CHAPTER III

METHODOLOGY

This chapter attempts to present the design of the study, the data collection, and the data analysis technique.

3.1 Research Design

This study uses a qualitative methodological approach for a narrative review (Green, Johnson, & Adams, 2006). This narrative review approach focuses on reviewing previous research articles that are relevant to the communication strategies used by EFL students (McFadden, Taylor, Campbell, & McQuilkin, 2012).

3.2 Setting and Context of the Study

The current review study identified 43 relevant articles in face-to-face (F2F) and online environments. The reports from three different contexts of the world: (1) in a global (international) context which consists of Algeria, Egypt, China, Iraq, Iran, Persia, Turkish, Spain, and Oman; (2) Asian context comprise of Japan, Malaysia, Thailand, and Vietnam; and (3) Regional (Indonesia) consists of Aceh, Kediri, and Papua. Hence, all of the data sources were journal articles. The article navigated is mainly 'published within' range of 2010 until 2023.

3.3 Instrument of the Study

The strategy for collecting the data relevant to the issue of EFL students' communication strategies is through searching internet research journal databases. The researcher examined the online and face-to-face learning strategies, both

international and national, in scope. The data can be searched using a database that serves as a place to search data manually or by searching data one by one, such as Google Scholar, SAGE, Science Direct, Tandfonline, and Scopus. In this situation, the researcher initially searched various databases using the phrase: (1) "EFL student's communication strategies used in the face-to-face context"; and (2) "EFL student's communication strategies used in the online context." However, only five databases (Google Scholar, SAGE, Science Direct, Tandfonline, and Scopus) work to find many related topics.

3.4 Data Collection

In collecting the data, the current study applied inclusion and exclusion criteria to offer precise boundaries for the investigation. Table 3.3 gives a brief explanation of the inclusion and exclusion criteria of relevant documents.

Table 3.3 Inclusion and Exclusion Criteria of Relevant Documents

No.	Inclusion criteria	Exclusion criteria
1	The articles must be primarily a journal or a research article (Journal articles were included because journal articles often use primary research data)	The articles on the World Wide Web without a specified author or organization responsible (because the information from such documents could not be verified)
2	The document focus on communication strategies used by EFL students	
3	The review focused on articles between the year 2010 to 2023 (because literature from the 21st century provides the best option for gaining a better insight into the research)	

As a result of these considerations, the researcher eventually focused on locating relevant publications in various databases. The data collection conducted within three weeks following the researcher's presentation at the proposal seminar. Then, consultations, revisions, and finalizations with supervisors were also conducted to produce a better result.

3.5 Data Analysis

This study attempts a qualitative methodology with an inductive approach as a conventional content analysis (CCA) regarding EFL students' communication strategies. This study applied an inductive approach using conventional content analysis techniques extensively for assessing qualitative data, interpreting meaning, and categorizing categories obtained directly from text data (Selvi, 2019). CCA is a research approach for the subjective interpretation of text data content through the systematic classification process of coding and detecting themes or patterns. Content analysis can apply to any written content, independent of how research data is gathered. Furthermore, this form of analysis significantly adds to a better understanding of human experiences. Therefore, in analyzing the data, this study proposed a typology by Dornyei and Scott (1995) and Nakatani (2006). Table 3.4 details the taxonomies of CSs' types.

Table 3.4 Taxonomies of CSs' types (Dornyei & Scott, 1995; and Nakatani, 2006)

Dornyei & Scott (1995)	NAKATANI (2006)
DIRECT STRATEGIES	BEHAVIORAL STRATEGIES
Resource deficit-related strategies	- Social affective
- Message abandonment	- Fluency oriented
- Message reduction	- Negotiation for meaning
- Message replacement	
- Circumlocution	
- Approximation	
- Use of all-purpose words	
- Word-coinage	
- Restructuring	
- Foreignizing	
- Code-switching	
- Use of similar-sounding words	
- Mumbling	
- Omission	
- Retrieval	
- Mime	
Own-performance problem-related strategies	
- Self-rephrasing	
- Self-repair	
Other-performance problem-related strategies	
- Other-repair	
INTERACTIONAL STRATEGIES	
Resource deficit-related strategies	

Dornyei & Scott (1995)	NAKATANI (2006)

- Appeals for assistance
Own-performance problem-related strategies
   - Comprehension check
   - Own-accuracy check
Other-performance problem-related strategies
   - Asking for repetition
   - Asking for clarification
   - Asking for confirmation
   - Guessing
   - Expressing non-understanding
   - Interpretive summary
   - Responses
INDIRECT STRATEGIES
Processing time pressure-related strategies
   - Use of fillers
   - Repetitions
Own-performance problem-related strategies
   - Verbal strategy markers
Other-performance problem-related strategies
   - Feigning understanding	

For the analysis document, each article was read twice (minimum), and read for detail repeatedly. The first and second readings were to familiarize researchers with the article's content or publication. A more detailed reading was conducted to identify and tag the strategic communication used in overcoming the communication difficulties. While analyzing the data, the researcher used matrix article review to map the information; the example can be seen in Table 3.5. In this matrix, the researcher tags the information with several codes. The type of CSs marked with yellow, the categories marked with green, and the underline words to emphasize the meaning of the types.

Next, the data categorized the types of communication strategies used by a code for further analysis in the example of Table 3.6. In the data review, the researcher divided the data from face-to-face and online or virtual contexts. This way is to collect the data much better between them. Furthermore, after collecting the type of CSs used among EFL learners, the researcher categorized them based on the taxonomies. For example, type code-switching, message abandonment, and

topic avoidance strategies will be categorized as a direct strategy by D&S. To continue, the frequency of CSs used also served to interpret the most and least CSs used in table review. Hence, the articles included in the review are listed in Table 3.7 as a summary data set.

Summary of Data Set

In sum, this review identified 43 relevant articles and reports from three different contexts of the world: Global (Algeria, Egypt, China, Iraq, Iran, Persia, Turkish, Spain, and Oman), Asia (Japan, Malaysia, Thailand, and Vietnam), and Regional (Aceh, Kediri, and Papua). All of the data sources were journal articles. Table 3.6 for brief descriptions of articles and reports used for this review. The articles are coded by the number A1-A35 for face-to-face context; meanwhile, the articles from B36-B43 refer to the online context.

Table 3.7 Article Included in Review

Article Code	Author(s)	Year	Description of the study	Publisher
A1	Dong	2010	The author conducts investigation on communication strategies of Chinese learners of English.	*Cross-cultural communication*, *6*(1), 56-81
A2	Nakatani	2010	This article considers whether the use of specific communication strategies can improve learners' English proficiency in communicative tasks.	*The Modern Language Journal*, *94*(1), 116-136
A3	Huang	2010	This study investigates the factors influencing the oral communication strategies of technological university students in Taiwan.	*LongHua Technology University Journal*, *30*(1), 85-104
A4	Somsai and Intaraprasert	2011	The present study, which is exploratory in nature, primarily aimed at investigating how university students majoring in English for International Communication (EIC) cope with their face-to-face oral communication problems.	*GEMA Online Journal of Language Studies*, *11*(3), 83-96
A5	Jamshidejad	2011	This paper investigates the pattern of oral communication among a group of language learners to discover how they use their second language (L2) to 'construct' interpersonal communication inside an EFL (English as Foreign Language) context, particularly when they encounter a problem.	*Journal of Pragmatics*, *43*(15), 3757-3769
A6	Bui and Intaprapraset	2012	This study explored the relationship of gender, high school background and strategy use by English Majors studying at universities in the South of Vietnam to cope with communication breakdowns.	*International Journal of Scientific and Research Publications*, *2*(12), 1-17
A7	Hua, Mohd, and Jaradat	2012	The paper used both quantitative and qualitative research tools to explore how and when oral communication strategies are used in group discussions by international students at Universiti Kebangsaan Malaysia, a public university in Malaysia. It aims to examine the differences in the use of communication strategies between high and low proficient speakers.	*GEMA Online Journal of Language Studies*, *12*(3), 830-848

Article Code	Author(s)	Year	Description of the study	Publisher
A8	Nakatani, Makki, and Bradley	2012	This study investigated six English lessons from the learners' textbooks at a private language institute in Shiraz, Iran, to assess the use of Communication Strategies (CSs) in open-ended conversation tasks.	*Iranian Journal of Applied Linguistics, 15*(2), 61-83
A9	Kaivanpanah, Yamouty, and Karami	2012	This paper reports on the study of the frequency of communication strategies, their relationship to task types, and gender differences in the use of CSs.	*Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras,* (17), 79-94
A10	Zhao and Intaraprasert	2013	This study investigated the relationship of attitude towards English speaking and English language, exposure to oral communication in English, and communication strategy use by tourism-oriented EFL learners studying at the universities in the Southwest China to improve their oral English communication.	*English Language Teaching, 6*(7), 46-59
A11	Moattarian and Tahririan	2013	This descriptive study was set to analyze Iranian EFL learners' use of CSs in oral and written performances at two levels of proficiency.	*Journal of Foreign Language Teaching and Translation Studies, 2*(1), 21-38
A12	Yaman, Irgin, and Kavasoglu	2013	This paper relies on quantitative research to investigate both speaking and listening strategies (so called "communication strategies") used by EFL students to cope with problems during communication so they can be integrated into language teaching to develop students' strategic competence.	*Journal Of Educational Sciences Research, 3*(2), 255-268
A13	Roohani	2013	This study explored the relationship between the use of oral communication strategies (OCSs) and multiple intelligence(s) (MI) of Iranian EFL learners. In addition, it investigated what type of intelligence(s) could act as the best predictor of OCSs.	*Teaching English Language, 7*(2), 97-125
A14	Uztosun and Erten	2014	This study investigated communication strategies employed by Turkish EFL learners and aimed at revealing the relationship between language proficiency and the use of communication strategies.	*Journal of Language and Linguistic Studies, 10*(2), 169-182
A15	Sukirlan	2014	This article deals with the effects of teaching communication strategies (CSs) on the types of communication strategies used by the students and level of speech comprehensibility.	*Theory and Practice in Language Studies, 4*(10), 2033-2041
A16	Wicaksono	2014	This case study, at the first year students of English Department, aims to know the most frequent students' strategies to communicate in speaking activity in speaking class.	*English Teaching Journal: A Journal of English Literature, Language and Education, 2*(2)
A17	Mesgarshahr	2014	This study investigated the impact of teaching communication strategies (CSs) on Iranian EFL learners' WTC.	*Studies in Second Language Learning and*

Article Code	Author(s)	Year	Description of the study	Publisher
				Teaching, 4(1), 51-76
A18	Khoiriyah	2015	This case study was set to describe the types of communication strategies applied by high level of EFL students in extensive speaking class and to identify types of communication strategies are frequently used by high level of EFL students in extensive speaking class.	*Nusantara of Research: jurnal hasil-hasil penelitian universitas nusantara pgri kediri*, *2*(1), 1-9
A19	Rosas Maldonado	2016	This study aims to examine the different communication strategies (CSs) EFL learners employ when communicating orally, and determine the relationship between the learners' proficiency level and their CS use.	*Revista Signos*, *49*(90), 71-93
A20	Rabab'ah	2016	This study examines the effect of communication strategy instruction on EFL students' oral communicative ability and their strategic competence.	*Journal of Psycholinguistic Research*, *45*(3), 625-651
A21	Al-Alawi	2016	This paper relies on qualitative research tool to investigated the use of communication strategies (CSs) by 60 students of English as a foreign language (EFL) at Ibri College of Technology in Oman.	*Pyrex Journal of English and Literature*, *2*(1), 1-11
A22	Bijani and Sadaghat	2016	This study aims to examine different kinds of communication strategies employed by students with different levels of communication apprehension in Iranian EFL context. It also investigates which communication strategies are the most and the least frequent ones used by students with high and low levels of communication apprehension.	*Theory and Practice in Language Studies*, *6*(2), 366-371
A23	Baradeyah and Farrah	2018	This study mainly aimed at investigating the impact of teaching the asking for clarification and circumlocution speaking strategies on enhancing students' speaking ability. In addition, it investigated the impact of teaching asking for clarification and circumlocution speaking strategies on students' use of other speaking strategies.	*Studies in Linguistics and Literature*, *1*(2), 86-111
A24	Chou	2018	This paper is to investigate university students' anxiety, strategy use, and difficulties when speaking English in full and partial EMI contexts.	*Tesol Quarterly*, *52*(3), 611-633
A25	Aziz, Fata, and Balqis	2018	This research aimed to investigate communication speaking skill strategies applied by two groups of English foreign language learners in two boarding senior high schools in Aceh, Indonesia.	*Lingua Cultura*, *12*(2), 149-154
A26	Dewi, Batan, and Myartawan	2018	This qualitative study focused on finding out (i) the types of communication strategies used by the students in EFL classrooms at SMP Negeri 4 Singaraja, and (ii) the students' reasons towards the use of their communication strategies.	*Lingua Scientia*, *25*(2), 53-61
A27	Ugla, Abidin, and Abdullah	2019	This paper relies on qualitative research tools to investigate the influence of language proficiency level on the frequency of the use and choice of L1/L2 communication strategies used by Iraqi EFL students.	*International Journal of Evaluation and Research in Education*,

Article Code	Author(s)	Year	Description of the study	Publisher
				8(1), 127-137
A28	Saidah, Munir, and Anam	2020	This research aims to describe the use of communication strategies in an EFL classroom during the completion of task-based debate activity.	*Linguistic, English Education and Art (LEEA) Journal*, *3*(2), 414-425
A29	Su	2021	This paper reports (1) non-English major college students' self-perceived overall English proficiency, speaking confidence, and communication anxiety/apprehension (CA) in EFL classes; (2) the most- and least-used types of student EFL communication strategies (CSs); (3) the interrelation between the choice of CSs, self-perceived overall English proficiency, speaking confidence, and CA; and (4) the significant predictors affecting CA.	*Educational Studies*, *57*(6), 650-669
A30	Mursyid, Kafryawan, and Rahmawansyah	2021	This paper relies on qualitative research to determine the types and their reasons for communication strategies used by Papuan EFL students.	*Journal of English Language, Literature, and Teaching*, *5*(2), 217-227
B31	Smith	2003	This within-group study examines communication strategy use among adult learners of English in a computer-mediated environment. Specifically, communication strategies employed during problem-free discourse as well as compensatory strategy use during taskbased computer-mediated communication (CMC) were explored. T	*System 31*(2003), 29-53
B32	Khamis	2010	This article reports the results of an exploratory study investigating the use of four communication strategies in synchronous written chat and asynchronous threaded discussion.	*Calico Journal*, *28*(1), 35-48
B33	Lai	2010	This paper explores the gender effect on the use of communication strategies (CSs).	*English Language Teaching*, *3*(4), 28-32
B34	Bueno Alastuey	2011	The paper used both quantitative and qualitative research tools to explore the benefits and drawbacks of synchronous voice-based computer-mediated communication (CMC) in a blended course of English for specific purposes.	*Computer Assisted Language Learning*, *24*(5), 419-432
B35	Liang	2012	This study investigates English as foreign language (EFL) students' interactions with international speakers of English in the real-time, multiplayer virtual world Second Life.	*Journal of Language, Identity & Education*, *11*(1), 16-34
B36	Shih	2014	This study examines the influence of task type on the use of communication strategies (CSs) in a 3D virtual environment that enables English as Foreign Language learners to employ multiple communication modalities.	*System*, *42*, 34-47
B37	Hung and Higgins	2016	From an interactionist perspective, this study investigates the different learning opportunities enabled by text-based and video-based synchronous computer-mediated communication (SCMC).	*Computer Assisted Language Learning*,

Article Code	Author(s)	Year	Description of the study	Publisher
				29(5), 901-924
B38	Cirit-Isikligil	2023	This study investigates the communication strategy (CS) use of English as a foreign language (EFL) learners in videoconferencing (VC), the virtual world (VW), and face-to-face environments.	*ReCALL*, *35*(1), 122-138