

TABLE OF CONTENTS

TITLE	i
PAGE OF SUPERVISORS' APPROVAL	ii
DECLARATION	iii
PAGE OF DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	viii

CHAPTER I INTRODUCTION

1.1 Background	1
1.2 The Coverage of the Research	5
1.3 Formulation of the Problems	6
1.4 The Objective of the Research	6
1.5 The Significance of the Research	7
1.6 Clarification of Terms	8
1.7 Organization of Dissertation	11

CHAPTER II LITERATURE REVIEW

2.1 Introduction	12
2.2 Strategic Competence	13
2.3 Learning Strategies and Communication Strategies	15
2.4 The Definition of Communication Strategies	18
2.5 Typology of Communication Strategies	23
2.5.1 Tarone's Typology of Communication Strategies	25
2.5.2 Faerch and Kasper's Typology of Communication Strategies	26
2.5.3 Paribakht's Typology of Communication Strategies	29
2.5.4 Littlewood's Typology of Communication Strategies	30
2.5.5 Bialystok's Typology of Communication Strategies	34

2.5.6 Chen's Typology of Communication Strategies	35
2.5.7 The Nijmegen Group's Typology of Communication Strategies	37
2.5.8 Littlemore's Typology of Communication Strategies	38
2.6 The Taxonomy of Communication Strategies Use in the Present Study	40
2.6.1 Approximation	42
2.6.2 Circumlocution	42
2.6.3 Exemplification	43
2.6.4 Comparison	44
2.6.5 Word Coinage	45
2.6.6 Code-switching	46
2.6.7 Foreignizing	46
2.6.8 Repetition	47
2.6.9 Non-verbal	48
2.6.10 Avoidance	49
2.6.11 Time-stalling Device	50
2.6.12 Appeal for Assistance	51
2.7 Variables Affecting Communication Strategies	52
2.8 Training Communication Strategies in Class	54
2.9 Elicitation Tasks	63
2.10 Teaching Materials for Strategy Training	66
2.11 Summary of Chapter Two	67

CHAPTER III RESEARCH METHOD

3.1 Introduction	69
3.2 Research Questions	69
3.3 Research Design	70
3.4 Data Collection	71
3.4.1 The Types of Data	71
3.4.2 Subjects of the Research	71
3.4.3 Data Collection Procedures	72
3.4.3.1 Elicitation Task	72
3.4.3.1.1 Vocabulary Test	72
3.4.3.1.2 Communication Strategy Elicitation	73
3.4.3.2 The Treatment	73
3.4.3.3 Observation	77
3.4.3.4 Interview	77
3.5 Data Analysis	78
3.5.1 The Realization of CSs Before and After the Treatment	78
3.5.1.1 The Linguistic Features	79
3.5.1.2 The Frequency of Occurrence	79

3.5.1.3 Level of Speech Comprehensibility	80
3.5.1.4 Consciousness of the Strategies Used	81
3.5.2 Students' Responses to the Strategy Training	81
3.6 Summary of Chapter Three	81

CHAPTER IV RESULTS AND DISCUSSIONS

4.1 Introduction	83
4.2 Description of Strategy Training	83
4.3 The Effects of Strategy Training on the Realization of CSs	85
4.3.1. The Linguistic Features	85
4.3.1.1 Approximation	86
4.3.1.2 Circumlocution	89
4.3.1.2.1 Material	89
4.3.1.2.2 Locational	93
4.3.1.2.3 Elaborated Features	96
4.3.1.2.4 Color	101
4.3.1.2.5 Shape	104
4.3.1.2.6 Functional	107
4.3.1.2.7 Size	109
4.3.1.2.8 Number of Circumlocution Produced	112
4.3.1.2.9 Matched t-test Gain	113
4.3.1.3 Exemplification	114
4.3.1.4 Comparison	116
4.3.1.5 Word Coinage	119
4.3.1.6 Code-switching	120
4.3.1.7 Foreignizing	124
4.3.1.8 Repetition	124
4.3.1.9 Non-verbal	126
4.3.1.10 Avoidance	128
4.3.1.11 Time-staling Device	130
4.3.1.12 Appeal for Assistance	132
4.3.2 The Frequency Occurrence of CSs	134
4.3.2.1 Communication Strategies Used by the Students	134
4.3.2.2 Number of Students Using Particular CSs	137
4.3.3 Level of Speech Comprehensibility	139
4.3.3.1 Significance of Level of Comprehensibility	140
4.3.4 Consciousness of Strategies used	142
4.3.4.1 Approximation	143
4.3.4.2 Circumlocution	143
4.3.4.3 Exemplification	144
4.3.4.4 Comparison	144
4.3.4.5 Word Coinage	145
4.3.4.6 Code-switching	145
4.3.4.7 Foreignizing	146

4.3.4.8 Repetition	146
4.3.4.9 Non-verbal	147
4.3.4.10 Avoidance	148
4.3.4.11 Time-staling Device	148
4.3.4.12 Appeal for Assistance	149
4.4 The Students' Responses toward the Strategy Training	149
4.4.1.The Students' Participation in While-training Session	150
4.4.1.1 Students' Attendance	150
4.4.1.2 Group Discussion	151
4.4.1.3 Number of Question Addressed	151
4.4.1.4 Use of Time Allocated	153
4.4.2. Students' Opinion on Strategy Training	154
4.5 The Overall Effects of Strategy Training	155
4.4 Summary of Chapter Four	159

CHAPTER V CONCLUSION, SUGGESTION, AND IMPLICATION

5.1 Introduction	160
5.2 Conclusion	161
5.3 Suggestion	164
5.4 Pedagogical Implication	165

REFERENCES	167
APPENDICES	179

LIST OF APPENDICES

Appendix 1a. List of Objects before Training	179
1b. List of Objects after Training	180
Appendix 2 Linguistic Features of Each Type of Communication Strategies Before and After Training	181
Appendix 3a. The Realization of Communication Strategies Before Training	203
3b. The Realization of Communication Strategies After Training.	219
Appendix 4 Analysis of Students' Speech Based on Time-stalling Device Before and After Training	239
Appendix 5 Checklist of the Level of Speech Comprehensibility	253
Appendix 6 Transcript of the Interview	254
Appendix 7 Lesson Planning	259
Appendix 8 Teaching Materials	271
Appendix 9 Table of Each Type of Communication Strategy.	284

Lists of Tables

- Table 1 Approximation Category of Communication Strategy
- Table 2 Circumlocution Category of Communication Strategy
- Table 3 Exemplification Category of Communication Strategy
- Table 4 Comparison Category of Communication Strategy
- Table 5 Word Coinage Category of Communication Strategy
- Table 6 Code-switching Category of Communication Strategy
- Table 7 Foreignizing Category of Communication Strategy
- Table 8 Repetition Category of Communication Strategy
- Table 9 Non-verbal Category of Communication Strategy
- Table 10 Avoidance Category of Communication Strategy
- Table 11 Time-stalling Device Category of Communication Strategy
- Table 12 Appeal for Assistance Category of Communication Strategy
- Table 13 Twelve-targeted Communication Strategies
- Table 14 Frequency Occurrence of the Type of Circumlocution Before and After Training
- Table 15 Matched t-test gain of the Number of Circumlocution Before and After Training.
- Table 16 Frequency Occurrence of Communication Strategies Used by the Students Before and After Training
- Table 17 Number of Students using Particular Communication Strategy Before and After Training.
- Table 18 Matched t-test gain of the Level of Speech Comprehensibility.