

DESIGNING L2-BASED COMMUNICATION STRATEGIES TEACHING FOR SPEAKING CLASS

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Abstrak: Penelitian ini bertujuan untuk (1) mengetahui prestasi berbicara siswa setelah diajar L2-based communication strategies (CSs), (2) mengetahui frekuensi penggunaan CSs oleh siswa, Penelitian ini melibatkan 36 siswa. Data dianalisis dengan menggunakan t-test. Hasil menunjukkan bahwa (1) ada peningkatan prestasi berbicara siswa. Semua aspek berbicara; tata bahasa, pelafalan, kosa kata, kelancaran, dan pemahaman meningkat secara nyata, terutama pada aspek kosa kata, (2) setelah dilatih siswa lebih sering menggunakan CSs. Dalam penelitian ini komunikasi lisan sebagai alat utama untuk meneliti unjuk kerja siswa. Jadi dapat disimpulkan bahwa pengajaran CSs efektif untuk pembelajaran berbicara siswa.

Kata kunci: meminta bantuan, pemaparan, pendekatan, strategi komunikasi.

Abstract: This research is intended (1) to investigate students' speaking skills after being taught L2-based communication strategies (CSs), (2) to find out students' frequency of using CSs. This research involves 36 students. The data were analyzed using t-test. The results of the research showed that (1) there is significant increase in the students' speaking skills. All of the aspects of speaking; grammar, pronunciation, vocabulary, fluency, and comprehension increase significantly, mainly for the aspect of vocabulary. (2) The students more frequently use CSs after the training. In this research, oral communication is the main tool which is used to investigate participants' performance. Therefore, it can be concluded that teaching CSs is effective for speaking class.

Keywords : appeal for assistance, approximation, circumlocution, communication strategies.

INTRODUCTION

Presently, most of educational observers and practitioners tend to expose ineffectiveness of technique teachers used. They said that the teachers' technique in language teaching is unsuccessful. It means that the technique does not meet the objective of language teaching, as a result of that, for those who have learnt language for long time are unsuccessful either. Sukirlan (2014) states that in Indonesian context of English Language Teaching (ELT), the goal of teaching English is to develop the students' communicative competence. In accordance with the case, Setiyadi, et al. (2007) points out that a person who finishes high school must have a very substantial knowledge of English, but this is not the case with most of Indonesian students. After three years at junior high school and three years at senior high school, the English proficiency of the students is very limited. The students have difficulties in reading textbooks written in English and they cannot communicate in English in both spoken and written forms.

Following the description above, there may be many reasons why the English education objectives did not make a whole, we can identify two reasons. Firstly, the students did not know how to explore their communication strategies (CSs). Secondly, the teachers did not teach communication strategies to them. In this case, communication strategies are assumed as individual skills to communicate. So to be skillful the students need to be trained with the ways how to develop communication strategies. Russell, et.al., (1998) states that communication strategy (CS) help speakers to communicate.

They hope other teachers of the same type of student population to consider the need for CS training in their classrooms. In short, it can be said that the CS must be practiced and trained in the classroom. This article, therefore, examines the effects of teaching communication strategies on the realization of communication strategies both qualitatively (the features of each type of communication strategies used by the students, and quantitatively (frequency of the strategies used and level of speech comprehensibility).

Basically, wherever and whenever human beings they live need to communicate each other to exchange ideas, information and the like. It means that they cannot stand alone, and they need one another. In communication, there are at least two persons; sender and listener. Berelson and Steiner in Razmjou, et.al. (2013) argued that "Communication: the transmission of information, idea, emotion, skills, etc., by the use of symbols-words, pictures, figures, graphs, etc. It is the act or process of transmission that is usually called communication". Communication involves at least two people: the sender and the receiver. According to Thao in Hua (2012) communication is simply defined as a process in which a message is sent from senders to receivers. Technically, it is said that the sender encodes a message and the receiver decodes it. In other words, communication is the activity of communicating or conveying information, and it involves between two or more people to create understanding. As a matter of fact, the activity of communicating or

conveying information does not run well. In short, people who create understanding in their communication often go through the problem or gap, communication becomes breakdown, and the purpose what they communicate does not make a whole, so it is necessary to send or convey the message successfully.

In communication, it is very common both speakers and interlocutors often go through the problem or gap to create understanding, so communication activities will be breakdown. Communication is intended to send or convey messages, it is why, both speaker and interlocutor have to develop communication skill. Yet, most people overlook their communication skills. Effective communication skill is a must whether it is individual or a group. It means that to enhance their communication skill people need to learn about communication. It is necessary that the speaker and interlocutor try to seek the easiest ways for communicating the purpose of what they communicate, such as using gesture, sounds, body movement, and the like. The usage of gesture, sounds, body movement, and the like are assumed as strategy to solve their communication problems. And such easiest ways are, here, called with communication strategies (CSs)

In accordance with Tarone (1981) communication strategy (CSs) is a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared (meaning structure include both linguistic and sociolinguistic structures). Paribakht

(1984) stated that communication strategies (CSs) are only vehicles through which speakers use their different kinds of knowledge to solve their communication problems. Communication Strategies (CSs), here, were assumed that something was transported and undelivered to the destination, so it became a problem. The experts, such as; Dörnyei (1995) stated that some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix language, they create new words, they describe or circumlocute something they do not know the word for- in short, they use communication strategies. The abilities of imitating sound, mixing language, creating new words and describing something they do not know the word for- are kinds of mental activities. Bialystock in Sukirlan (2013) defined communication strategies are all attempt to manipulate a limited linguistic system in order to promote communication. Ogane (1998) defined communication strategy as a technique that is used to solve problems in reaching communicative goal. Communication strategies are used to reach a certain communication goal, that is, to tell the other person(s) what you really want or need to say.

In early works, Huang (2010) regarded communication strategies as language learners' problem-solving behavior in process of target language communication. Language learners employed communication strategies (CSs) to compensate for their linguistic shortcomings in order to achieve a particular

communicative goal. Selinker in Huang (2010) communication strategies (CSs) was defined as a learner's attempt to express meaning in spontaneous speech through a limited target language system. Furthermore, Sukirlan (2013) stated communication strategies are seen as attempts to bridge the gap between the linguistic knowledge of the speaker and the linguistic knowledge of the interlocutor. Williams and Burdon in Sener (2013) defined communication strategies as "strategies used by speaker when they come across a difficulty in their communication because of a lack of adequate knowledge of the language." It is great possible that the speaker and interlocutor come across the problem during performing communication. It can be summarized that in case to communicate, the role of strategies is required by both speaker and interlocutor urgently.

In accordance with Karimnia (2007) it is difficult to find a rigorous definition of communication strategies which communication strategy researchers have reached an agreement on. Somehow the following definition is here summarized and related with language teaching that communication strategy (CSs) is learner's activities or learner's attempts to bridge the gap of or to solve the problem which emerge in the process reaching communication goal between the speaker and interlocutor. In order to make communication successfully, both speaker and interlocutor are often forced to try to overcome the problem which has interrupted their communication. There is no way out,

so solution must be sought. By designing L2-based Communication Strategies teaching for speaking class, it is intended that at the end of course the students will be able to communicate in English successfully.

L2-based Communication Strategies (CSs) refer to the way that L2 English learners try to communicate in the target language which enables them to communicate successfully. Maldonado (2016) states that CSs is the way that L2 English learners try to communicate in the target language (TL), and thus to the communication strategies used to overcome the difficulties which arise when attempting to produce the language. Karimnia (2007) states that L2-based Communication Strategies consists of three features namely; Approximation (A use of a L2 word which shares the essential feature of the target word e.g. "Old objects" for "antique") enables the speaker to produce synonym, antonym, and hyponym. Circumlocution (A use of a L2 phrase to describe the property, function, characteristics, duty, its purpose or an example of it,). Basically, this strategies has a lot of features of strategies e.g. "It is used to write"[pen, pencil], "They have long, flat heads with rounded snouts, scaly skin, bowed legs, and huge, muscular tails" [Komodo Dragon], "Something you put your food in to make it cold" [refrigerator], Appeal (An appeal for assistance either implicit or explicit), e.g. "What do you call this in English?" "It's ah ah ah..." After being taught these strategies, the students are hope to be better in communication

METHODS

In this research, Students numbering of 36 were chosen as sample of the research. They are graders twelve of physics science. And it was conducted through some steps. First, for early stage of research, a number of pictures of daily objects are prepared in advance for the objective of elicitation test. Second, the students were tested to label those pictures of daily objects, and then unlabeled pictures are designed for the participants to describe orally, or elicit communication. It is intended to make sure how well they understand spoken English. Third, the students were taught L2-based Communication Strategies (CSs) which consist of three kinds of strategies namely; Approximation (Apx), Circumlocution (Cir), and Appeal for Assistance (App).

The teaching of communication strategies was largely presented in 3 stages, i.e., Introduction, implementation, and practice. In introduction, the students were introduced with the types of communication strategies. They are introduced with features of strategies like 1) Approximation; synonym, antonym, and hyponym. 2) Circumlocution which is closely related with vocabularies such as; color, shape, ingredients/materials, location, size, elaboration (it is common in daily life, it belongs to...), taste. 3) Appeal for Assistance; what does mean? Emm.. er.. aa,You may eer... The students were also taught how to use communication strategies or the way to solve communication problems. In implementation, the students were exposed with monologues of picture describing and they were asked to

pay attention when pictures were displayed, and to identify what kinds of features of communication strategies used in monologues. In practice, every student was given picture of unknown objects to be described in front of the class. Meanwhile, the audiences were asked to evaluate his/her performance.

During doing monologue, performer is evaluated based on oral-English rubrics. They are pronunciation, grammar, vocabulary, fluency, and comprehension by scoring which ranged from 1 to 5. Oral-English rubrics adapted from Haris. 1969. Testing English as a Second Language. Published by Tata McGraw-Hill Publishing Company Limited and Printed by India Offset Press, New Delhi-110027

RESULTS AND DISCUSSION

This section discusses about the result of research. It covers two aspects. Firstly, the effect of teaching CSs on the students' achievement in speaking. Secondly, the frequency of students use of CSs before and after the treatment.

Students' Speaking Achievement

This section attempts to answer the first issue raised in the first research problem, i.e. the effects of teaching communication strategies on the students' achievement in speaking. After being taught L2-based CSs and tested, the students' achievement is analyzed with T-test. T-test is intended to compare between means of speaking competence before (pre-test) and after (posttest) being taught L2-

based CSs. According to Hatch (1982) the t-test is probably the most widely used statistical test for the comparison of two means because it can be used with very small sample sizes. In this research, the result of pre-test and posttest of speaking performance are represented in the form of statistical data below.

It is answered that after being treated with CSs for a series of the activities, the students' speaking achievement increased. It is indicated by that t-value is 13.762 higher than t-table 2.042. It means that CSs can be used to increase students speaking ability. Burkart (1998) states that many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Nunan in Kayi (2006) states that teaching speaking is to teach ESL learners to use the language quickly and confidently with few unnatural pauses.

The Score of Pre-test and Posttest

The following table is score description of pre-test and posttest.

Table 1: The Score of Pre-test and Posttest

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score of Pretest	36	34.00	22.00	56.00	29.1111	1.25089	7.50534	56.330	36
Score of Posttest	36	38.00	26.00	64.00	38.7222	1.45875	8.75251	76.606	36
Valid N (listwise)	36								36

Based on the table, it can be read that minimum score is 22.00, and maximum score is 56.00 on pre-test. While on posttest, minimum score is 26.00, and maximum is 64. And by comparing two means it can be concluded that after being taught with CSs, there is significant difference of speaking competence between pre-test and posttest score.

T-test Analysis

- Based on t-test analysis, between speaking score on pre-test and posttest increase significantly, It can be described through the following tables:

Table 2: Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Score of Posttest - Score of Pretest	9.61111	4.19031	.69839	8.19331 11.02891	13.762	35	.000

Based on the table as above, it can be represented that the increase of speaking score between pre-test and posttest is significant because t-value (13,762) is higher than t-table (2.042).

Students' L2-based CSs Frequency

This section attempts to answer the second issue raised in the first research problem, i.e. the students' frequency of using CSs. By doing both Pre-test and Post Test, they are expected that the students' frequency of using CSs before and after of treatment can be provided. Discourse makers of L2-based CSs (Approximation, Circumlocution and Appeal) the students used in the students' performance are shot by audio visual Handy-Cam. The result

of the students' performance is analyzed through a tally mark, and tabled in the form of the description of L2-based CSs the students used before after treatment.

CSs which students used is evaluated, and then analyzed. Individually, there are five students who come across the decrease of strategies on appeal.

It is caused that students change 'appeal' into another strategies, for example: expression 'I don't know what this is!' It is changed into 'It is a kind of.. (It is a kind of mammal). Or 'It belongs to... (It belongs to mammal). In general, the students have made a lot of progress in strategies they used, especially Circumlocution of strategies. And they are summarized into 'before and after' on table below:

Table3; The Students' L2-based CSs Frequency in General

N	Description of Gain	Before				After				Increase					
		Strategies			Total	Strategies			Total						
		Apx	Cir	App		Apx	Cir	App							
		Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Apx		Cir		App	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
36	Total	13	74	37	124	44	345	33	422	31.00	238.46	271	366.22	-11.00	-29.73
	Average	0.36	2.06	1.03	3.44	1.22	9.50	0.92	11.72	0.86	238.46	7.528	366.22	-0.306	-29.73
	%	36.1	206	102.78	344.44	122	950	92	1172	86.1	238.46	752.8	366.22	-30.56	-29.73

Note; score of increasing = score of after strategies – score of before strategies

% of increasing =

$$\frac{\text{Score of after strategies} - \text{Score of before strategies}}{\text{Score of before strategies}} \times 100\%$$

Based on t-test analysis, it can be concluded that strategy scores on pre-test and posttest increase significantly.

The followings are the tables which describe how every single strategy students used before and after treatment.

Table 4; Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	APX (After) - APX (Before)	.86111	1.31264	.21877	.41698	1.30524	3.936	.00	
Pair 2	CIR (After) - CIR (Before)	7.52778	6.47406	1.07901	5.33727	9.71829	6.977	.00	
Pair 3	APP (After) - APP (Before)	-.11111	1.87887	.31315	-.74683	.52461	-.355	.72	
Pair 4	Total (After) - Total (Before)	8.30556	6.07016	1.01169	6.25171	10.35940	8.210	.00	

Approximation (Apx)

Based on the table as above, it can be represented that the frequency of Approximation strategy score between pre-test and posttest is significant because t-value is higher than t-table (3,936 > 2.042).

Circumlocution (Cir)

Circumlocution is the most strategy which the students more used. It is rich in discourse makers. That is why the frequency of Circumlocution (Cir) strategy increases more significantly. Based on the table as above, it can be concluded that t-value is higher than t-table (6,977 > 2.042).

Appeal (App)

The result of t-test analysis for both Approximation (Apx) and Circumlocution (Cir) before and after treatment increase, but this is not the case with Appeal (App) for Help, based on the analysis as above, t-value is < than t-table (-355 < 2.042). It means that there is no significant difference of the students' Appeal Strategies used before and after treatment. It tends to decrease, and In other words, it is much better

because the students succeed to overcome communication breakdown with others strategies.

In General, the students' frequency of using Communication Strategies increases significantly. It can be showed that the total result of t-test analysis in the table as above, t-value is higher than t-table ($8.210 > 2.042$). It means that after being taught L2-based Communication Strategies (CSs) the students are able to communicate well, and more to use CSs as a technique in communication.

The Overall Effects of Teaching Communication Strategy

This section attempts to discuss the effect of teaching communication strategies in the class room. However, it is necessary to present several steps namely; introducing strategies, implementing strategies, and presenting expected model.

Cyclically, teaching and learning process go through three phases, namely; pre-activity, main activity, and post activity. L2-based CSs will also be implemented in three phases. Here is an introduction of L2-based CSs to the Classroom. As it is elaborated that L2-based CSs consist of three strategies, they come to the classroom firstly, then implementation, and expected model. It is intended to introduce those strategies to the students in sequence, so that the students are familiar with them well.

Step 1; Introduction

As stated earlier, L2-based CSs consist of three strategies (Apx, Cir, App), they come to the classroom reinforce one another even though these strategies may

not go together in the real communication. Firstly, the teacher serves the students with models of strategies as a whole like a menu, and the students try (to taste/enjoy) the strategies/menu.

It is moderate to say that the teacher functions look like a bartender of bar who serves not only with menu but also with all available facilities. The visitors may taste beverages, snacks, and make use of all of things, or just hang out, at least knocks his/her fingers on the desk or the things he /she touches. The visitors also may hit his/her toes to the floor in harmony with the music.

In accordance with the strategies, He/she (teacher) comes and serves the students with a packed or full portion not single item. Setiyadi (2006) states that; language teacher just provides the clues that lead them to come to a conclusion and he/she does not explain the usage of grammar rules. The clueing is done by guiding them to produce utterance using the patterns that are being used. L2-based CSs teacher just provides the strategies that guide them to produce utterances using discourse makers that are being used. The discourse makers can be both the form of key phrases like; it is made of, it can be found, and key words like; color (red, blue, green), size (long, short, wide) taste (sweet, bitter, soar). Both key phrases and words agree with the objects that are being discussed. In short, the strategies are served in made/full model. Here are strategies go;

Firstly, Approximation (Apx) Strategies.

The target strategies to teach: synonym, antonym, and hyponym. In this case, teacher shows model of synonym, like; "... is synonym of.... / ... is the same meaning as....., e.g.; big is synonym of large / big is the same meaning as large." Of antonym, like; "is the antonym of... / the antonym of... is....., e.g.; happy is the antonym of sad / the antonym of happy is sad." Of hyponym, like; "squirrel is mammal, table is furniture, snake is reptile. Martabak is.....???"

Secondly, Circumlocution (Cir) Strategies

The target strategies to teach, for instances; color, size, location, and more discourse makers (see Appendix 4). In this case, the teacher shows model of color, like; "its color is blue / it is blue, it can be blue, red, magenta, etc." Of size, like; "it is long, short, wide, big, etc. "Of Taste, like; "it tastes sweet, bitter, soar."

Lastly, Appeal for Assistance (App)

The target strategies to teach, for instances; "What is.... in Indonesian word? Can you describe....? How to operate...? What does mean? Emm er... aa..., You may err... You may eer..."

Step 2; Implementation

The target models of L2-based CSs to teach, such as; main idea (topic), key phrases / words which are also known as supporting ideas, sentence examples, paragraph examples. For exercise, teacher

shows the picture to be described individually / in group based on CSs (approximation, circumlocution, appeal for assistance). The students do the task based on the teacher's instruction, e.g.: "Describe this object based on the CSs orally. In the implementation, practice of speaking through both dialogue (joint construction of text) and monolog (independent construction of text) which involving all of aspects of speaking.

Step 3; Practice of Expected Model

It is the last step what both teacher and students do. After being taught L2-based CSs, the students practice doing both monolog and dialog based on the CSs they have learnt individually and in group by using discourse makers of strategies in many way.

Based on the qualitative and quantitative analysis, the teaching of communication strategy conducted in the present study gives notable effects on varieties of aspects. The strategy training affects on the increase number of linguistic features in several type of communication strategies such as approximation, circumlocution, and appeal for assistance. By contrast, the qualitative analysis of the present study also indicates that there was decrease in the strategy of appeal for assistance. The decrease in the use of such a strategy might indicate positive effects in several points: (1) the decrease in the use of appeal for assistance might indicate that students rely more on the target language than native language

resources for expressing ideas, (2) less use of appeal for assistance might indicate that the students become more autonomous (see Sukirlan, 2014) in the way that the students are able to use communication strategies to overcome communication problems with minimum assistance from others.

The statistical analysis indicates that strategy training seems to give significant effect (1) on the number of approximation used by the students and the level of speech comprehensibility. The students' total use of approximation was 13 before the teaching and increased to 34 after the teaching. After analyzing, it was found that t-ratio was 3.936 while t-table was 2.042. Since t-ratio is higher than t-table, it can be concluded that strategy training gave significant effect on the number of approximation.

While the students' total use of circumlocution was 74 before the teaching and increased to 345 after the teaching. And after analyzing, it was found that t-ratio was 6.977 while t-table was 2.042. Since as well as t-ratio is higher than t-table, it can be concluded that strategy training gave significant effect on the number of circumlocution. It seems to indicate that after being trained, the students were able to find more alternative ways to deliver message to other students.

In terms of the students' speech comprehensibility, it was found that the level of speech comprehensibility before the teaching was 29.1111, and after the

teaching was 38.7222. The statistical calculation indicates that t-ratio was 13.762 while t-table was 2.042. Since t-ratio was higher than t-table, it indicates that strategy training gave significant effect on the students' level of speech comprehensibility. In other words, after the training the students' speech was more comprehensible. The listeners were more easily to understand the speaker's speech.

Finally, the finding of the present study seems to confirm that language is best learned and taught through interaction; hence, teaching communication strategies is the recommended fulcrum by which strategic competence can be developed

CONCLUSION

Based on the findings, it can be concluded that students encountered communication problems as the results of their target linguistic inadequacy. In order to overcome the problems, the students resort to several types of communication strategies. The findings of the present study show that students' use of communication strategies is not a sign of communication failure, conversely, communication strategies surfaced as they realize that they have problems of expressing their intended meaning and they need to solve the problems. The more communication strategies the students have, the more opportunities they have to solve communication problems. Therefore, explicit instruction on the use of communication strategies is necessary to help the students communicate their message when

target linguistic resources are inadequate.

SUGGESTION

Basically, the big problem in teaching L2-based communication strategies (CSs) is how to start introducing the strategies, mainly doing monolog to describe unknown object. The students focus on/and tend to name it rather than to describe strategically. It means that they use their sight sense to observe then describe what they have seen. Therefore, familiarize the students with five senses to meet the objects. It is intended that those five senses can be interchanged to meet the object sensibly, and by using all of their five senses the students will be able to meet the object easily as well.

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