Communication Strategies Employed by Pre-Service EFL Teachers during Oral Interaction

Iva Rofiatun[1] & Diah Kristina[2] & Suparno Suparno[3]

[1,2,3] Sebelas Maret University, Surakarta, Indonesia
Correspondence: Iva Rofiatun, Sebelas Maret University, Surakarta, Indonesia.
Email: ivarofi@gmail.com

Abstract: This current study aimed at revealing communication problems encountered by pre-service EFL teachers during oral interaction and types of communication strategies used to cope those problems. The data were collected from four pre-service EFL teachers who have studied at English education program in a university in Indonesia. This case study used observation and semi-structured interview to gain the required data. Then, taxonomy of communication strategies proposed by Dornyei &Scott (1997) was used to analyze the types of communication strategies use. The result revealed that pre-service EFL teachers encountered several communication problems during conducting oral interaction with foreigner. In addition, it was found that several types of communication strategies employed to cope those arisen communication problems. Those communication strategies help them to solve their problems during communication course and to maintain the flow of conversation.

Keywords: Communications Skills, EFL Teachers, Language Learning, Communication Problems

1. Introduction

Teacher training program has tendency to emphasize on mastering content-knowledge, teaching methods, and other pedagogical aspects. It's reasonable since mastering content-area knowledge and other pedagogical instructions are the main factors that determine the success of teaching and learning process (Halim & Meraah, 2002). Nevertheless, it is inevitable that there are other influencing factors dealing with the success of teaching and learning process. Azian et al. (2013) pointed that the success of teaching and learning depends on not only how well a teacher masters the materials or the content- area knowledge but also how well a teacher communicates the materials. Thus, having good communication skill is necessary for teachers, particularly for EFL teachers since English is taught as foreign language. Therefore before being in-service EFL teachers, pre-service EFL teachers should equip themselves with competent knowledge and good communication skill. By having both aspects, pre-service EFL teacher are expected to be able to carry out teaching process well, so that the objective of English teaching-learning can be accomplished.

Having good communication skill will help pre-/in- service EFL teachers to deal with communication problems during communicating the material or communication with their students. For having that skill, pre-service EFL teachers are trained by being given many tasks dealing with their oral skill such as; they

are asked to conduct an oral interaction with foreigner by using English in order to improve their communication skill and to make them accustomed with the communication problems. So that when they have to deal with their duties, being in-service teacher, they have prepared themselves to encounter any arisen communication problems during communicating the material or communication with their students.

During conducting oral interaction with foreigner, pre-service EFL teachers might encounter some communication problems. The arisen problems might be caused by many factors and they have to cope those problems in order to achieve their oral communicative goal. Willems (1987) argued that in real context, learners are not capable to remember the words, use or understand the idiomatic expression, and catch a topic, so that the communication breakdown. In line with previous statement, Maleki (2007) pointed out that either native speakers or non-native speakers of any language sometimes try to search suitable expression when they struggle to communicate their intention. In other words, communication problems arise when there is a gap between the accessible of linguistic repertoire and the intention that is going to be communicated (Karafkan, Teacher-employed Communication Strategies: Investigating Function Type Occurance in Iranian EFL Context, 2015). Here, pre-service EFL teachers, as speakers, find the alternative ways to fill the gap, latter know as communication strategies. However there is no consensus dealing with the definition of communication strategies, the definition of communication strategies proposed by Faerch & Kasper (1983) is the most widely accepted (Maleki, 2007). Communication strategies can be defined as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal" (Faerch & Kasper, 1983).

Numerous studies related to the different aspects of communication strategies have been conducted either in natural setting or laboratory setting. It is showed that the issues under communication strategies have been interesting to be examined deeply. The importance of communication strategies on second/foreign language acquisition has attracted many researchers to investigate deeply regarding with communication strategies. Rabab'ah (2005) stated that there are three reasons why communication strategy is important; communication strategies can facilitate learning by eliciting unknown language from interlocutor, communication keeps the flow of conversation, and CSs may assist learners to cope their communication problem in order to achieve their communicative goal. It is also believed that second/foreign language learners might be able to improve their communicative proficiency by improving their skill in using certain communication strategies that help them for compensating their deficiency of target language use (Dornyei, 1995). Thus, this current study aimed to investigate the communication problems encountered by pre-service EFL teachers during conducting oral interaction with foreigner and kinds of communication strategies to cope those problems in order to achieve the communicative goal. Numerous data collecting techniques were applied to collect the required data. Then, the research question of this current study could be formulated as follow:

1.1. What are kinds of communication problems encountered by pre-service EFL teachers to accomplish their communicative goal during conducting oral interaction with foreigner?

1.2. What are types of communication strategies employed by pre-service EFL teachers to cope their communication problems during conducting oral interaction with foreigner?

2. Literature Review

2.1 Overview of Communication Strategies

The term of communication strategies was firstly postulated by Selinker (1972). Here, communication strategy was considered as the one of influencing factors on learners' interlanguage development (Ghout & Khenoune, 2012). Communication strategies include in subcomponent of strategic competence in the model of communicative competence proposed by Canale and Swain (1980). In the initial studies, researchers focused on the definition and taxonomy of communication strategies. Later, after Selinker published his work, Savignon (as cited in Dornyei & Scott, 1997) pointed that coping strategies (later known as communication strategies) is one of crucial part in teaching and testing context. Thus, the development of communication strategies studies has been extended. As the result there are numerous concept of communication regarding with the definition and the taxonomy of CSs. Then, two big streams appeared to distinguish the various concepts of CSs. They are interactional perspective and psycholinguistics perspective.

Interactional perspective was influenced by Tarone's (1980) concept of CSs that views communication strategies as tools in joint negotiation meaning between both interlocutors in situation in which the required meaning do not seem to be shared (Tarone, 1980). Then, he added that when a second language learner have less lexical item of target language, he/she may use other syntactic structure or mime to communicate his intended meaning or to accomplish his/her communicative goal. Here, it implies that communication strategies were used to assist either speaker or interlocutor to cope any arisen communication problems during communication course.

Another perspective of CSs is psycholinguistics perspective. This concept saw communication strategies as verbal plans employed by speakers to cope any problems in planning and execution phase in order to accomplish their communicative goal (Celce-Murcia et al., 1995). The proponents of this concept argued that communication strategies involved mental process, so that cognitive process under strategic language use should be considered in communication strategies studies (Dornyei & Scott, 1997). This perspective claimed that doubtful validity of communication strategies' taxonomy might be occurred when the cognitive psychological and psycholinguistics aspects of communication strategies use are not considered. Thus, the proponents of this concept, Bialystok (1990) and Nijmegen group, proposed the new analytic perspective that only focused on cognitive process regarding with the use of communication strategies during communication course.

From both of the perspectives above, it could be seen that both of the perspectives either implicitly or explicitly saw the function of communication strategies as to help the speakers cope their communication problems during communication course. If interactional perspective involved both speaker and interlocutor in negotiation meaning process to deal with the arisen communication problems, psycholinguistics perspective focused on mental procedures in dealing with the communication problems. Then Dornyei and Scott (1997) extended the concept of CSs; they argued that communication strategies are not only problem-solving strategies but also the strategies to keep the flow of communication or to avoid communication breakdown. In fact, before Dornyei and Scott (1997) proposed their concept of CSs, Canale (as cited in Karafkan, 2015) goes further by stating that communication strategies cover any strategy or plan of execution to "enhance the effective of communication".

They also proposed three types of potential communication problems namely; own-performance problems, other-performance problem, and processing time pressure. A year later, Dornyei & Kormos (1998) specified the main L2 communication problems namely; resource deficits (including lexical problem, grammatical problem, phonological and articulatory problem), processing time pressure, perceived deficiencies in speaker's own language output, and perceived deficiencies in the interlocutor's performance.

2.2 Taxonomy of Communication Strategies

There are various taxonomy of communication strategies proposed by many scholars. Thus, there is no consensus dealing with the taxonomy of communication strategies. However, Dornyei & Scott (1997) proposed one of comprehensive and influential taxonomy of communication strategies. Brown (2000) stated that Dornyei's typology of communication strategies is good basis for further researches on communication strategies. Thus, this current study adapted Dornyei & Scott's (1997) taxonomy of communication strategies. The following is the further explanation of that taxonomy.

Table 1: Taxonomy of communication strategies

Communication Strategies	Description
Message avoidance	leaving an unfinished message because of L2 deficit
Topic avoidance/ message replacement	reducing the intended meaning or avoiding certain topic because of limited linguistics repertoire
Appeals for help	Asking for help by asking a question directly or indirectly regarding with filling the gap in one's L2 knowledge
Circumlocution/approximation	exemplifying, describing, or illustrating the target object
Approximation	using an alternative term that has closely meaning to express the target lexical item
Use of all-purpose word	using general "empty" lexical term for replacing a specific term to deal with vocabulary deficit
Word coinage	creating L2 word based on the supposed rules (e.g. vegetarianist for vegetarians)
Code switching	using first language in target language speaking
Omission	leaving an unknown word as a gap and carrying on as if has been said
Retrieval	an effort to retrieve a lexical item by saying the wrong form before achieving the right one
Mime/paralinguistic strategies	Using all non-verbal (gesture, movement, eye contact and so forth) to assist during conveying

	the intended meaning
Self-rephrasing	restructuring, paraphrasing, or repeating the own utterance
Self-repair	repairing the one own's speech
Appeal for assistance	asking for assistance from interlocutor either directly or indirectly
Comprehension check	asking question to ensure the interlocutor got the intended meaning
Own-accuracy check	checking the correctness of what speaker has said by asking a question and repeating a word by using the intonation for question
Asking for repetition	asking for repletion because of hearing something unclearly
Asking for confirmation	asking a conformation from interlocutor that what the one heard is correct
Asking for clarification	Asking an explanation of an unfamiliar meaning
Expressing non-understanding	showing the expression either verbally or non-verbally that the one did not understand about the conveyed meaning
Responses	giving repetition, other initiated self-repair, rephrasing, confirmation what interlocutor has said
Using fillers	using gambits to gain the time to keep the flow of communication (e.g. well, you know, great, ee..errr, eem, rrr)
Feigning understanding	pretending to understand to keep the communication channel open
Repetitions	repeating words as soon as after those word are said either by speaker or by interlocutor

3. Method

3.1 Design and Participants

This study aimed to investigate the kinds of communication problems encountered by pre- service EFL teachers during oral interaction with foreigners and the use of communication strategies to cope the arisen communication problems in order to accomplish their communicative goal. In accordance with the aim of this current study, descriptive case study was implemented. Purposive sampling was considered to determine the participants. Four pre-service EFL teachers were taken part in this study. They were

fourth grade students who studied at English education program in a university in Indonesia. All the participants were female students who were around 20 years old. In this case, pseudonym was used to keep the participants' privacy. Thus, label was used in this current research, e.g. PET1 for first pre-service EFL teacher.

3.2 Data Collection Technique

Observation and interview were conducted to collect the required data. Observation was conducted when the participants carried out the oral interaction with the foreigners in a natural setting. There was no a particular topic for doing conversation between two parties. Observation was carried out to find out the arisen communication problems during oral interaction and communication strategies used by participants to cope those communication problems. Here, researcher used non-participatory observation so that there was no interaction between researcher and the participants during observation was carried out. Then, semi-structured interview was conducted to add the detailed information about arisen communication problems and communication strategies use.

3.3 Data Credibility and Data Analysis

Method triangulation was used to ensure the data credibility. It was used when the data was gained through various techniques. In this current research, researcher used non-participatory observation and interview. Then, for data analysis, researcher transcribed the collected data first then identified the arisen communication problems and communication strategies used by the participants. In this current study, Dornyei & Scott's (1997) taxonomy of communication strategy was adapted to identify the categories of communication strategies used. They are appealing for help, comprehension check, own-accuracy check, message abandonment, message reduction, message replacement, circumlocution, approximation, using filler, repetition, code-switching, omission, and etc.

4. Findings and Discussion

4.1 Findings

4.1.1 Communication Problems Encountered by EFL Pre-Service Teacher during Oral Interaction

After analyzing the collected data, the result showed that the participants encountered some communication problems that can be categorized into four types namely; target language resource deficits, problem related to processing time pressure, own-performance problems and other performance problems.

4.1.1.1 Target Language Resource Deficits

EFL pre service teachers are supposed to have good communication skill in order to help them to communicate their knowledge, information and materials to their students. Moreover, they are supposed to have good linguistics repertoire/resource of the target language, in this case is English. However, it is undeniable that there is potential communication problems that would be encountered by pre-service EFL teachers for executing their intention during oral interaction. Those problems are commonly indicated by particular criteria; they want to communicate X but they lack of linguistic repertoire to execute X. Then, the following are several episodes showing the communication problems encountered

by pre-service EFL teachers during oral interaction with foreigner caused by target language resource deficits.

> *(1) PET1*   *: "So , you choose the home.. in brazil.. oh .. so what you think the country is very ee..* ((looking at her friend who was recording the video)) *ee.. very influenced ..ee influenced to defeat brazil in world cup .. are there Germany or..?"*

The episode above showed that the participant encountered problem to execute her intended meaning during oral interaction with foreigner. It was identified by the use of many pauses in her effort to communicate her intended meaning. She said that she got difficulty to find suitable word to infer her intended meaning in English. It could be seen at PET 1 statement during interview:

> *"I got difficulty to find the appropriate word for "berpengaruh" in English. I am so nervous talking with the native speaker because it is my first time talking with them, native speaker"*

Another participant got similar problem during oral interaction with foreigner. She explained that she got difficulty to infer her intended meaning in English and she decided to give up to try communicate it. It can be seen by using L1 and asking to her friend who was recording the video.

> *(2) PET2*   *: "Batu is one of place in to .. one of place is the nice place you know .. you can get in Batu malang it is you can ee.. (0.8) ((*looking at her friend who was recording the video*)) what is it ((*by using her hand she imitated the shape of apple*)) .. ee.. apa itu namanya ((*using L1, Bahasa Indonesia, asking to her friend and her friend answer it "apple"*)) yes apple".*

> *(3)* PET2   *: Ee you know Indonesia ee (0.2) dari siapa tu apa ya ((*using L1, Bahasa Indonesia*)) ((asking to her fiend then her friend said "from where")) .. from.. you know Indonesia from your family or your friend or you can you just can see in internet and etc.*

EFL pre service teacher also got problem in organizing the structure, the episodes below showed the grammatical problem encountered by the participants.

> *(4) PET1*   *: so, are you like people in Indonesia ?*
>
>   *F*   *: yes.. very friendly*

The episode above identified that the participant got grammatical problem while executing her intended meaning. She uttered "are you like people in Indonesia? "instead of "Do you like Indonesian?"

> *(5) PET2*   *: How your old.. ee.. how 's you age?*
>
>   *F*   *: Twenty five, and you?*
>
> *(6) PET4*   *: Canada, so how long you in here?*

The PET2 seemed that she got problem dealing with organizing the structure. She uttered "how your old…ee.. how's you age?" instead of uttering " how old are you?" to ask how old the interlocutor is. Then, another participant, PET 4, also encountered grammatical problem during oral interaction. She said "how long you in here" instead of saying "how long you have been here?"

> *(7) PET4*   *: So you have go in beach in Parangtriris*

In executing her plan, PET4 said "you have go in beach in Parangtritis?" that should be "have you visited to Parangtritis beach?" All of those episodes above showed that the participants encountered grammatical problem because of lack grammatical knowledge.

Pre-service EFL teachers also encountered communication problems dealing with pronouncing or articulating a word in English. The talk exchanged below showed that EFL pre service teacher encountered articulatory problem.

> (8) PET2 : *What is your favorite food of Indonesia ((mispronouncing "favorite"))*
>
> F   : *Sorry.*
>
> PET2 : *What is your favorite food?*
>
> F   : *Favorite food .. yeahhh.. this night we have sate kobra..*

The episode above showed that PET2 encountered communication problems dealing with pronunciation a word "favorite". It was identified by the response of the interlocutor. The interlocutor (foreigner) asked for repetition because the speaker (PET2) mispronounced the word "favorite". Then, PET2 repeated her question with the correct pronunciation.

4.1.1.2 Problem Related to Processing Time Pressure

Because speaking using L2 is less automatic than speaking using L1, somehow L2 speakers need more time to construct their intended meaning before those meanings are verbalized. Thus, L2 speaker might encounter communication problems related to processing time pressure. Lengthy silences are one of the indicators for this communication problems. Here, the following are several episodes of communication problems related to processing time pressured encountered by EFL pre-service teacher during oral interaction.

> (9) PET3 : *Do you bring the cheese in here*
>
> F   : *No.. no ..we don't have cheese in Indonesia right, we don't have cheese*
>
> PET3 : *Yess.. eem (.8) what's else .. ee (.10)*
>
> F   : *You don't know*
>
>   *((laugh))*
>
> PET3 : *Eee (.9).. ((in silence))*

The talk exchanged above showed that PET3 encountered communication problems dealing with processing time pressure. It was identified by lengthy silence that was about 8 up to 10 second. The following are the other episodes of processing time pressure problem encountered by participants.

> (10) PET2 : *But yeas.. but I think that I learn the.. ee (0.8) English is hard for me .. I have to learn I have to study all of this.*
>
> (11) PET3 : *Eeemm ee (.6) ((her eye contact implied that she was searching for another question)) what about .. what about culture in Holland .. you can tell me.. what eee (.3) may be ee (.4) culture in there something that very interesting in Holland .. may be if I have a time , I will go there may be ..*

The lengthy silence in those talks exchanged above showed that speakers need more time to execute their intended meaning.

4.1.1.3 Own-Performance Problems

Own-performance problems deal with perceived deficiencies in speakers' own language output. This communication problem is commonly indicated by the realization that what was said is incorrect and less perfect so that speakers are uncertain regarding whether the intended meaning was successfully delivered or not. The following are several episodes of communication problems related to own-performance problems encountered by the participants

> (12) *PET 4: Jogjakarta, but you ee.. did ee you a.. have you did in Solo?*
>
> *F   : No I haven't*
>
> (13) *PET2 : yeah two years ,.. I don't know I must.. I have to finish in four years,,*
>
> *But yeas.. but I think that I learn the.. ee English.. English is hard for me .. I have to learn...I have to study all of this.*

4.1.1.4 Other-Performance Problems

This communication problem deals with the perceived deficiencies in the interlocutor's performance. It is because of lack of comprehension something fully.

> (14) *PET4 : Canada, so how long you in here?*
>
> *F   : I've been in here for for months.. solo*
>
> *PET4 : Solo? Yeah, I live in solo*
>
> *F   Sorry??*
>
> *PET4 : I am in Solo*
>
> *F   : I am sorry I don't understand*
>
> *PET4 : I am solo people*
>
> *F   : Solo? Why?*
>
> *PET4 : No no.. solo do you know solo?*
>
> *F   : In Solo .. ooh.. in Solo.. I don't know the place very well .. oh you are from Solo..I don't know the name of that place*

The talk exchanged above showed that PET4 encountered communication problems related to other-performance problem. The communication problem occurred when the speaker (PET4) did not understand fully what the interlocutor intention was. When the interlocutor said "solo" meaning that he went to Indonesia alone, but PET perceived that "solo" is a name of a city in Central Java.

4.1.2 Types of Communication Strategies Used by EFL Pre-Service Teacher to Cope Communication Problems

The following are types of communication strategies employed by pre-service EFL teachers to cope their communication problems during oral interaction. Each communication strategy has specification dealing with certain arisen communication problem. The following is the detailed explanation for types of communication strategies used by pre-service EFL teachers.

4.1.2.1 Types of Communication Strategies to Cope Communication Problem Related to Target Language Resource Deficits

Target language resource deficits deal with the gap between speakers' accessible linguistic repertoire and the communicative goal that are going to achieve. These communication problems cover lexical, grammatical and phonological or articulatory problems.

The following are types of communication strategies employed by pre-service EFL teachers to cope lexical problems during conducting an oral interaction.

> *(15) PET2 : "Batu is one of place in to .. one of place is the nice place you know ..*
> *you can get in Batu malang it is you can ee.. (0.8) ((looking at her friend who was recording the video)) what is it ((by using her hand she imitated the shape of apple)) .. ee.. apa itu namanya ((using L1, Bahasa Indonesia, asking to her friend and her friend answer it "apple")) yes apple".*

The episode above showed that the participant encountered lexical problems. She got problems to access her linguistic repertoire for the word "apple". Then, she used her L1 (apa itu namanya?") and asked her friend to help her. Thus, the participant used code switching and direct appeal for help to cope her communication problems dealing with lexical problems. Then, she could execute her intended meaning.

> *(16) PET2 : I am sorry miss, my ..ee..i speak.. when then I speechless .. I am sorry*
>
> *F : No matter, that's okay*

Here the PET2 wants to say "I am sorry miss, my English is so bad" but she said "I am sorry miss, my..eee.. I speak….when… then I am speechless". She used message replacement to infer the word in English. She explained that she could not execute her intended meaning, uttering "my English is so bad". It was implied in her statements during interview as follow

> *I want to say 'maaf, bahasa inggris ku sangat payah"(sorry, My English is so bad) in English but I forgot the words in English.. so I said," I am sorry, I speechless". I just want to say what I want to say but I got difficulty to translate the words into English.*

Then, the following episode represents the types of communication strategies used by pre-service EFL teachers to cope language resources deficit particularly dealing with grammatical problems.

> *(17) PET2 : How long you are ee.. how long you stay in Surakarta*
>
> *F :Ee I've been here for three days*

The participants encountered grammatical problems during oral interaction. She got difficulty to construct the sentence "how long you have been here?". Then, she employed self-repair strategy to cope the problem. It could be seen in the episode above. After she said "how long you are", she repaired her utterance by saying "how long you stay in Surakarta?".

> *(18) PET2 : And Batu Batu Malang can get ee.. the fresh we..we..weather and then*
>
> *you can take picture in some place in the good some place in there..*

In (18), it could be seen that the participant encountered phonological or articulatory problems. She got difficulty to utter weather. Then she employed retrieval strategy to cope with the problem.

4.1.2.2 Types of Communication Strategies to Cope Communication Problem Related to Processing Time Pressure

L2 speakers commonly need more time when they have to execute their plan in target language (L2). The planning and production process while speaking by using L2 is longer than by using L1. Then, speakers would employ such strategy, communication strategy, to avoid the lengthy silence that can break the conversation flow. Thus, the following are types of communication strategies employed by pre-service EFL teachers during encountering communication problems dealing with processing time pressure.

> (9) *PET3*   : *Do you bring the cheese in here*
>
>   *F*   : *No.. no ..we don't have cheese in Indonesia right, we don't have cheese*
>
>   *PET3*   : *Yess.. eem (.8) what's else .. ee (.10)*
>
>   *F*   : *You don't know*
>
>   *((laugh))*
>
>   *PET3*   : *Eee (.9).. ((in silence))*

The episode above showed that the lengthy silence occurred, it was identified by the long pauses (8 up to 10 second). Then in order to avoid the more lengthy silence, the participant employed fillers strategy, *Yess.. eem..what's else .. ee.* Using filler strategy provides additional time for the speakers to think about how to execute their plan. The following are the other episodes showing the use of filler strategy during oral interaction.

> *(19) PET : you can get in Batu malang it is you can ee.. (0.8) what is it ((by using her hand she imitated the shape of apple))..*

Another time gaining stalling strategy is repetition, the following is repetition strategy employed by participant during oral interaction.

> *(20) PET3: what about .. what about culture in Holland .. you can tell me.. what eee (.3) may be ee (.4) culture in there something that very interesting in Holland .. may be if I have a time , I will go there may be ..*
>
> *(21) PET   : Where do you come from sir?*
>
>   *F*   : *Holland*
>
>   *PET3* : *Holland*

4.1.2.3 Types of Communication Strategies to Cope Communication Problem Related to Own-Performance Problems

Communication problems might come from the speaker's own performance. Here, it deals with the feeling of uncertainty about the correctness of what has been said. The following episodes represent the types of communication strategies use to cope communication problems related to own-performance problems.

> *(22) PET2 : yeah two years ,.. I don't know I have…. I have to finish in four years.. yeah in four years*

In (22), the participant employed self-rephrasing strategy. She made an effort to repeat her utterance and add some paraphrases because of feeling uncertainty about the correctness.

4.1.2.4 Types of Communication Strategies to Cope Communication Problem Related to Other-Performance Problems

Other-performance problems related to something received as problematic in interlocutor's speech either because of lack understanding something fully or because it was assumed as the incorrect one. The following is the example of asking for clarification strategy employed by the speaker to cope communication problems related to other-performance problems.

> (23) F   : *I've been in here for for months.. solo*
>
> PET4   : *Solo? Yeah, I live in solo*
>
> F   : *Sorry??*
>
> PET4   : *I am in Solo*
>
> F   : *I am sorry I don't understand*
>
> PET4   : *I am solo people*
>
> F   : *Solo? Why?*
>
> PET4   : *No no.. solo do you know solo?*
>
> F   : *In Solo .. ooh.. in Solo.. I don't know the place very well .. oh you are from Solo..I don't know the name of that place*

The communication problems occurred when the speaker (PET4) did not understand fully what the interlocutor's intention was. When the interlocutor said "solo" meaning that he went to Indonesia alone, but PET perceived that "solo" is a name of a city in Central Java. Then, speaker (PET4) employed comprehension check strategy by saying "do you know solo", and finally either speaker or interlocutor had the same perception about the word "solo". The findings above could be summarized in the table below;

Table 2: Types of communication problems and communication strategies use

Types of communication problem		Types of communication strategies employed by EFL pre-service teacher
1. Target language resource deficits	Lexical problem	Code switching
		Direct appeal for help
	Grammatical problem	Self-repair
	Articulatory problem	Retrieval strategy
2. Processing time pressure		Using fillers
		Repetition
3. Own-performance problem		Self-rephrasing
4. Other-performance problem		Comprehension check

4.2 Discussion

4.2.1 Types of Communication Problem Encountered by EFL-Pre Service Teacher During Oral Interaction

The findings above revealed several arisen communication problems encountered by pre-service EFL teachers during oral interaction with foreigner. As Willems (1987) stated that in natural context, L2 learners still got difficulty to remember the words, use or understand the idiomatic expression, and catch a topic, so that the communication breakdown. In this study, there were four types of communication problems encountered by pre-service EFL teachers during oral interaction with foreigner namely; target language resources deficits, processing time pressure, own-performance problem, and other-performance problem (Dornyei & Kormos, 1998).

Communication problems dealing with the target language include lexical problems, grammatical problems and articulatory or phonological problems. These communication problems deal with the speakers' knowledge regarding with the target language, English. Based on the findings in this study, the participants still got difficulty to remember the lexical term in target language, organize their sentences in grammatically correct, and pronounce the words in target language, English, properly. The next communication problem revealed in this study was processing time pressure. As Dornyei & Scott (1997) stated that L2 speakers speak less automatically while using target language than using L1 so that they need more time to make plan and execute their plan during communication course. Based on the finding in this study, pre-service EFL teachers encountered this communication problem; it was indicated by the existing of lengthy silence during communication course (Dornyei & Scott, 1997). Another communication problem encountered by pre-service EFL teachers was own-performance problem. This communication problem dealt with lack of perceived ability in speaker's own language output that was indicated by the awareness of what was said is incorrect and less perfect so that speakers are uncertain regarding whether the intended meaning was successfully delivered or not. The last communication problem encountered by pre-service EFL teachers was other-performance problems. This communication problem deals with the lack of perceived ability in interlocutor's utterance.

4.2.2 Types of Communication Strategies Employed by EFL-Pre Service Teacher to Cope Communication Problem

Communication strategy is alternative way to solve the arisen problem and keep the flow of conversation during communication course (Dornyei & Scott, 1997). The finding revealed that pre-service EFL teachers employed several types of communication strategies to cope any arisen problem during oral interaction with foreigner. Those communication strategies are code switching, direct appeal for help, self-repair, retrieval strategy, using fillers, repetition, self-rephrasing, and asking for clarification.

Code switching, direct appeal for help, self-repair, and retrieval strategy were employed by the participants to cope their communication problem related to language resource deficits. They employed those communication strategies to fill the gap between the lack of their linguistic repertoire regarding with the target language and the communication goal that they want to achieve. In this study, code-switching was used for asking any assistance from the third party (speaker's friend who recorded the conversation). It means that the use of code switching is to afford another communication strategy, here is direct appeal for help. Then, self-repair and retrieval strategy were used to achieve the correct forms or

structures so that the intended meaning can be conveyed properly. Then, using fillers and repetition strategy were employed to cope any arisen problem related to processing time pressure. Those communication strategies were used by pre-service EFL teachers to keep the flow of the conversation and to gain more time to think about what the next plan is and how to execute that plan (Dornyei & Scott, 1997). It is in line with Jamshidnejad's study (2011), he found that EFL learners used using filler strategy and any repetition strategies to maintain the flow of conversation.

Another communication strategy employed by pre-service EFL teachers was self-rephrasing strategy. It was employed to deal with the communication problems dealing with own-performance problems during communication course. This strategy allowed speakers to repeat something that has been said and to add the additional information or use paraphrase. The last communication strategy employed by pre-service EFL teachers was comprehension check. It was used to deal with any arisen communication problem related to other-performance problems. Comprehension check was used to promote meaning transfer and enhance the communication (Karafkan, 2015).

5. Conclusion

Communication strategy is alternative way used by native or non-native speakers to cope any arisen communication problems and to maintain the flow of the conversation. Numerous researches have been conducted under the communication strategies issue. Thus, this study was aimed to investigate the kinds of communication problem encountered by pre-service EFL teacher and types of communication strategies used to cope those problems during oral interaction. The result of this current study revealed that pre-service EFL teachers encountered several communication problems during conducting an oral interaction with foreigner, those are; language resource deficits problem, problem related to processing tie pressure, own-performance problem, and other-performance problem. Then in order to achieve the communicative goal, they have to cope those communication problems by employing several types of communication strategies namely; code switching, direct appeal for help, self-repair, retrieval strategy, using fillers, repetition, self-rephrasing, and comprehension check. The result of this current study is expected to bring some implication in teaching English especially English as foreign language since communication strategies will help either EFL teachers or learners to cope their communication problems during communication course either in real context or in the classroom context. Then, for the further research with more influencing aspect of communication strategies use (e.g. gender issues, fluency, accuracy, and socio-cultural variables) is needed. Moreover, it is also necessary to conduct a research dealing with the teachability of communication strategies since those strategies might help learners to achieve their communicative goal.

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