.

- b. Referring to dictionary.
- c. Taking up clues from the interlocutors' language.
- d. Seeking verification for correct utterance by raising the intonation or direct question.

Appeal for assistance also have tow subcategories, those are;

- a. Direct appeal for assistance.

The speaker will ask to his partner about explicit question. It is because concerning the gap of someone' in L2 knowledge. The speaker will do this strategy when he tries to explain the desire item by describing their assumption.

- b. Indirect appeal for assistance.

The speaker tries to elicit help to the interlocutor indirectly by explaining the lack in L2 items verbally or nonverbally. This strategy can be indicated when the speaker involves intonation, eye contact, puzzle expression and etc.

Based on the explanation above, the following conversation is able to indicate as appeal for assistance. In this conversation, we can indicate that student b asked for help to student A. She did not know how to say the correct vocabularies of “*tambahan*” in L2.

Then, she said “How to say.....”. Based on her utterance we can indicate that student B applied appeal for assistance strategy in this conversation. It is included in indirect appeal for assistance because the student B rising her voice to make sense of question for students A.

Student A : Is it delicious?

Student B : Of course. There is how to say “tambahan” in kuah how to say “kuah”, (**Appeal for Assistance**)

Students Activities

1. **According to you, which one is better, using direct appeal for assistance or indirect appeal for assistance? In what condition, direct or indirect can be applied in conversation.**
2. **Discuss with your friends, share your opinion about “Is it possible if we need someone to help us, only use our gesture?”**
3. **Have you ever used appeal for assistance strategies in English communication? Is it effective strategy used by the learners in communication?**

CHAPTER VII

MIME

This strategy is the easiest one among communication strategies. Mime strategy is the speaker uses nonverbal expression to show their intended meaning. They use gesture, sound representation, acting out an action or another paralinguistic form. The following explanation is the example of mime strategy.

Student A	: Do you ever make them disappointed?
Student B	: Yes, I ever. Because I ever feel that I (thinking). At that time, I was give up so I feelthat I cannot do anything. <u>I cannot do what other person do (shakingher head)</u> , so I was think that I am a stupid person in the class, so I was crying in front of my mom and she was very disappointed to me.

Based on the example above, we know that the speaker was shaking her hand. It indicated that the speaker tried to use mime strategy. In addition to saying the words, to convince the listener, student B move his part of body.

Gesturing is an activity in which the people use their part(s) of body to deliver the intended meaning found across culture, ages, and tasks. When nonverbal communication is delivered, the speakers' unspoken thoughts can be understood as long as the listeners are familiar with the signs. According to Goldin-Meadow (1999), gesture has two roles, namely as a tool of communication for listeners and a tool for thinking for speakers. Another idea comes from Bernardis & Gentilucci (2006). They state that gesture reinforced word, whereas word inhibited gesture. In contrast, aimless arm movements and pseudo-words had no comparable effects. More specifically, gestures include movement of the hands, face, or other parts of the body. Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak.

When people use mime strategy, it cannot be guaranteed that all listeners understand the meaning. By looking at gestures, people who understand will respond it quickly; otherwise miscommunication will appear due to misunderstanding between the

message sender and receiver. This happens due to the different understanding from the given signs. It is undeniable that different area has different mime or gestures. Thus, understanding others who have diverse habits is important thing to do.

Megawati (2015) states that every culture has its own unique set of gestures, including American culture. What is considered usual or polite behavior in America may be seen unusual or impolite in another country. For example, beckoning people to come with the palm up that is considered common gesture in America is considered rude in the Philippines, Korea, and parts of Latin America. To sum up, applying gestures or mime is fine to support interaction and becomes a strategy to create effective communication; however, we need to consider to whom we speak and in what situation the conversation

Students Activities

- 1. List the mime strategy that can be applied in English conversation.**
- 2. In pair, perform a role play that contains mime strategy in English communication in front of the class. Then, ask your friend to interpret the gestures you have done.**
- 3. Do you think mime has the same pattern for all countries in the world? Mention the examples of mime at least for 2 countries.**
take place in order not to create miscommunication.

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