

CHAPTER II

LITERATURES REVIEW

A. Theoretical Review

1. Public Speaking

a. The Notion of Public Speaking

Public speaking has been used as a vital means of communication all the way through history. Public speaking means sharing one's ideas publicly to other people and influencing the others (Lucas, 2009: 4). Meanwhile, Yee & Abidin (2014: 127) define public speaking as speaking in a structured manner to the audience to deliver a speech in order to entertain, inform or even persuade the audience. It is similar with presentation, but the objective of public speaking is usually for formal or academic environment.

According to Yee & Abidin (2014: 134), public speaking is effectively help students in practicing speaking English in positive, non-threatening, encouraging and comfortable environment. Al-Tamimi (2014: 66) also added that public speaking is useful to develop students' speaking competence and reduce their communication apprehension. In public speaking, the students will also be able to employ communication strategies.

b. The speech communication process in public speaking

Public speaking or communicating as general comprises of seven elements. Those are speaker, message, channel, listener, feedback, interference and situation. Those elements affect the success of public speaking. Lucas (2009: 17-21) clearly explained how those elements correlate when public speaker interact with the audience.

1) Speaker

Speaker is the first element in speech communication process. In conversation the speaker is also act as listener when the interlocutor is talking. In public speaking, the speakers will deliver their whole speech without any interference. The key success of the speech depends on the speaker itself. Personal credibility, speech preparation, manner of speaking, the knowledge of the subject, sensitivity to the audience, and the occasion are all factors that determine the success of the speaker to deliver their speech (Lucas, 2009: 17). Moreover, enthusiasm is also important to support the success of public speaking. The speakers cannot make the audience interested in their speech unless she/he interested in themselves.

2) Message

When people communicate with others, they send a message to them. The speakers' goal in public speaking is to make sure that their intended message is delivered to the audience. In order to achieve that goal, the way speaker delivered both his/her message (the nonverbal message) and the message itself (the verbal message) need to be paid attention to (Lucas, 2009: 18).

Furthermore, in order to deliver the verbal message properly, the speaker needs to narrow the topic into something which can be discussed sufficiently. Speaker needs to do some research and choose appropriate supporting details, organize the ideas and express the

message using the accurate, clear, bright and appropriate words. Moreover, the tone of voice, appearance, gestures, facial expression and eye contact are also important. Because in public speaking the speaker sends not only the verbal message with words but also send the nonverbal message to the audience.

3) Channel

Channel means the way of sending the message to the audience. In public speaking, using more than one channel is permissible. Each of the channels gives the different effect of the message received by the audience (Lucas, 2009: 18). The audience of radio, television, congress and public speaking class will accept the message differently. The radio audience can only receive the message through the speaker's voice, but in public speaking class, the channel is the most direct of all. The audience will see and hear the speaker directly without any electronic interference.

4) Listener

Someone who receives the message from the speaker directly is a listener. According to Lucas (2009: 18) there is no communication without the listener. In public speaking the listeners are many. All of the speaker's words are filtered through a listeners' frame of reference. Every listener has a different *frame of reference* (the total of the knowledge, experience, goals, values, and attitudes). Because both public speaker and listeners have the different frame of references,

they will interpret the meaning of message differently. Therefore, the public speaker should adapt the message to the audience being addressed. She/he needs to fit the message based on their experience, knowledge, interest and values so that the listener can adapt and understand the message easily.

5) Feedback

Public speaking is *one-way communication* where the listener cannot talk back to the speaker directly. Nonetheless, public can also involve *two-way communication* (Lucas, 2009: 19). Although the listeners do not speak to the speaker directly, they send back the message through feedback.

In public speaking, the speaker is able to know whether his/her message is being received or not by seeing the listeners' attitude. Do the listeners pay attention? Do they have weird looks on their faces? Do they gaze to another subject rather than look at the speaker? Do they shuffle their feet? The speaker needs to be aware of these reactions and able to arrange the message appropriately. Moreover, the feedback is also affected by the frame of references, so that every people will give different feedback as well. The public speaker needs to identify the feedback from the listeners well.

6) Interference

All the things that prevent the communication of a message are called interference. Lucas (2009: 20) explains that there are two kinds

of interferences in public speaking. One is *external* to the listeners such as the noise outside the building, uncomfortable atmosphere and many others. The second one is *internal* interference that comes from within the listeners. However, the speaker must hold the listener's concentration regardless of these different kinds of interferences.

7) Situation

The time and place when communication occurs are called situation. Lucas (2009: 21) explained that public speakers should aware of the situation and physical setting because the different situations and the settings will comprise the different tricks and he/she needs to adjust it.

Overall, the speaker plays an important role in the process of communication in public speaking. In order to deliver the message successfully, the speaker needs to pay attention to all of the speech communication process elements.

2. Speech Extracurricular

Speech extracurricular is one of compulsory activities for the students of bilingual Islamic boarding school. The speech extracurricular activity is the training program of public speaking, especially speech. It requires the students to deliver a speech about some issues in front of their friends (audience). According to Al-Tamimi (2014: 45) public speaking comes from the skills of training approach. Therefore, speech extracurricular aims to train the students'

way of thinking and to train them to speak in front of people in order to improve their language proficiency, especially speaking skill.

Public speaking program is one of compulsory activities for seventh-grade, eighth-grade, tenth-grade and eleventh-grade students of Islamic Boarding School for Girls. All students should attend this program three times a week. In view of the fact that this program is a compulsory activity for students, the students are divided into several groups. Each group consists of mixed students from every grade. A total of 339 students from seventh-grade, eighth-grade and tenth-grade are divided into 13 groups. Meanwhile, eleventh-grade students are in separated groups. Total of 117 eleventh-grade students are divided into two groups.

Each group consists of member and manager. Tenth-grade students are regulated as the manager of speech extracurricular in each group. They are responsible to manage the activity in each group. Meanwhile, eleventh-grade students are the supervisor of speech extracurricular or they usually are called as MM. MM is ministered under both Language Department in Islamic Boarding School for Girls; CLI (Central Language Improvement) and LAC (Language Advisory Council). The term MM comes from the Arabic phrase *Mulahidoh Muhadloroh* means the supervisor of speech extracurricular. They are in charge of managing and monitoring the efficiency of all speech extracurricular. They are responsible to check and revise the students' speech concept, evaluate the students' speech and evaluate all the activities each groups.

In spite of all of eleventh-grade students are MM, they should attend speech extracurricular also. They are divided into two groups separated from the other students. They are divided into group A and group B. They change their schedule of becoming MM and attending speech extracurricular every two weeks. When group A become MM, group B will attend speech extracurricular. In the contrariwise, when group B become MM, the other group will attend the speech extracurricular as well.

Speech extracurricular is conducted three times a week in three different languages (Bahasa Indonesia, English, and Arabic). It is conducted every Monday, Tuesday and Saturday. This program usually begins at 14.45 until 1530. In each meeting, the program was lead by two students as Master of Ceremony (MC). Meanwhile, the schedules of Speech extracurricular are: (1) Opening, (2) Reciting the Holy Qur'an, (3) Singing the Hymn of Islamic Boarding School, (4) Speech, (5) Evaluation from MM, (6) Supplication and the last, (7) Closing. Each student has an opportunity to become MC, speaker, the reader of Holy Qur'an, or the leader of singing.

Before delivering their speech to the audience, the students should write a speech concept in their concept book. They have an opportunity to convey their ideas and messages they want to share. They can choose their own topic, although sometimes MM gives them the specific topic beforehand. By writing their own concept, students can construct their ideas and improve their writing skills. Moreover, MM will check and correct the students' speech concept

before they can deliver it. MM will correct the grammatical and the coherence of the students' speech concept.

3. Communication Strategies

a. Communication Strategies as Strategic Competence

According to Celce-Murcia (2007: 45), the communicative competence for language teaching consists of six competencies; sociocultural competence, linguistic competence, strategic competence; discourse competence, formulaic competence and interactional competence. The discourse competence has the central role in constructing the communicative competence, so it is in the middle of the model of communication competence surrounded by four other components (see Figure 1). Discourse competence itself refers to the selection, arrangement of words, utterances and also structures to gain the unified of the spoken message or when it is related to grammatical and lexical competence to create a coherent text, express a message and attitude towards the text.

Celce-Murcia then describes linguistics competence as a competence related to four types of the speakers' knowledge; morphological, phonological, syntactic and lexical knowledge. Meanwhile, formulaic competence is the counterbalance of linguistic competence. Moreover, socio-cultural competence is a competence related to the speakers' pragmatic knowledge. And the bottom-up counterpart to the more global top-down socio-cultural competence is the hands-on component of interactional competence. Interactional competence itself has three

subcomponents; actional competence, conversational competence, and nonverbal competence.

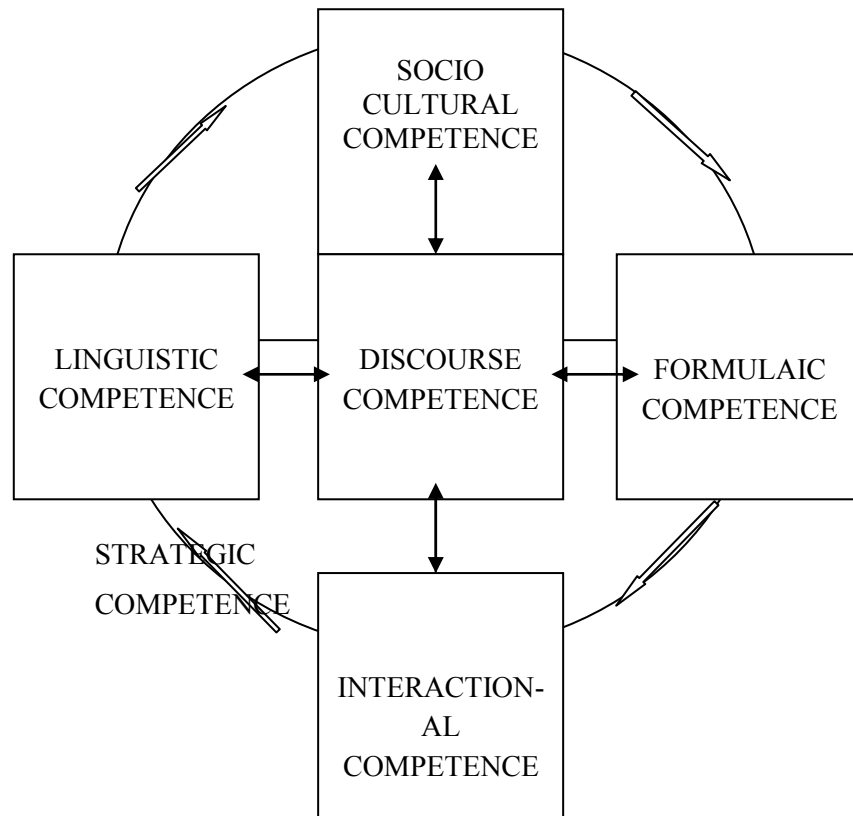


Figure 1. Schematic representation of communicative competence (Celce-Murcia, 2007: 45).

The last one is strategic competence which is related to the process of thought by the students to enhance their learning of the target language. Related to language learning, Celce-Murcia (2007: 50) explained that this strategic competence divided into two kinds of strategies, they are (1) learning strategies and (2) communication strategies. According to Oxford (2001: 362) learning strategy are certain strategies used by students in order to improve their L2 learning. Learning strategy consists of three important components; *cognitive, metacognitive* and *memory related*. Related to

communication strategies Celce-Murcia, (2007: 50) added that there are many strategies included, they are achievement strategies, stalling or time gaining strategies, self-monitoring, interacting strategies, and social strategies.

Previously, Tarone (1980; 1981) clearly defined communication strategies differ with other strategies for instance learning strategies and production strategies. In order to know the differences between these strategies, each definition of these strategies need to be explained. Tarone (1980: 419; 1981: 294) defines communication strategies based on interactional approaches where in order to deliberate the compatibility on meaning between two interlocutors, communication strategies functioned as an attempt to bridge the gap between their linguistic knowledge. Meanwhile, production strategy is an endeavor to use the linguistic system effectively (Tarone 1980: 419). Both communication strategies and production strategies are attempts to use linguistics system, but the difference is that communication strategies more focus on the negotiation of meaning in the interactional process.

Furthermore, learning strategy is defined as the learners' attempt to develop their linguistic and sociolinguistic competence in the target language. Communication strategies and learning strategies can be distinguished based on the motivation of learners and their desire to communicate a meaning to interlocutor using the target language. The basic

motivation in communication strategies is to communicate while in learning strategy is to learn the target language not to communicate.

b. Approaches in Defining Communication Strategies

Since the notion of communication strategies firstly was introduced by Selinker in 1972, many discussions about communication strategies were conducted that lead several perspectives on both the definition and taxonomies of communication strategies. As a result, there is no distinct agreement on the definition of communication strategies. However, the various definitions of communication strategies come from the different conceptualization of communication strategies on several pieces of research. The researchers mostly generalize it based on different partial language phenomenon. According to Kasper & Kellerman (2014: 2), most experts visualize communication strategies as second or foreign language learners' mental plan responding to an internal signal of encountered problems. Communication strategies are functioned as the self-help without any involvement of the interlocutors. Additionally, some definitions of communication strategies are reflected from different approaches such as traditional view, interactional and psycholinguistic approach.

1) Traditional view

According to traditional view, communication strategies refer to a means which is used to counterbalance for gaps in second or foreign language learners' proficiency. Communication strategies are diverse from other kinds of other problem-solving devices. Communication

strategies comprise the managing of problems that have been emerged already during the communication process such as negotiation of meaning and repair mechanism. Dörnyei & Scott (1997: 177) describe communication strategies as a process occurring at the planning stage dealing with language production matters.

Furthermore, Mariam (2014: 163) add that communication strategies play the role in assisting the speakers of the second or foreign language to convey his or her messages so they can still communicate effectively in spite of the fact that their knowledge of the vocabulary and the grammar rules is lack.

Summarily, according to traditional perspective, communication strategies are certain strategies used to help speakers of the second or foreign language to communicate effectively by the way of resolving some encountered problems in the language planning stage dealing with language production.

2) Interactional Approach

Drawing the definition of communication strategies under interactional view, Tarone (1980) saw communication strategies from *inter-individual, interaction* view which define communication strategies as “mutual attempts of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be shared” (Tarone, 1980: 420). Furthermore, Tarone (1981: 288) also defines communication strategy as a bridge. The gap between the

linguistic knowledge of second or foreign language learners and the linguistic knowledge of their interlocutor will be bridged by communication strategies (Cervantes & Rodriguez, 2012: 113). Tarone (1981: 288; 1980: 419) also proposed that there are three necessary criteria to characterize communication strategies; (1) a speaker desires to communicate meaning x to a listener, (2) the speaker believes the linguistics or sociolinguistics structure desired to communicate meaning x is unavailable, or is not shared with the listener; thus (3) the speaker can choose whether avoids to communicate the meaning x or puts an attempt to communicate meaning x.

Regarding above definition, communication strategies focus on the interactions between the speaker and the interlocutors. And negotiation of meaning become the crucial thing since the language background between the speaker and the interlocutor may be different. Rohani (2012: 54) affirms that communication strategies not only concern about the process of production but also the receptive process of the target language.

In conclusion, according to the interactional approach communication strategies are defined as the strategies used by the language users not only in the process of producing the target language but also in the receptive process of the target language. Communication strategies intended to help second or foreign language users on how to

deal with the smooth of communication in which both of speaker and interlocutor have the same significant function in it.

3) Psycholinguistic Approach

Pertaining to the focus of communication strategies within psycholinguistic approach, some experts argued that communication strategies focus on the activation of cognitive processes of the language learners rather than interactional process between the learners and the interlocutors.

On defining communication strategies, Færch & Kasper (1980: 81) describe communication as "... potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". In the same vein, Nakatani (2006: 151) asserted that communication strategies within psycholinguistic tend to focus on the individual problem-solving activities. In order to achieve communication goal effectively, the learners may use communication strategies when they encounter some problems in communication. Communication strategies focus on the production process of the target language.

4) Sociolinguistics Approach

The sociolinguistics perspective considers about the concept of communication strategies as a larger literature outside second language acquisition problem. The research about communication strategies need

to look beyond some others problematic knowledge rather than linguistics problem toward psycholinguistics and interactional approach that presently dominated the field (Rampton, 2014: 279).

However, this definition expands the understanding of communication strategies into more capacious. With the result that, communication strategies concern not only about linguistic problems of the language speaker, but also other problems related to the insufficiency knowledge of the language speaker.

c. Defining Communication Strategies

According to various definitions of communication strategies through some approaches, the main concept to define communication strategies consists of two criteria: *consciousness* and *problem-orientedness*. These two criteria have distinguished communication strategies from other verbal plans (Færch & Kasper, 1984: 47).

1) Problem-orientedness

Most of the experts explain problematicity as a basic feature (e.g., gaps, difficulties, crisis, lacks) in defining communication strategies. Therefore, problem-orientedness has become one of the important elements in defining communication strategies. Pertaining to problem-orientedness, Færch & Kasper (1984: 47) asserted that the criterion of problem-orientedness relate to the problems encountered by the language users. When they encounter some communication problems and their communicative goal cannot be actualized even if their linguistics

repertoire is currently accessible and applicable, they need to solve the problems by activating a particular strategic plan.

Dörnyei & Scott (1997: 182) explain initially, communication strategies are considered to deal only with problems related to source deficit (*source deficit-problem*) in speakers' knowledge or problems related to the insufficient linguistic knowledge. Nevertheless, some researchers enlarged the term problem-orientedness to control not only resource deficit-problem but also broaden into other three types of communication problems. Accordingly, Dörnyei & Scott (1997: 183) explain the types of communication problem as well:

a) Own Performance Problems

Own performance problems relate to the language speakers' realization on their own mistake. They are aware of their incorrect or partly mistaken utterances (Dörnyei & Scott, 1997: 183). When realizing their own mistake, they will try to solve the problem by employing the strategies which refer to self strategies, for instance *self-rephrasing*, *self-repair* and *self-editing mechanism*.

b) Other performance problems

This problem usually occurs in interlocutors' speech, either because of their mistaken thought or because of comprehending something incompletely. When the interlocutor cannot comprehend the speaker's message clearly, the miscommunication can possibly occur so speaker need to look for an alternative plan to keep the

communication flow. This problem associates with some *meaning negotiation strategies*.

c) Processing time pressure

Some language speakers need more time to prepare and process their target language's speech than communicate naturally fluently. When students encounter difficulties in delivering their message, they need more time to think what they will say or to look for the alternative plan. Therefore they need a strategy that will help them gaining more time to process the message. Some strategies such as *use hesitation devices, using filler or self-repetition* are associated with this problem.

2) Consciousness

Different from problem-orientedness, the criterion of consciousness is not a permanent psychological state. Its presence depends on some individual and situational variables as well as on the linguistic material and psychological procedures involved. It is an automatic process that cannot be controlled consciously (Færch & Kasper, 1984: 47). With regard to this matter, only three out of four aspects of consciousness are pertinent to communication strategies. The fourth aspect *consciousness as control* is excluded as the criterion of communication strategies definition because communication strategies are considered as automatic strategy and the point of practicing communication strategies are to improve the automatization (Dörnyei, 1995: 63; Dörnyei & Scott,

1997:185). That is, communication strategies are potentially a conscious strategy but they cannot be controlled consciously. Therefore, the terms consciousness of communication strategies are deconstructed into three characteristics as follows.

a) Consciousness as awareness of the problem

The language speakers consciously recognize some problems related to language processing that needs certain communication strategies rather than assumes it as a mistake that may have the similar mistaken form with communication strategies (e.g., the use of *word coinage strategy*, such as use “typer” to form a noun “type” consciously).

b) Consciousness as intentionality

The speakers are aware of the problem faced and they use certain verbal behaviors that systematically related to that problem without a conscious choice. However, the use of this device is different with communication strategies which used by speakers intentionally (e.g., the speakers usually aware about the difficulty confronted and they use non-lexicalized filled pauses, “umming and erring” most of the time accidentally).

c) Consciousness as awareness of strategies language use

The speakers are aware of the using of certain devices to overcome the communication problems. Nevertheless, when the speakers use those devices and assume them only as a piece of

acceptable target language without regarding them as a strategy, it cannot be considered as communication strategies. (e.g., some second or foreign language speaker use *Literal translation* and might think that is a solution in productions process, but these are not counted as communication strategies cases).

Some researchers generally have the same opinion on the main purpose of communication strategies that are functioned to deal with communication trouble. As aforementioned, communication strategies are the devices used by an individual to overcome the communication problem and aimed to reach the communicative goal effectively. Communication strategies are different from either other language devices or other strategies. Communication strategies are the process that occurred at the planning stage of the speakers dealing with language production matters (Dörnyei & Scott, 1997: 177) and it was consciously employed by the speaker (Færch & Kasper, 1980: 81). However, communication strategies are in charge to reach the communicative goal effectively.

d. The taxonomy of communication strategies

Since there is no certain agreement on the definition of communications strategies, the taxonomy of communication strategies are also various. Several experts define communication strategies and classify the taxonomy based on their general orientation towards language analysis.

Tarone (1980; 1981) defines communication strategies based on interactional approaches perspective. She explains that communication

strategies are functioned as a bridge to associate the linguistic knowledge between the speaker and the interlocutor in order to negotiate on a meaning. When the meaning is either unavailable or does not share with the listener, the speaker can choose whether avoiding to communicate the meaning “x” (*avoidance strategies*) or alternating means to communicate meaning “x” (*achievement strategies*).

Through different perspective, Færch & Kasper (1983; 1984) and Willems (1987) categorize the taxonomy of communication strategies based on psycholinguistic perspective. Communication strategies considered as the devices used by the speaker to solve the communication problems, not to negotiate the meaning. Since Færch & Kasper (1983; 1984) define and classify communication strategies through psycholinguistic perspective, they focus on the speakers’ cognitive process. Færch & Kasper (1983; 1984) and Willems (1987) divide communication strategies into two main subcategories; *achievement* and *avoidance strategies*.

Furthermore, Dörnyei (1995) classifies the taxonomy of communication strategies into three subunits that consist not only *avoidance or reduction strategies* and *achievement or compensatory strategies* but also *stalling or time gaining strategies*. According to Dörnyei (1995: 59), the consideration about filled pause and hesitation devices as communication strategies owing to Færch and Kasper’s (1983) conceptualization which include *problem-orientedness and consciousness* as essential features of

communication strategies. Dörnyei added that the conscious use of filler and hesitation devices accomplish both of criteria.

Generally, some experts classified communication strategies into two main subunit categories; *achievement strategies* and *avoidance or reduction strategies*. The basic concept of this classification is based on the students' behavior in confronting the communication problems. The students can choose whether to maintain the original message or communicative goal by applying an alternative plan (*achievement strategies*) or to leave some part of the original communicative goal by applying *avoidance or reduction strategies*. The table 1 below describe the various classifications of communication strategies based on Tarone (1980; 1981), Færch & Kasper (1983; 1984), Willems (1987) and Dörnyei (1995).

Table 1. Various taxonomies of communication strategies

Various taxonomies of communication strategies			
Tarone (1890; 1981)	Faerh and Kasper (1983; 1984)	Willems (1990)	Dörnyei (1995)
Avoidance Strategies / Reduction strategies			
1. Message abandonment 2. Topic avoidance	1. Formal reduction a. Phonological b. Morphological c. Syntactic d. Lexical 2. Functional reduction a. Actional reduction b. Modal reduction c. Reduction of propositional 1) Topic avoidance 2) Message abandonment 3) Meaning replacement	1. Formal reduction a. Phonological b. Morphological c. Syntactic d. Lexical 2. Functional reduction a. Topic avoidance b. Message abandonment c. Meaning replacement	1. Message abandonment 2. Topic avoidance

Various taxonomies of communication strategies			
Tarone (1890; 1981)	Faerh and Kasper (1983; 1984)	Willems (1990)	Dörnyei (1995)
Achievement /compensatory strategy			
1. Paraphrase a. Approximation b. Word coinage c. circumlocution 2. Conscious Transfer a. Literal translation b. Language swift 3. Appeals for assistance 4. mime	1. compensatory strategies: a. code switching b. interlingual transfer (L1/L3 based strategies) (foreignizing) c. inter-intralingual transfer (literal translation) d. IL based strategies 1) generalization 2) paraphrase 3) word coinage 4) restructuring e. Cooperative strategies f. Non-linguistic strategies 2. retrieval strategies	1. Interlingual strategies a. Borrowing/ Code switching b. Literal translation c. Foreignizing 2. Intralingual strategies a. Approximation (Generalization) b. Word Coinage c. Paraphrase - Description - Circumlocution - exemplification d. Smurfing (use of all purpose words) e. Self Repair/ Restructuring f. Appeals for assistance - Explicit - Implicit - Checking questions g. Initiating Repair 3. Paralinguistic strategy	a. Approximation b. Circumlocution c. Use of all-purpose word d. Word-Coinage e. Use of non-linguistic f. Literal Translation g. Foreignizing h. Code switching i. Appeal for help
Stalling or Time-gaining strategies			
			Use of fillers/ hesitation devices

Table 1 above shows that Tarone (1980; 1981), Færch & Kasper (1983; 1984), Willems (1987) and Dörnyei (1995) classified the taxonomy of communication strategies differently. In order to know the clear

taxonomy of communication strategies based on those experts, each of strategies need to be explained clearly.

1) Avoidance or Reduction strategies

Avoidance or reduction strategies refer to the speaker action to reduce the original message rather than look for an alternative plan when they encountered difficulties. However, some experts divide *avoidance or reduction strategies* differently. Tarone (1980; 1981) and Dörnyei (1995) divide it into *message abandonment* and *topic avoidance*, but Færch & Kasper (1983; 1984) and Willems (1987) categorize it into more complex categorization.

Færch & Kasper (1983; 1984) and Willems (1987) called it as reduction strategies and divide it into two sub categories; *formal reduction strategies* and *functional reduction strategies*. According to Færch & Kasper (1984: 48) *formal reduction strategies* refer to the student's attempt to communicate using language fluently and avoiding an error through reducing system, using available rules and items. *Formal reduction strategy* can take place morphologically, phonologically, syntactically or lexically. And normally those strategies often are followed by other strategies.

Moreover, Færch & Kasper (1984: 49) explain that *functional reduction strategy* can influence some components of communicative goals in its propositional, actional or modal. Students employ *functional reduction strategy* in order to avoid the problem by reducing their

communicative goal. *Actional functional reduction strategy* refers to the students' attempt to avoid performing certain discourse function or speech act. When students decide not to mark a speech act for relational and expressive functions, students perform *modal functional reduction strategy*. And *propositional functional reduction* involves some strategies such as *message abandonment*, *topic avoidance* and *meaning replacement*.

In Willems' taxonomy, *message abandonment*, *topic avoidance* and *meaning replacement* are not categorized whether they are actional, modal or propositional. They are only categorized as *functional reduction strategies*. Meanwhile, Tarone and Dörnyei directly categorize *message abandonment* and *topic avoidance* as avoidance strategy. Both of them do not divide avoidance strategies into more specific.

However, aside from the different types of avoidance strategies based on several experts aforementioned, all of them have the same perspective on defining *message abandonment* and *topic avoidance*. They define *message abandonment* as the strategy used by speaker by leaving the certain message incompletely, or they stop their message due to linguistic difficulties. And *topic avoidance* is defined as avoiding the difficult topics or the topic which the speakers do not master it due to language difficulties.

2) Achievement or Compensatory Strategies

However, some experts also classify the taxonomy of achievement strategies differently. As Tarone (1980; 1981) classified the taxonomy of communication strategies based on interactional approach, meanwhile Færch & Kasper (1983; 1984) and Willems (1987) classify it through psycholinguistic approach. Some of strategies are defined differently by the experts. The clear definition of each strategies according to Tarone (1980; 1981), Færch & Kasper (1983; 1984), Willems (1987) and Dörnyei (1995) explain in the previous discussion.

a) Code switching

Tarone (1980; 1981) address *code switching* as *language swift*, meanwhile Færch & Kasper (1983: 1984), Willems (1987) and Dörnyei (1995) call it as *code switching*. Moreover, Dörnyei also names it as *borrowing*. All of these experts agree that code switching refers to use the native language and pronounce it in native language pronunciation. According to Færch & Kasper (1984: 50), this strategy is one of LI/L3 based strategies. It relates not only the use of native language (L1), but also the use of other foreign languages (L3). It occurs when both of L1 and L3 features are activated, so students may use both of their native language (L1) and other foreign languages (L3). In conclusion, *code switching* refers to the use of native language or other foreign languages due to language difficulties when students communicate in the target language.

b) Literal translation

Some experts define *literal translation* as translating literally from native language to the target language. Tarone (1981: 286) also mentioned it as translating word for word from the native language. Willems (1987: 355) and Dörnyei (1995: 58) clearly mention that *literal translation* means translate literally a lexical item, an idiom, a compound word or structure from L1 to L2. Besides, Færch & Kasper (1984: 50) explained that *literal translation* refers to the selection of verb literally and combination of IL lexical items on the basis of L1/L3. Both Færch & Kasper and Willems categorized literal translation as interlingual strategies because this strategy comprise not only the target language elements but also the other languages whether native language or other foreign languages.

c) Approximation (Generalization)

Tarone, Willems, Dörnyei, Færch and Kasper have different perspective on defining *approximation*. Tarone (1980: 429; 1981: 286) and Willems (1987: 355) simply define it as the use of incorrect vocabulary or structure of the target language which share similar semantic feature with the target word. Dörnyei (1995: 58) describes it as the use of an alternative term to express the meaning of the target term as closely as possible. Differ from other experts, Færch & Kasper (1984: 50) name it as *generalization* that refers to the process of substituting element which not usually used by the speakers in the

given context but they think it can convey the intended meaning. However, Tarone categorizes *approximation* as one of paraphrase strategies, but the other experts categorize *approximation* and *paraphrase* differently. It can be concluded that *approximation* is a strategy used by students by employing an alternative term which semantically has the closest meaning with the target term in order to convey the intended meaning.

d) Paraphrase (Circumlocution)

In Tarone's taxonomy, *paraphrase* consist of approximation, word coinage and circumlocution strategy. Meanwhile, in other taxonomies, approximation and word coinage are classified as other different strategies. However, some experts categorize *circumlocution* as a part of *paraphrase* and the others categorize it as a strategy. On the other hand, Willems (1987: 355) and Færch & Kasper (1984: 50) explain that paraphrase consists of description, circumlocution and exemplification. They define *paraphrase* as describing, circumlocuting and exemplifying an object or action of the target language. Both Tarone (1980; 1981) and Dörnyei (1995) indicate that *circumlocution* is a strategy used by students by describing or exemplifying the characteristic or elements of the object or action instead of using an appropriate target language. In sum, paraphrase is more general than circumlocution.

e) Word coinage

Word coinage means creating a new target language word based on supposed rule to convey the desired concept (Tarone, 1980; Færch & Kasper, 1983; Willems, 1987 and Dörnyei, 1995). Furthermore, Færch & Kasper (1984: 51) add *word coinage* happened when students use their interlanguage to construct the new word in the target language.

f) Smurfing (Use of all purpose words)

According to Willems (1987: 355), *smurfing* is using an empty or meaningless to fill the gap in vocabulary. Dörnyei (1995: 58) call it as *use of all-purpose word*, it refers to the use of a general, empty lexical item to express the specific words. For example, the use of the word such as “thing”, “what’s it”, “thing”, “stuff”. Both Tarone and Færch & Kasper do not classify *smurfing* as one of achievement strategies.

g) Foreignizing

Based on Færch & Kasper and Dörnyei’s taxonomy, *foreignizing* is categorized as interlingual strategies. Færch & Kasper (1984: 50) explain that when interlingual transfer adapt non-IL element to the IL system morphologically or phonologically, it called *foreignizing*. Willems (1987: 355) and Dörnyei (1995: 58) clearly define *foreignizing* as the use of native language word and adjusting it

as the target language phonologically or morphologically. For example the use of “*spidol*” (/spɪdɔl/) for “marker”.

h) Restructuring (Self repair)

Restructuring used by students when they realize that they cannot continue their plan, but they decide to develop an alternative plan to help them reach their original message (Færch & Kasper, 1983: 51). Furthermore, Willems (1987: 355) also define *restructuring* as *self repair* which refers to setting up a new speech-plan when the original one is fails. In conclusion, *restructuring* is a student attempt to create an alternative verbal plan and self repairing their speech when they fail to convey their intended message.

i) Initiating Repair

In Willems’ taxonomy, *initiating repair* is one of intralingual strategies which refers to the students attempt to repair the message they have been conveyed by asking confirmation to the interlocutor. The example students ask to the interlocutor by saying “*I am sorry, there must be some misunderstanding. Does... mean ...?*” or “*I mean.... I hope you don’t mind my asking....*” (Willems, 1987: 355).

j) Paralinguistic strategies (non-linguistic strategies)

Some experts label *paralinguistic strategy* differently. Tarone (1980; 1981) name this strategy as *mime* which refers to the use of nonverbal strategies, gesture and facial expression to explain the meaning of an object or structure. (e.g., point out the eye to tell "see").

Willems (1987: 355) calls it as *paralinguistic strategies*, while (Færch & Kasper, 1983: 50) and Dörnyei (1995: 58) name it as *nonlinguistic strategies*. They include the use of mime in this strategy, so that *paralinguistic* or *nonlinguistic strategies* refer not only the use of mime but also the use of other nonlinguistic strategies such as gesture, facial expression, hand movement and sound imitation to explain the difficult term and replace speech.

k) Appeals for Assistance (Cooperative strategies)

Færch & Kasper (1984: 51) assert that beside the achievement strategies mentioned so far, all of them represent the student attempt to solve the communication problem on their own, so that *cooperative strategies* involve the cooperative problem solving activity between student and their interlocutor. Other experts name it as *appeals for assistance*. Tarone (1980; 1981) define it as the students attempt to ask the correct term. Willems (1987: 355) enlighten *appeals for assistance* definition as asking the help from the conversation partner directly or indirectly. Furthermore, Dörnyei (1995: 58) clearly divides *appeals for assistance* into three categorizations; (a) *explicit*, (b) *implicit* and (c) *checking question*. Students can ask the other's assistance explicitly by saying "what do you call?", "speak more slowly", or "do you know what the mean of ...". They can also ask the assistance implicitly by pausing, repeating or drawling their speech, using intonation and saying "I don't know how to call this...". They

can also use checking questions in order to make sure that something understood by the interlocutor by asking “do I hear you say...”; “are you saying that..”. In conclusion, when students encounter difficulties, they can either use non-cooperative strategies or use cooperative strategies that involve the interlocutor’s role in helping speaker to deliver the message clearly.

l) Retrieval strategy

According to Færch & Kasper (1983: 52) *retrieval strategies* used by student when they have difficulties in retrieve some item. They have already known the term, but to get the correct item, they need to retrieve some words.

m) Pause, Using fillers or Hesitation devices

Differ from other taxonomy, Dörnyei divide the taxonomy of communication strategies not only into achievement strategies and reduction strategies, but also *stalling or time gaining strategies*. He explains that *stalling or time gaining strategies* has different function from other strategies (achievement strategies and reduction strategies) (Dörnyei, 1995: 57). This strategy is used to keep the communication channel open when the student encounters some difficulties. A logic explanation about this is that when students encounter difficulty, they need to make some plan to maintain the flow of communication. Consequently, they need more time to think and therefore, using some

strategies such as fill pause and hesitation devices considered as communication strategies.

e. The taxonomy of Communication Strategies used in the present study

In the recent explanation, various kinds of taxonomy of communication strategies have been revealed. Certainly, there is no compromise on the description and classification of Communication strategies. Some previous researchers have classified and defined communication strategies based on different language phenomena. Hence, the taxonomy of communication strategies in this present study is taken from several taxonomies proposed by previous researchers. The researcher adopts the classification of communication strategies proposed by Færch & Kasper (1983), Willems (1987) and (Dörnyei, 1995).

The researcher uses the typology of communication strategies proposed by Tarone (1980; 1981), Færch & Kasper (1983; 1984), Willems (1987) and (Dörnyei, 1995). Because they are similar. All of them are classified into two sub categories as avoidance or reduction strategies and achievement or compensatory strategies.

Table 2. The Taxonomy of Communication Strategies Used in the Present Research

Avoidance or Reduction Strategies			
Speakers reduce system in their communication in order to avoid communicating in non-fluent and incorrect way. Speakers might change their communication goal. And usually, this strategy accompanied by another strategy			
1	Formal	Phonological	
2		Morphological	
3		Syntactic	
4		Lexical	
5	Functional	Message Abandonment	
6		Meaning Replacement	
7		Topic Avoidance	
Compensatory or Achievement Strategies			
The strategy used to solve communication problem in order to maintain communication goal.			
8	Paralinguistic strategies	Gestures, mime or facial expression	
9	Interlanguage Strategies	Code switching	
10		Literal translation	
11		Foreignizing	
12	Intralingual Strategies	Generalization	
13		Word Coinage	
14		Paraphrase (Circumlocution) a. Description b. Exemplification	
15		Smurfing (use all of the purpose words)	
16		Self Repair (Restructuring)	
17		Appeals for assistance a. Explicit: (e.g., “what do you call?”). b. Implicit (e.g., Pause, intonation, repetition or “I don’t know what to call this”). c. Checking Questions: (e.g., do you understand what I say?”	
18		Initiating Repair	
19		Retrieval Strategy	
Stalling or Time-Gaining Strategies			
20		Pause, Using filler or hesitation devices	

f. Some Factors Influencing the Use of Communication Strategies

There are some factors that generally affect the students' use of communication strategies. Some experts reveal that there are some factors affecting the students' use of communication strategies. The first one is the students' level of language proficiency (Hua et al., 2012; Al Alawi, 2016; Maldonado, 2016). The second factor is willingness to use inferencing strategy or students' attitude towards the use of communication strategies their selves (Moattarian, 2012), and the third factor is kind of task which direct students to use certain strategies on the certain task. In connection with the different task will affect the use of different communication strategies also. In spite of, Ghout-khenoune (2012: 778) asserted that different tasks will affect the quantity of using communication strategies, not the quality, for both different tasks students use similar communication strategies.

Furthermore, other factors influencing the use of communication strategies is affective factors such as anxiety (Grzegorzewska, 2015) and communication apprehension (Bijani & Sedaghat, 2016). Grzegorzewska (2015: 306) confirmed that students with high anxiety use more of communication strategies. Meanwhile, related to the communication apprehension, Bijani & Sedaghat (2016: 370) found that students with high communication apprehension use more of communication strategies rather than the students with low communication apprehension.

B. Review of Relevant Studies

Considerable bodies of the study reveal that communication strategies are very crucial in communication process. Therefore, research on the use of communication strategies by students of Islamic Boarding School for Girls was conducted. In this phase, some relevant studies from the previous research were explained clearly.

The first study was conducted by Hardianti (2016). This research was intended to know Indonesian university students' use of types of oral communication strategies in discussion process and what their reason for using it. This research was qualitative and the data collected through observations and interviews. During the observation, the discussion activity was recorded and then transcribed and analyzed. The result of the study revealed that the most frequent strategy used by university students was using fillers strategy. Student used that strategy because of their lack of English vocabulary and content knowledge of the discussion topics.

The previous research has analyzed the use of communication strategies by university students in discussion context. Meanwhile, the present research discovered communication strategies used by Junior and Senior Secondary School students in public speaking context. The data collected not only through observations and interviews, but also documentation.

The second study was conducted by Maldonado (2016). In this study, Maldonado intended to observe the different communication strategies employed by EFL students in their communication and to determine the relationship

between the students' proficiency level and their communication strategies use. The result of this study confirmed that there is relationship between the students' proficiency level and their usage of communication strategies. The students' proficiency level also influenced the students' choice of communication strategies.

However, the researcher did not observe the different types of communication strategies used by students of different levels of proficiency, but the researcher observed the different use of communication strategies between Junior and Senior Secondary School students.

The next study was a thesis done by Purnama (2017). This study aimed to obtain empirical data on the types of communication strategies used by Indonesian EFL beginning learners, to know the most and the least frequently used communication strategies and factors which contribute to it. The data were collected through a single technique that was documentation. The documents of the transcript of students' speaking task were used in the research. Four male and four female students of 8th grade were given two kinds of task namely interview and cartoon description. The result showed that the most frequent strategy used by students was stalling strategies (pause fillers and self repetition) and the least frequent strategy used by students was foreignizing. This happened due to the students L2 insufficiency and practice inadequateness among learners.

In the present research, the researcher has also tried to obtain empirical data from Junior and Senior Secondary School students on their use of communication strategies in speech extracurricular. Moreover, the researcher used not only documentation but also observations and interviews in collecting data.

C. Conceptual Framework

In Indonesia, English is not taught as second language but foreign language. Thus, communicating and speaking English is not easy for students. Some factors such as limited linguistic competence, anxiety and less of practice become a crucial problem in students' speaking and communicating process. So, some activities to improve the students' speaking skill need to be conducted. One of them is the speech extracurricular activity where students are trained to deliver a speech in front of the audiences.

Besides some problems encountered in speaking English, delivering a speech in front of the audiences is somehow difficult and challengeable. Hence, students need the devices to help them confronted some problems in communication. Strategic competence are supposed to be the appropriate tools or devices to handle these problems.

The strategic competence is one of communicative competence elements. It plays an important role in communicative competence. All of the components of communicative competence can be handled by strategic competence. One strategic competence that mostly has an important role in communication is communication strategies. Several experts reveal that communication strategies functioned as the problem solving strategies to maintain communication interaction flow well (Færch & Kasper, 1983; 1984 & Willems, 1987). Some previous studies also reveal that most of students use communication strategies due to linguistic insufficiency problem. The clear explanation about the process of how students use communication strategies are illustrated in the figure 2 below.

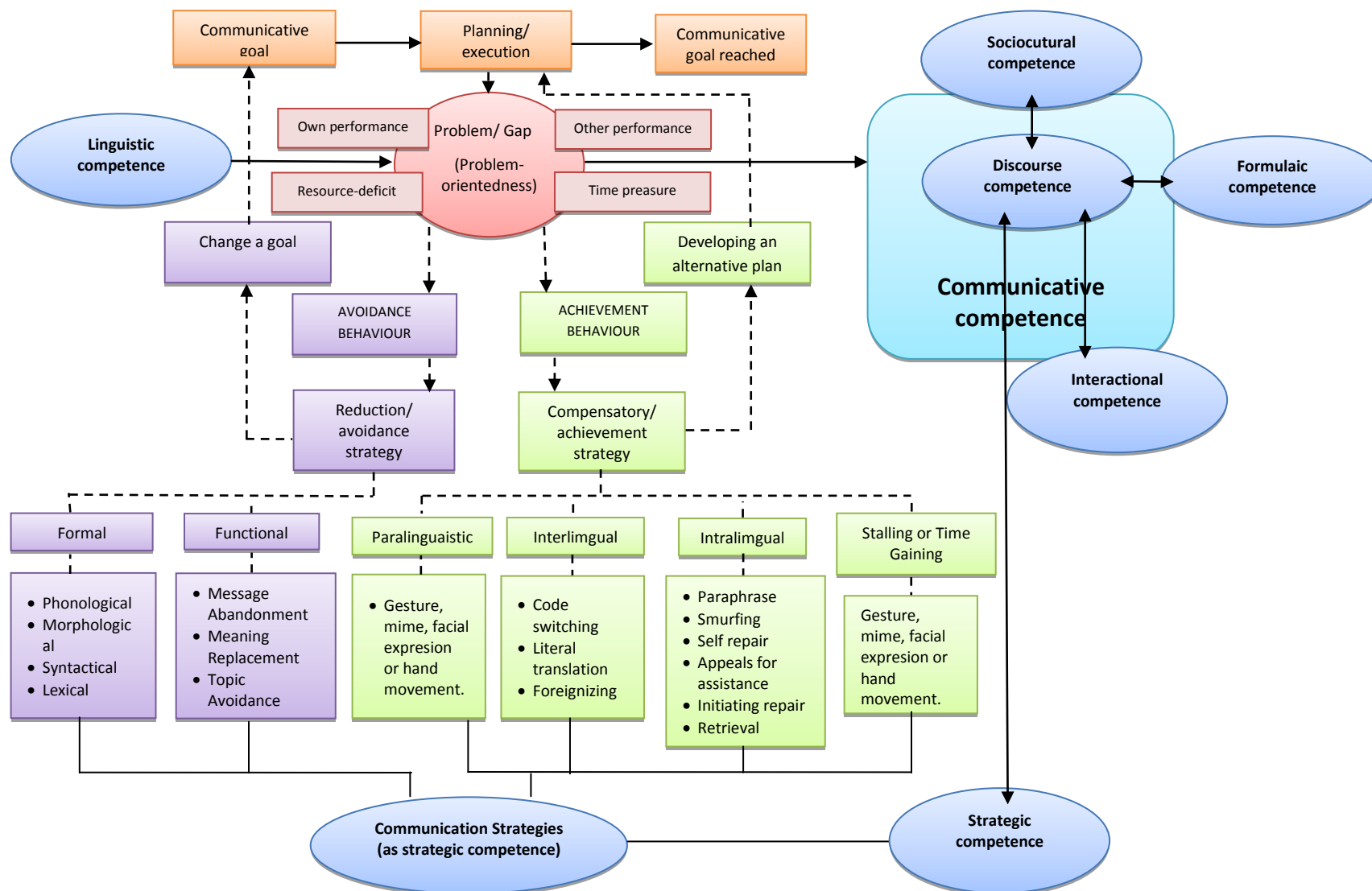


Figure 2. The conceptual framework of the research

The Figure 2 below shows that in the communication process, firstly students need to determine their communicative goal. Since the speech extracurricular students have written their speech concept beforehand, they have arranged their communicative goal clearly. After determining their communicative goal, they need to make a plan or execute their communicative goal through the message. In this phase, students may encounter some communicative problems. Some experts address some problems encountered by the speaker in the communication process as *problem-orientedness* (Færch & Kasper, 1984; Dörnyei & Scott, 1997). It consists of four aspects of problems; *resource deficit-problem*, *processing time pressure*, *other performance problem* and *own performance problems*. If the students can confront communicative problems, they will reach communicative goal successfully. To do so, students can employ communication strategies to help them overcoming those problems.

In confronting those problems, students may choose either to avoid or leave some part of the communicative goal (avoidance behavior) or to maintain the original communicative goal (achievement behavior). When students choose to change the original message or change the communicative goal, they may use *reduction/avoidance strategy* which consist of formal and informal strategies. After changing the goal, students will determine a new goal, make a new plan, executing the message so that they can reach their communicative goal.

Meanwhile, when they want to maintain the original communicative goal, they will develop an alternative plan by employing a *compensatory/ achievement strategy* which consist of four subtypes; *paralinguistics*, *interlingual*, *intralingual*,

and *stalling or gaining time strategies*. By developing an alternative plan, students can continue the execution process of the original message so that communication goal can be reached successfully.

D. Research Questions

Based on the focus of this study this research is intended to answer several questions. They are:

1. What kinds of communication strategies are used by students in their speech practice?
2. How do the students' use communication strategies in their speech performance?
3. How frequent is each strategy used by students in their speech?
4. Is there any difference using of communication strategies between Junior and Senior Secondary School students?
5. Why do students use certain communication strategies in the speech extracurricular?