

2. REVIEW OF RELATED LITERATURE

In this chapter, the writer explains about the theories which support this study. Basically, this chapter consists of two parts. The first part is about the literature theories. The second part deals with the previous study done by other students either from this university or other universities.

2.1 Review of Related Theories

In this part, the writer explains about the theories related to the study such as the description of language anxiety, types of language anxiety, communication apprehension, communication strategies, types of communication strategies, and the effects of communication apprehension on education of second or foreign language and the effects of communication apprehension on communication strategies.

2.1.1 Language Anxiety

According to Horwitz et al. (1991), language anxiety means the feeling of nervousness, worry, or uneasiness experienced by foreign language students, especially English Foreign Language (EFL) students. Language anxiety is different from other general types of anxiety; for example, test-anxious students may feel anxious when learning a language because they feel tested, or shy students may feel uncomfortable because of the burdens of communicating publicly. Many students, especially in the classroom situation, find that learning a foreign language is stressful especially if they have to perform something using foreign language due to the fear of making mistakes, high feelings of self-consciousness, and the desire to be perfect when speaking (Foss et al., 1991). It means students may feel anxious to speak foreign language because they are afraid of making mistakes in front of other students. The desire to be perfect when speaking and high feelings of self-consciousness can cause language anxiety since students want to be perfect in

speaking while they are too conscious of their own ability. Horwitz et al. (1991) state that anxiety can hinder students' performance since it prevents students from performing successfully. They say that anxiety centers more on speaking and listening. Difficulties in speaking can create more anxiety than other tasks, such as reading, writing, and listening. Students who concern too much on their oral performance may become anxious when speaking in front of others. There are two levels of language anxiety, high and low language anxiety. Students experiencing high language anxiety are those who score high in FLCAS (Foreign Language Classroom Anxiety Scale)—a questionnaire designed to measure language anxiety levels. On the other hand, students with low language anxiety level are those who score low in FLCAS (Horwitz, 1991). Students with low language anxiety level do not feel too much worry, but they feel relaxed.

According to H. Douglas Brown (1994), language anxiety is defined as the feeling of uneasiness, frustration, or worry about complex tasks in second language learning. Second language learning usually has many tasks which make students feel stressed out and anxious. He also says that foreign language anxiety has a negative effect on language learning process, in this case, the performance.

Thus, language anxiety is the fear in performing second or foreign language caused by the fear of making mistakes, high feelings of self-consciousness, desire to be perfect, and complex tasks in language learning which has negative effect on the process of learning that language.

2.1.1.1 Types of Language Anxiety

Since anxiety can hinder someone's performance, Horwitz et al. (1991) divide this language anxiety into three divisions: test anxiety, fear of negative evaluation, and communication apprehension.

2.1.1.1.a Test Anxiety

Test anxiety is defined as the nervous feeling or worry of the failure (Horwitz et al., 1991). English Foreign Language (EFL) learners experiencing

test anxiety feel that everything less than perfect test performance is a failure. Students who experience test anxiety often place unrealistic demand on themselves by feeling that they will face failure. That is why they sometimes feel worried and nervous. Students who experience test anxiety about foreign language are likely to experience difficulty. In addition, those who are actually clever often make errors due to their nervousness. Horwitz et al. (1991) also said that oral tests is the most frustrating test students may feel than the other kinds of language test, such as writing or reading test.

Brown (1994) added that test anxiety is the fear someone experiences about academic evaluation. A student may feel stress out or anxious during the test. It is because he/she is afraid of making mistakes and the results they might get.

2.1.1.1.b Fear of negative evaluation

Horwitz et al. (1991) said that fear of negative evaluation is the nervous feeling experienced by EFL learners about the situation in which they are evaluated in classroom. They have the expectation that other learners or the teacher will evaluate them negatively. In academic situation, students have to speak foreign language in the classroom, and they often get evaluation either from the teacher or from their friends. That condition can create anxiety since they are afraid of being evaluated negatively.

Brown (1994) added that fear of negative evaluation appear because students intend to make a positive social impression on other friends. Thus, they have fear to be evaluated by others.

2.1.1.1.c Communication Apprehension

“Communication apprehension is the fear or anxiety an individual feels about orally communicating.” (Daly, 1991, p. 3). It means that communication apprehension is the anxious feeling or fear or worry about communicating experienced by people. It usually occurs in classroom situation. Students may avoid talking in foreign language because they are unprepared, uninterested, lacking confidence, and because they are afraid of

communicating. A person who finds out that their attempts to speak are greeted with negative reactions or responses by other people may learn that keeping quiet is better than to speak. Thus, it can make that person experience communication apprehension. The characteristics of a person with high communication apprehension level are they have difficulties in concentrating, become forgetful, and sweat much (p.3). If there are conditions which force a person who is highly apprehensive to become involved in communication with others, he/she normally will feel uncomfortable, nervous, and embarrassed, and will appear shy to others (McCroskey et al., 1985).

Daly adds that there is a common method to measure communication apprehension. It is through self-report. The most commonly used measure is made by McCroskey et al. (1985) which is called Personal Report of Communication Apprehension (PRCA). It consists of 24 items related to communication apprehension. Students experiencing high Communication Apprehension are those who score high in PRCA, while students with low Communication Apprehension level are those who score low in PRCA. In classroom situation, high apprehensive students tend to avoid delivering difficult message, and they are less likely to participate in classroom activities. Whereas, low apprehensive students choose subjects that involve more communication skill than other skills, such as reading, writing, and listening; they also participate in more activities than the high apprehensive ones.

Horwitz et al. (1991) also said that Communication Apprehension is the feeling of shyness characterized by anxiety in communicating with others. People or students who have this communication apprehension find it difficult to speak in foreign language class because their performance is monitored by others.

2.1.2 The Effects of Communication Apprehension on Education of Second or Foreign Language

Communication Apprehension may vary somewhat when learning a second or foreign language. Specifically, one may experience anxiety when dealing with the linguistic challenge and burden of communicating in a

foreign or second language (McCroskey et al., 1985). Students who have high Communication Apprehension have significant impact on individual's learning and education (McCroskey, 1977a). High Communication Apprehensive students are likely to avoid classes which involve communication. They tend to be silent, do not want to involve in class discussion, and are unlikely to raise their hand to either ask or answer questions. On the other hand, students with low Communication Apprehension will involve in class discussion, sit in front of the class, choose to discuss difficult topic in class. Horwitz (1991) also stated that "Anxiety about speaking a language can affect the quality of oral language production, making individuals appear less fluent than they really are" (p. 56).

Those above indicated that Communication Apprehension influence the education especially in oral communication since students with high level of Communication Apprehension are likely to avoid delivering difficult message.

2.1.3 The Effects of Communication Apprehension on Communication Strategies

"Anxiety can affect the communication strategies students employ in language class. That is, the more anxious student tends to avoid delivering difficult or personal messages in the target language." (Horwitz et al., 1991, p. 28). Horwitz et al. (1991) state that communication apprehension can affect communication strategies in the sense that students experiencing high Communication Apprehension are less interpretive in oral performance than those experiencing low Communication Apprehension. Students who concern too much on their performance may become anxious when speaking in front of others. They sometimes make errors due to their nervousness, lack of vocabularies and hesitate too much. In addition, they may try to compensate their errors, lack of vocabularies and hesitation by doing communication strategies. Therefore, communication apprehension influences communication strategies they use.

High communication apprehension level can cause performance deficit because students may forget what they actually want to say, lack vocabularies, make the idea simpler, and so on. The more anxious students, based on Horwitz et al., tend to avoid delivering difficult message in foreign language because of some reasons such as they are afraid of making mistakes or they are afraid of being criticized by the listener; thus, they tend to make their idea simpler, tend to avoid certain linguistic structures, and certain kinds of topics. Those are related to the types of Communication Strategies.

Mejias et al. (1991) also state that students with high communication apprehension are unlikely to participate in language classroom where the subject centers on speaking. However, those with low communication apprehension do not have negative affective feelings toward oral communication. Thus, communication apprehension is said to affect communication strategies of the students.

2.1.4 Communication Strategies

Communication Strategies is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty” (Corder, 1981, in Dornyei, 1995, p. 56). What is meant by difficulty here is lack of basic grammar and vocabulary in the target language. Communication strategies help the learners to keep on using the language in communicating with others. If they do not know certain words, they can use some types of Communication Strategies so that the conversation can still go on. EFL students use these strategies to compensate for the lack of vocabularies, grammatical knowledge, or ideas due to language anxiety, in this case communication apprehension.

2.1.4.1 Types of Communication Strategies

According to Dornyei (1995), there are twelve (12) types of communication strategies. Below is the taxonomy of Communication Strategies based on Dornyei (1995, p. 58):

Avoidance Strategies	1. Message abandonment
	2. Topic avoidance
	3. Circumlocution
	3.
ion Circumlocution	
Compensatory Strategies	5. Use of code words
	6. Use of filler words
	7. Use of nonlinguistic means
	8. Literal translation
	9. Foreignizing
	10. Code switching
	11. Appeal for help
Stalling strategies	12. Use of fillers/hesitation devices

1. Message abandonment

This is the strategy of leaving message unfinished because of language difficulties. So, a learner does not continue their utterance when they face difficulty such as lack of basic grammar or vocabulary, forget what to say, and so on. Brown (1994) added that this is the strategy in which learners start to say about a concept but they are unable to continue and stop in the middle of their utterance. In other words, they do not finish their utterance.

For example: a learner says “he took the wrong way in mm...” (He/she does not continue his/her utterance).

2. Topic avoidance

Learners may avoid topic or concepts that they feel difficult to explain. Brown (1994) also said that this is the strategy where learners try not to talk about concepts which they find it difficult to express.

For example: a learner avoids telling certain words or sentence because he/she does not know the English terms or forget the English terms.

3. Circumlocution

This is the strategy used by learners in which they describe or paraphrase the target object or action. Brown (1994) also said that the learners

can describe the characteristics or element of the object rather than using the target language.

For example: if a learner does not know the word *corkscrew*, he/she replaces it by saying '*the thing that you use to open the bottle*'.

4. Approximation

This is the strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible. Brown (1994) added that this is the strategy to replace the target word with other word which has closely meaning to the target word.

For example: *ship* for *sail boat*; *pipe* for *water pipe*

5. Use of all-purpose words

This is the strategy when learners expand an empty lexical item to context where certain words are lacking.

For example: the overuse of the words *thing*, *stuff*, *make*, *do*, *what-do-you-call-it*, *what-is-it*.

6. Word coinage

In this strategy, a learner creates an L2 word based on his/her knowledge of morphological rules. The words that have been coined are not stated in the dictionary; so the learners create those words by themselves based on morphological rules that they know.

For example: *vegetarianist* for *vegetarian*. (*vegetarianist* is not stated in the dictionary).

7. Use of nonlinguistic means

In this strategy, a learner uses non-linguistic resources such as mime, gesture, facial expression, and sound imitation to help him/her in expressing the meaning.

For example: a learner uses his/her hands and acts like flying to refer to *birds*.

8. Literal translation

This is the strategy in which learners translate a lexical item, an idiom, or a structure from their L1 to L2. So a lexical item, idiom, or structure of a learner's L1 is translated directly into L2.

For example: *do not enter sign* for *no entry sign*. (Here, a learner translate the words from his/her L1 (Indonesian) which is 'tanda dilarang masuk' into L2 (English) 'do not enter sign'.

9. Foreignizing

In this strategy, learners use L1 word by adjusting it to L2 phonologically.

For example: a learner does not know the word *tap*, he/she uses the L1 word, that is *kran* but with L2 pronunciation, so he/she says *kren*.

10. Code switching

This is the strategy in which learners use their L1 word with L1 pronunciation. They may just use their L1 word whether the listener knows that word or not.

For example: if a learner does not know the word *baki*, he/she will say '*baki*' with L1 pronunciation.

11. Appeal for help

This is the strategy where the students ask other students or teacher for help because they do not know or forget some words, structures, or idioms.

The way of asking help can be directly, for example: a learner may ask his/her friend by saying '*What do you call.....?*'; or indirectly, for example: by using rising intonation, pause, eye contact, puzzled expression.

12. Use of fillers/hesitation devices

In this strategy, a learner may use filling words to fill pause and to gain time to think.

For example: *well, as a matter of fact, now let me see*. Wajnryb (1987) added the examples of fillers such as *I think, you know, you see, um, mm, ah, sort of, OK, right, really*.

Those theories above help the writer in doing this study. The theory about Language Anxiety indicates that learning a foreign language in a classroom situation can cause anxiety which can be divided into test anxiety, fear of negative evaluation, and communication apprehension. The theory about Communication Apprehension shows that learners of foreign language may experience

apprehension in their speaking performance; and those who have high Communication Apprehension level will likely avoid delivering difficult message. The theory about Communication Strategies indicates that learners who find difficulties in communicating in foreign language due to the apprehension can use some strategies to make the conversation still go on.

Thus, the theories above give contribution to this study because those theories give clear definition, concept, ideas, and understanding to the writer so that they help the writer in finding out the types of Communication Strategies mostly used by the learners with high and low levels of Communication Apprehension and in finding out whether students with high Communication Apprehension level use more numbers of Communication Strategies than the students with low Communication Apprehension level.

2.2 Review of Related Studies

The writer chooses these two studies which relate to her study about communication strategy. These two studies are the study done by Piyasuda Wongsawang (2001) and Menahem Lazuardi (2002).

2.2.1 Piyasuda Wongsawang's Study

The writer takes related study of communication strategy from the study done by Piyasuda Wongsawang (2001) titled "Culture-specific Notions in L2 Communication Strategies". Piyasuda wanted to find out types of Communication Strategies mostly used by 30 Thai ESL speakers with intermediate English proficiency. Those students are in their 3rd and 4th years in the Faculty of Arts of a university in Thailand. In that study, the subjects had to do two situational tasks. In the first task, they had to retell a Thai ceremony using English. In the second task, they had to retell a Halloween story in English.

The result showed that Circumlocution was the most preferred strategies. The next preferred strategy was Approximation. Whereas the least preferred strategy was Message Abandonment.

This previous study gives contribution to the present study in collecting the data. Piyasuda's way to collect the data has inspired the writer in collecting the data. Therefore, this present study also uses story telling but with different task. The difference between the previous study and this present study is that the previous study observed Thai ESL speakers and without listeners, while this present study observes Indonesian ESL speakers with different levels of Communication Apprehension and the writer provides the listeners.

2.2.2 Menahem Lazuardi's Study

The writer takes the study by Menahem Lazuardi (2002) entitled "A Study on Communication Strategies Used by Speaking 3-E students of English Department in Petra Christian University in Conversation". This study involved students of speaking 3-E of English Department in Petra Christian University. He used the theory from Littlewood (1991) which stated that there are 8 types of Communication Strategies; that is, avoiding communicating, adjusting the message, using paraphrase, using approximation, creating new words, switching to the native language, using non-linguistic resources, and seeking help.

Menahem found out that Approximation is the most strategies used by students of speaking 3-E whereas the least strategies is using paraphrase.

The similarity between Menahem's study and this present study is these two studies aim to find out types of Communication Strategies. The differences are Menahem's study deals only with types of Communication Strategies while this present study relates Communication Strategies to Communication Apprehension levels. In addition, he used speaking 3-E as the subjects and observed communication strategies produced in the classroom, while this present study uses students of speaking II and VI as the subjects and observed them individually with the same tasks to get qualified data. This study also gives contribution to the present study on the comparison of the types of Communication Strategies which were taken from different theories so that the writer can understand those types better.