CHAPTER IV

FINDINGS AND DISCUSSION

This chapter elaborates on the study's findings in an extensive manner that has been undergone in the international context. The data is collected from 38 relevant research articles focusing on EFL students' communication strategies. The researcher described the process of calculating and presenting the result of the data. The result of the study attempts to answer the research question about what types and the most frequent CSs was used by the EFL students in F2F and online environment. The researcher presents the result of this study as a finding and analysis in the discussion.

4.1. Findings

In presenting the findings, a review of how communication strategies used by EFL students in both F2F and online contexts have been portrayed. The current section revealed; (1) a review of the types and (2) the frequent CSs used by EFL students in both F2F and online contexts.

4.1.1 The Types of CSs used by EFL Students in F2F and Online Environment

The researcher identified 38 articles to analyze the types of communication strategies used by EFL students. Those are divided into four parts due to different categories. Due to the various taxonomies served earlier, the current study only referred to two taxonomists. First, the taxonomy from Dornyei and Scott (1995) categorized students' communication strategies into three main

categories; (1) direct strategies, (2) indirect strategies, and (3) interactional strategies. Second, Nakatani's (2006) taxonomy concerns oral communication strategy inventory (OCSI). Each article was scrutinized to ascertain the strategies used, although many types are not always stated explicitly.

Therefore, the four categories categorized as having a primary focus on one of the following:

(1) Direct strategies

(2) Indirect strategies

(3) Interactional strategies

(4) Oral communication strategy inventory (OCSI)

Although the strategies reported were disparate, assigning that every type of CSs appeared once and even more in each article review was possible. These are listed in Table 4.8
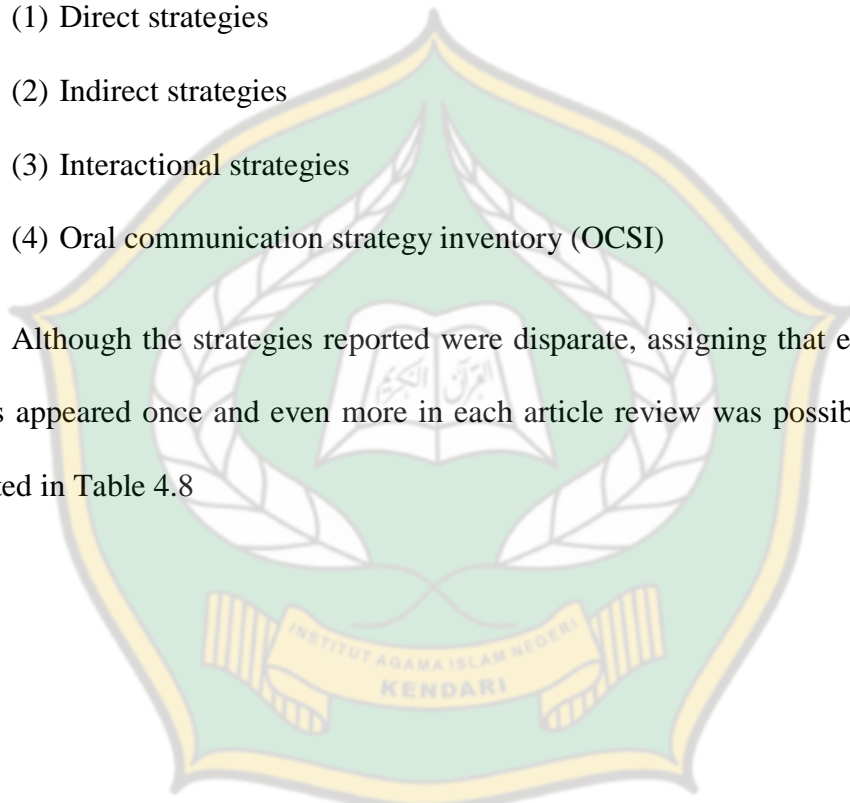
Table 4.8 A categorization of the reviewed strategic communication both face-to-face and online context (Dornyei & Scott 1995; Nakatani 2006)

Types of CSs used	Contexts of article(s) involving the types of CSs	
	Face-to-face	**Online**
CS. DIRECT STRATEGIES		
a) Resource deficit-related strategies		
1. Code-switching (25 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Baradeyah and Farrah (2017); Bijani and Sadaghat (2016); Chou (2018); Dewi, Batan, and Myartawan (2018); Hua, Mohd, and Jaradat, (2012); Jamshidnejad (2011); Khoiriyah (2015); Maldonado (2016);); Moattarian and Tahririan (2013); Mursyid, Kafryawan, and Rahmawansyah (2021); Nakatani (2010); Nakatani, Makki, and Bradley (2012); Somsai and Intaraprasert (2011); Saidah, Munir, and Anam (2020); Sukirlan (2014); Ugla, Abidin, and Abdullah (2019; Wicaksono (2014); Zhao and Intaraprasert (2013)	Boneo (2011); Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022)**;** Khamis (2010);); Lai (2010); Shih, (2013)
2. Circumlocution (21 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Baradeya and Farrah (2017); Bijani and Sadaghat (2016); Bui and Intaraprasert (2012); Hua, Mohd, and Jaradat (2012); Kaivanpanah, Yamouty, and Karami (2012); Maldonado, (2016); Mesgarshahr and Abdollahzadeh (2014); Moattarian and Tahririan (2013); Nakatani, Makki, and Bradley (2012); Rabab'ah (2016); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011); Sukirlan (2014); Wicaksono (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Hung (2015); Lai (2010); Shih, (2013)
3. Mime (21 studies)	Baradeyah and Farrah (2017); Bijani and Sadaghat (2016); Chou (2018); Gai (2010); Huang (2010); Kaivanpanah , Yamouty, and Karami (2012); Khoiriyah (2015); Moattarian and Tahririan (2013); Nakatani (2010); Nakatani, Makki, and Bradley (2012); Roohani and Heidari (2013); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011);Su (2021); Sukirlan (2014); Uztosun and Erten, (2014); Wicaksono (2014); Zhao and Intaraprasert (2013)	Khamis (2010); Lai (2010); Shih (2013)
4. Message abandonment (20 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Hua, Mohd, and Jaradat (2012); Su (2021); Maldonado (2016); Nakatani (2010); Huang (2010); Gai (2010); Ghout-Khenoune (2012); Khoiriyah (2015); Nakatani, Makki, and Bradley (2012); Kaivanpanah, Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Bijani and Sadaghat (2016); Baradeyah and Farrah (2017); Roohani and Heidari (2013); Dewi, Batan, and Myartawan (2018); Saidah, Munir, and Anam (2020); Wicaksono (2014)	Lai (2010); Shih (2013)
5. Approximation (18 studies)	Al-Alawi (2015); Bijani and Sadaghat (2016); Chou, M.-H. (2018); Hua, Mohd, & Jaradat, (2012); Nakatani (2010); Nakatani, Makki, and Bradley (2012); Kaivanpanah , Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Sukirlan (2014); Dewi, Batan, and Myartawan (2018); Ugla, Abidin, & Abdullah, (2019); Uztosun, & Erten, (2014); Wicaksono (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Hung (2015); Lai (2010); Shih, (2013)
6. Literal translation (15 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Bijani and Sadaghat (2016); Bui and Intaraprasert (2012); Chou Dewi, Batan, and Myartawan (2018); Hua, Mohd, and Jaradat (2012); Kaivanpanah, Yamouty,	Lai (2010); Shih (2013)

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Types of CSs used	Contexts of article(s) involving the types of CSs		
	Face-to-face		Online
	Karami (2012); Khoiriyah (2015); Maldonado (2016); Moattarian and Tahririan (2013); Nakatani, Makki, and Bradley (2012); Saidah, Munir, and Anam (2020); Wicaksono (2014)		
7. Topic avoidance (13 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Bui and Intaraprasert (2012); Bijani and Sadaghat (2016); Hua, Mohd, and Jaradat (2012); Uztosun, & Erten, (2014); Khoiriyah (2015); Moattarian and Tahririan (2013); Sukirlan (2014); Saidah, Munir, and Anam (2020); Wicaksono (2014)		Lai (2010); Shih (2013)
8. Use of all-purpose words (12 studies)	Bui and Intaraprasert (2012); Hua, Mohd, and Jaradat (2012); Somsai and Intaraprasert (2011); Nakatani, Makki, and Bradley (2012); Jamshidnejad (2011); Kaivanpanah, Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Saidah, Munir, and Anam (2020); Mesgarshahr and Abdollahzadeh (2014)		Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Hung (2015); Shih (2013)
9. Message reduction (8 studies)	Baradeyah and Farrah (2017); Huang (2010); Kaivanpanah, Yamouty, and Karami (2012);; Nakatani (2010); Roohani and Heidari (2013); Su (2021); Uztosun and Erten, (2014);		Lai (2010)
10. Word-coinage (10 studies)	Al-Alawi (2015); Chou, M.-H. (2018); Hua, Mohd, & Jaradat, (2012); Kaivanpanah , Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011); Sukirlan (2014); Zhao and Intaraprasert (2013)		Lai (2010)
11. Foreignizing (10 studies)	Al-Alawi (2015); Bijani and Sadaghat (2016); Kaivanpanah, Yamouty, and Karami (2012); Maldonado (2016); Moattarian and Tahririan (2013); Nakatani, Makki, and Bradley (2012); Saidah, Munir, and Anam (2020); Sukirlan (2014); Wicaksono (2014)		Lai (2010)
12. Restructuring (6 studies)	Bui and Intaraprasert (2012); Huang (2010); Nakatani (2010); Su (2021);Ugla, Abidin, & Abdullah, (2019)		Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022);
13. Omission (3 studies)	Dewi, Batan, and Myartawan (2018); Kaivanpanah , Yamouty, and Karami (2012)		Hung (2015)
14. Retrieval (3 studies)	Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012)		Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022)
15. Message replacement (2 studies)	Kaivanpanah, Yamouty, and Karami (2012); Ugla, Abidin, & Abdullah, (2019)		
b) *Own-performance problem-related strategies*			
1. Self-repair (12 studies)	Dewi, Batan, and Myartawan (2018); Hua, Mohd, & Jaradat, (2012); Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012); Maldonado, (2016); Mursyid, Kafryawan, and Rahmawansyah (2021); Rabab'ah (2016); Uztosun, & Erten, (2014); Zhao and Intaraprasert (2013)		Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022);
2. Self-rephrasing (6 studies)	Kaivanpanah , Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Nakatani (2010); Uztosun, & Erten, (2014)		Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022)

CS. INDIRECT
STRATEGIES

Types of CSs used	Contexts of article(s) involving the types of CSs	
	Face-to-face	Online
a) *Processing time pressure-related strategies*		
1. Use of fillers (26 studies)	Baradeyah and Farrah (2017); Bijani and Sadaghat (2016); Bui and Intaraprasert (2012); Dewi, Batan, and Myartawan (2018); Huang (2010); Jamshidnejad (2011); Kaivanpanah, Yamouty, and Karami (2012); Khoiriyah (2015); Maldonado, (2016); Mesgarshahr and Abdollahzadeh (2014); Moattarian and Tahririan (2013); Mursyid, Kafryawan, and Rahmawansyah (2021); Nakatani (2010); Nakatani, Makki, and Bradley (2012); Roohani and Heidari (2013); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011); Sukirlan (2014); Su (2021); Ugla, Abidin, & Abdullah, (2019); Uztosun, & Erten, (2014); Wicaksono (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Shih, (2013); Smith (2003)
2. Repetition (16 studies)	Bijani and Sadaghat (2016); Bui and Intaraprasert (2012); Dewi, Batan, and Myartawan (2018); Kaivanpanah , Yamouty, and Karami (2012); Maldonado (2016); Mursyid, Kafryawan, and Rahmawansyah (2021); Nakatani (2010); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011); Sukirlan (2014); Ugla, Abidin, & Abdullah, (2019), Uztosun, & Erten, (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Khamis (2010); Lai (2010)
b) *Own-performance problem-related strategies*		
1. Verbal strategy markers (2 studies)	Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012)	
c) *Other-performance problem-related strategies*		
1. Feigning understanding (2 studies)	Kaivanpanah , Yamouty, and Karami (2012); Ugla, Abidin, & Abdullah, (2019);	
CS. INTERACTIONAL STRATEGIES		
a) *Resource deficit-related strategies*		
1. Appeals for assistance (24 studies)	Al-Alawi (2015); Aziz, Fata, and Balqis (2018); Bijani and Sadaghat (2016); Dewi, Batan, and Myartawan (2018); Gai (2010); Hua, Mohd, & Jaradat, (2012); Kaivanpanah, Yamouty, and Karami (2012); Khoiriyah (2015); Maldonado, (2016); Mesgarshahr and Abdollahzadeh (2014); Mursyid, Kafryawan, and Rahmawansyah (2021); Moattarian and Tahririan (2013); Nakatani (2010); Nakatani, Makki, and Bradley (2012); Rabab'ah (2016); Saidah, Munir, and Anam (2020); Somsai and Intaraprasert (2011); Sukirlan (2014); Ugla, Abidin, & Abdullah, (2019); Wicaksono (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Liang (2012); Shih, (2013)

Types of CSs used	Contexts of article(s) involving the types of CSs	
	Face-to-face	**Online**
b) *Own-performance problem-related strategies*		
1. Comprehension check (6 studies)	Nakatani (2010); Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012); Moattarian and Tahririan (2013); Uztosun, & Erten, (2014)	Khamis (2010);
2. Own-accuracy check (4 studies)	Baradeyah and Farrah (2017) Jamshidnejad (2011); Uztosun, & Erten, (2014); Zhao and Intaraprasert (2013)	
c) *Other-performance problem-related strategies*		
1. Asking for clarification (11 studies)	Baradeyah and Farrah (2017); Bui and Intaraprasert (2012); Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012); Mursyid, Kafryawan, and Rahmawansyah (2021); Nakatani (2010); Rabab'ah (2016); Ugla, Abidin, & Abdullah, (2019); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Khamis (2010)
2. Responses (9 studies)	Bui and Intaraprasert (2012); Jamshidnejad, A. (2011); Kaivanpanah, Yamouty, Karami (2012); Nakatani (2010); Uztosun, & Erten, (2014); Zhao and Intaraprasert (2013)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Khamis (2010); Liang (2012)
3. Asking for confirmation (6 studies)	Dewi, Batan, and Myartawan (2018); Jamshidnejad (2011); Nakatani (2010); Rabab'ah (2016); Mursyid, Kafryawan, and Rahmawansyah (2021); Zhao and Intaraprasert (2013)	
4. Asking for repetition (6 studies)	Ugla, Abidin, & Abdullah, (2019); Uztosun, & Erten, (2014); Rabab'ah (2016); Rabab'ah (2016); Nakatani (2010); Kaivanpanah , Yamouty, and Karami (2012)	
5. Guessing (5 studies)	Kaivanpanah , Yamouty, and Karami (2012); Rabab'ah (2016); Uztosun, & Erten, (2014); Yaman, Irgin, and Kavasoglu (2013); Zhao and Intaraprasert (2013)	
6. Interpretive summary (4 studies)	Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012)	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022); Khamis (2010)
7. Expressing non-understanding (2 studies)	Jamshidnejad (2011); Kaivanpanah , Yamouty, and Karami (2012)	
CS. **Oral communication strategy inventory**		
1. Social affective (8 studies)	Baradeyah and Farrah (2017); Huang (2010); Jamshidnejad (2011); Nakatani (2010); Roohani and Heidari (2013); Su (2021); Yaman, Irgin, and Kavasoglu (2013);	Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022)

Types of CSs used	Contexts of article(s) involving the types of CSs	
	Face-to-face	**Online**
2. Negotiation for meaning (5 studies)	Baradeyah and Farrah (2017); Huang (2010); Nakatani (2010); Roohani and Heidari (2013); Su (2021);	
3. Fluency-oriented (8 studies)	Baradeyah and Farrah (2017); Chou (2018); Huang (2010); Nakatani (2010); Roohani and Heidari (2013); Su (2021);Zhao and Intaraprasert (2013)	Khamis (2010)

Note: (1) Multiple CS types of CSs were identified for a study; each type appears once and more than once in every study.

(2) Code for the CSs' type in this study; CSDS (communication strategies for direct strategies), CSIS (communication strategies for indirect strategies), CSIntS (communication strategies for interactional strategies), and CSOS (communication strategies for oral communication strategy) inventory)

Many articles that have been identified related to the use of communication strategies by EFL students in F2F and online contexts reveal 34 types of communication strategies. However, the appearance of CSs in the two environments is not always the same. For example, CSs applied to a face-to-face context are not found in a virtual context. It can be seen in Table 4.8 that some CSs, such as "Message replacement," appear twice in F2F but do not appear in the virtual context. Therefore, the detail is explored in the description below.

4.1.1.1 Direct Strategies (CSDS)

Most of the strategic communications types used were in this category. The category contains two sub-categories; (CSDS 1) resource deficit-related strategies and (CSDS 2) own-performance problem-related strategies. The detail will be overtly explained in the following section.

4.1.1.1.1 Resource deficit-related strategies

One of the CSDS categories is resource deficit-related strategies. This strategy relates to the speaker's lack of knowledge and compensates for this gap (Dornyei & Scott 1995). Table 4.8 shows strategy types from this category, along with the total occurrence of these types in several articles that have been analyzed.

As seen in Table 4.8, this category has 15 types. However, code-switching became the highest type of this category, appearing in 25 studies (out of 38 articles reviewed). This type applies to students when they face difficulties expressing themselves in English, and they realize that they are in contexts where

their interlocutors are likely to have the same knowledge of one language, they then occasionally switch to that language (Somsai & Intarapraset, 2011).

Table 4.9 Direct Strategies: Resource deficit-related strategies

Types of CSs used	Amount of study
1. Code-switching	25
2. Circumlocution	21
3. Mime	21
4. Message abandonment	20
5. Approximation	18
6. Literal translation	15
7. Topic avoidance	13
8. Use of all-purpose words	12
9. Message reduction	8
10. Word-coinage	10
11. Foreignizing	10
12. Restructuring	6
13. Omission	3
14. Retrieval	3
15. Message replacement	2

The other common strategies were *circumlocution* and *mime*. They are noticed in 21 studies. Meanwhile, *message abandonment*, which appeared in 20 studies that allowed students to leave their talk when they failed to keep talking because of language difficulties (Hua et al. 2012).

Then, in a middle appearance, *literal translation,* which emerged into 15 studies. This type helps translate a lexical item, an idiom, a compound word, or a structure from L1 or L3 to the target language (Maldonado, 2016). Moreover, *topic avoidance* also reveals within 13 studies that this type can change or move to a new topic when students cannot continue their utterance because they face difficulties delivering it (Khoiriyah, 2015). Last, the type of *use of all-purpose word* strategy emerged in 12 studies (out of 38). The former strategy refers to how the message sender can use a general lexical item without locating an exact referent (Jamshidnejad, 2011).

The fewer types and rarely used resource deficit-related strategies are *omissions, Retrieval*, and *message replacement.* For the types of omission and retrieval, three studies out of a total of 38 studies are noted. For the omission' type, this strategy refers to leaving an unknown word as a gap and carrying on as if it has been said with the hope that the interlocutor can fill the gap (Hung, 2015). Whereas the type of 'retrieval' refers to Retrieving a target word or phrase by saying a series of incomplete or wrong forms or structures before producing the ideal form of target utterance (Jamshidejad, 2011). Instead, the 'message replacement strategy' typically refers to replacing the message instead of saying the intended one due to insufficient linguistic knowledge (Ugla et al. 2019).

4.1.1.1.2   Own-performance problem-related strategies

The other sub-category of CSDS comprises strategies that refer to the problems that the message sender experiences (Dornyei & Scott 1995). In this category, the A2 contains self-rephrasing and self-repair strategies.

Table 4.10 Direct Strategies: Own-performance problem-related strategies

Types of CSs used	Amount of study
1. Self-repair	12
2. Self-rephrasing	6

In essence, these two strategies enable students to reflect and diagnose their weaknesses in their producing words. The type of self-repair strategy only refers to the repetition of words or terms without adding anything or paraphrasing (Hua, Mohd, & Jaradat 2012). In contrast, the self-rephrasing strategy can be

identified through the repetition of words by paraphrasing wrong words or when they notice ambiguous points in their explanations (Uztosun & Erten 2014).

4.1.1.2 Indirect Strategies

The second primary strategy is indirect strategies (CSIS). These strategies consist of (1) processing time pressure-related strategies, (2) own performance problem-related strategies, and (3) other performance problem-related strategies. The detail overtly explains in the following section.

4.1.1.2.1 Processing time pressure-related strategies

This category showed that EFL students often use two types of strategic communication. The categories consist of *using a fillers* strategy and a *repetition* strategy. This category refers to processing time, such as gaining time to think in English.

Table 4.11 Indirect Strategies: Processing time pressure-related strategies

Types of CSs used	Amount of study
1. Use of fillers	26
2. Repetition	16

Using fillers in this category appeared in 26 studies. It referred to the use of filling words or gambits to fill pauses, stall, and gain time to keep the communication channel open and maintain discourse at times of difficulty (Maldonado 2016). Then, less than the filler strategy, the repetition strategy was only noticed in 16 studies. This type refers to repeating a word or a string of words immediately after they were said (Uztosun & Erten, 2014).

4.1.1.2.2 Own-performance problem-related strategies

Another communication in CSDI is *verbal strategy marker.* This strategy uses markers where this type only appeared in 2 studies. This type applies to the message sender to inform other partners that the speaker is using strategies to deal with self-expression problems. Participants in this context might employ the strategy, before or after strategy usage, to inform other partners about the production of 'less than perfect L2 forms that may require extra effort to be understood. Moreover, the speakers use a strategy marker, which marks their use of an approximate alternative for their utterance and switches to L1 when she tries to complete their turn (Jamshidnejad, 2011).

4.1.1.2.3 Other-performance problem-related strategies

The last type of CSIS is feigning understanding. Three studies from 38 studies discover this strategy completely in both F2F and online communication. This type pretends to understand the preceding message to carry on the conversation (Hung 2015). An example of this strategy can be identified when learners, although they do not understand the message, feign understanding it and continue the conversation (Ugla, Abidin, Abdullah, 2019).

4.1.1.3. Interactional strategies

The category of interactional strategies (CSIntS) has become the third most popular way EFL students use to fix their communication breakdown. This strategy comprises (1) processing time pressure-related strategies, (2) own performance problem-related strategies, and (3) other performance problem-related strategies. The detail will be overtly explained in the following section.
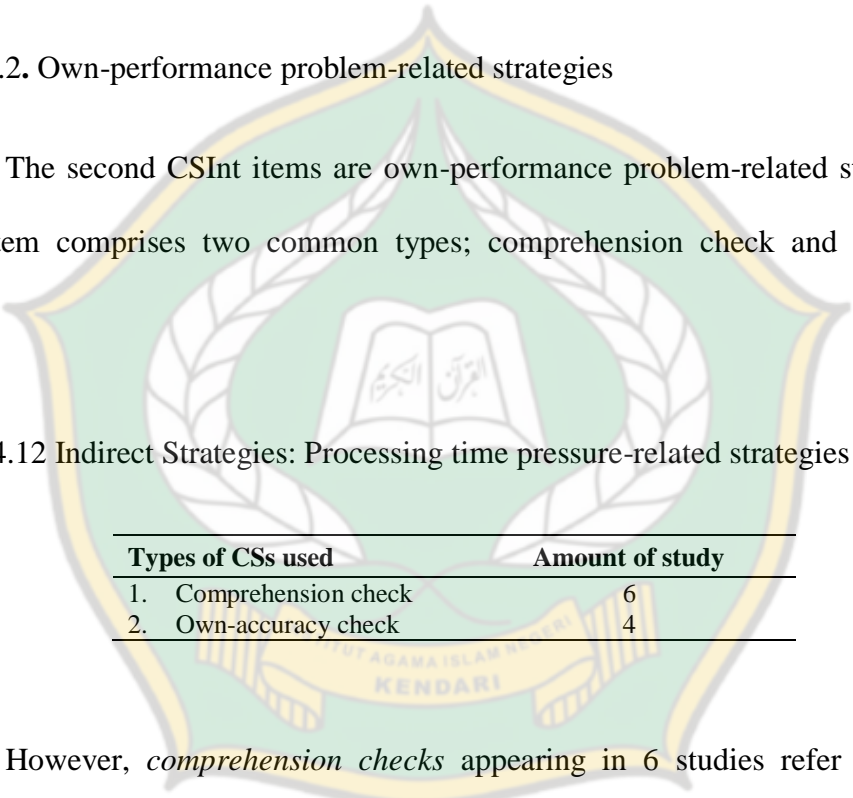
4.1.1.3.1 Resource deficit-related strategy

As seen in Table 4.8, this item was realized using the appeal for assistance strategy. In the case of students interaction, this type is believed to assure learners of problem-facing, seeking direct help, and most usable to look for help from the message receiver because the message sender lacks vocabulary (e.g., Mesgarshar et al., 2012; Khoiriyah 2015).

4.1.1.3.2**.** Own-performance problem-related strategies

The second CSInt items are own-performance problem-related strategies. This item comprises two common types; comprehension check and accuracy check.

Table 4.12 Indirect Strategies: Processing time pressure-related strategies

Types of CSs used	Amount of study
1. Comprehension check	6
2. Own-accuracy check	4

However, *comprehension checks* appearing in 6 studies refer to when interlocutors try to acknowledge whether others have understood the preceding utterances. Confirmation checks occur when interlocutors attempt to ensure their understanding of others' preceding utterances, which can be realized by repeating or paraphrasing what the previous speaker said (Nakatani, 2010). Meanwhile, the *own-accuracy check,* which appears in 4 studies, enables the message sender to check the correctness of one's expression by asking a concrete question or

repeating a word with a rising intonation or a question mark in the text (Hung, 2015).

4.1.1.3.3 Other-performance problem-related strategies

The last of the CSIntS categories is resource other-performance problem-related strategies. Table 4.6 shows the strategy and the total occurrence of these types in some articles that have been analyzed.

Table 4.13 Interactional Strategies: Own-performance problem-related strategies

Type of strategy	Amount of study
1. Asking for clarification	11
2. Responses	9
3. Asking for confirmation	6
4. Asking for repetition	6
5. Guessing	5
6. Interpretive summary	4
7. Expressing non-understanding	2

Relying on table 4.13 shows that this category consists of seven types. However, the highest frequency is asking for clarification strategy (11 studies) and responses (9 studies). They were followed by the middle rank, 'asking for confirmation' and 'Asking for repetition' (6 studies), and the less appearance is 'expressing a non-understanding strategy' (2 studies). In this case, asking for clarification enables speakers to use their first language to ask for clarification since the interlocutor is also a native speaker of the same language (Ugla, Abidin, & Abdullah, 2019).

Meanwhile, Students who appropriately provided active responses during the interaction to keep the conversation smoothly related to their oral

communication ability in English. Using this type, the students reduced communication breakdowns, making their speech more fluent. They could involve their interlocutors appropriately to develop their interaction meaningfully (Nakatani, 2010). The last type of CSIntS is expressing a non-understanding strategy. This type refers to expressing that the interlocutor does not understand what is happening in the communication (Jamshidnejad).

4.1.1.4 Oral Communication strategies inventory (OCSI)

The last category of CSs is the oral Communication strategies inventory (OCSI). Table 4.14 shows strategy types from this category, along with the total occurrence of these types in several articles that have been analyzed.

Table 4.14 Oral Communication strategies inventory (OCSI)

Type of Study	Amount of study
1. Social affective	8
2. Fluency-oriented	8
3. Negotiation for meaning	5

Less than one-third of communication strategies were in this category. Unlike the other communication solvers, this category is directly divided into three main types; social affective (CSOS 1), negotiation for meaning (CSOS 2), and fluency-oriented strategy (CSOS 3). Therefore, the type of CSOS 1 became the highest strategy used in 8 studies. This item is concerned with learners' affective factors in social contexts. To communicate smoothly, these learners try to control their anxiety and enjoy the process of oral communication (Nakatani 2010).

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Following by CSOS 2 strategy, this type was found in only nine studies. Negotiation for meaning while speaking denotes attempts to work out communication exchanges with interlocutors, who are expected to conduct modified interactions to avoid a communication breakdown or misunderstandings Cirit-Işıklıgil, Sadler, and Arıca-Akkök (2022).

Last, the fluency-oriented strategy has a total appearance of 6 studies. The type 'fluency-oriented' CSs are applicable when language learners pay attention to their speech's rhythm, intonation, pronunciation, and clarity to improve the listener's comprehension (Baradeyah and Farrah (2017).

4.1.2 The Frequency of CSs Used in F2F and Online Context

Regarding the 34 types of strategic communication explained earlier, this section briefly showed the frequency of CSs used by EFL students within two different areas; (1) face-to-face and (2) online context. The diagram below tags the detail of CSs used into four categories:
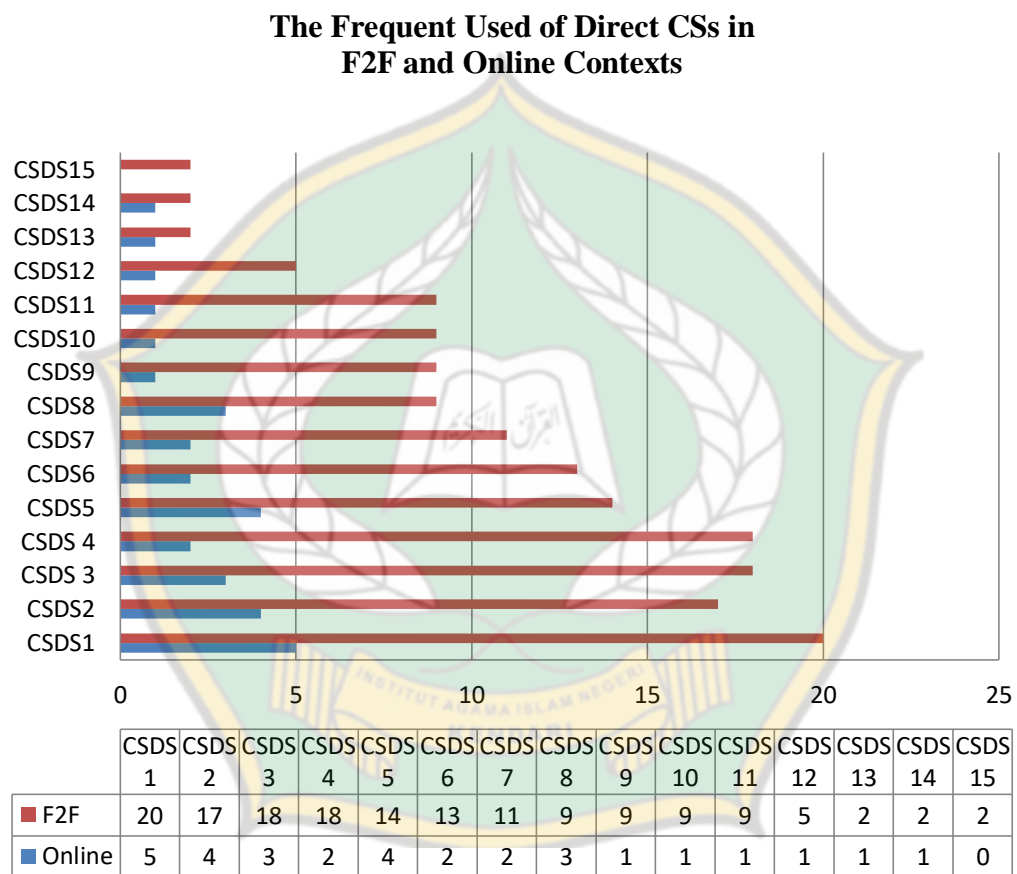
1) The Frequent Used of Direct CSs in F2F and online Contexts

2) The Frequent Used of Indirect CSs in F2F and online Contexts

3) The Frequent Used of Interactional CSs in F2F and online Contexts

4) The Frequent Used of oral communication strategy inventory in F2F and online Contexts

The red refers to the F2F context, while the blue refers to the online context.

4.1.2.1 The Frequent Used of Direct CSs in F2F and Online Contexts

The first category that CSs' type used was in this section. The frequency will be detailed in the diagram below.

Figure 4.1 The Frequent Used of Direct CSs in F2F and online Contexts

The Frequent Used of Direct CSs in F2F and Online Contexts

	CSDS1	CSDS2	CSDS3	CSDS4	CSDS5	CSDS6	CSDS7	CSDS8	CSDS9	CSDS10	CSDS11	CSDS12	CSDS13	CSDS14	CSDS15
■ F2F	20	17	18	18	14	13	11	9	9	9	9	5	2	2	2
■ Online	5	4	3	2	4	2	2	3	1	1	1	1	1	1	0

Note: CSDS1 (code-switching); CSDS2 (message abandonment); CSDS3 (circumlocution); CSDS4 (mime); CSDS5 (approximation); CSDS6 (literal translation); CSDS7 (topic avoidance); CSDS8 (use of all-purpose words); CSDS9 (message reduction); CSDS10 (word-coinage); CSDS11 (foreignizing); CSDS12 (restructuring); CSDS13 (omission); CSDS14 (retrieval); CSDS15 (message replacement)

Relied on Figure 4.1, there are 15 types of CSDS are identified. However, the type CSDS1 (*code-switching)* became the most frequent CSs used in face-to-face or online settings. The total number of this type is 25, which spread out

within 20 appearances in F2F studies. Meanwhile, 5 studies (out of 38) are in the virtual world. In contrast, the lowest CSs used is CSDS15 (message replacement), which only appeared twice in the F2F studies and was not found in the online studies.

4.1.2.2 The Frequent Used of Indirect CSs in F2F and Online Contexts

The second category that CSs' type used was in this section. The frequency will be detailed in Diagram 4.2

Figure 4.2 The Frequent Used of Indirect CSs in F2F and Online Contexts

The Frequent Used of Inderect CSs in F2F and Online Contexts

	CSIS1	CSIS2	CSIS3	CSIS4
■ F2F	23	13	2	2
■ Online	3	3	0	0
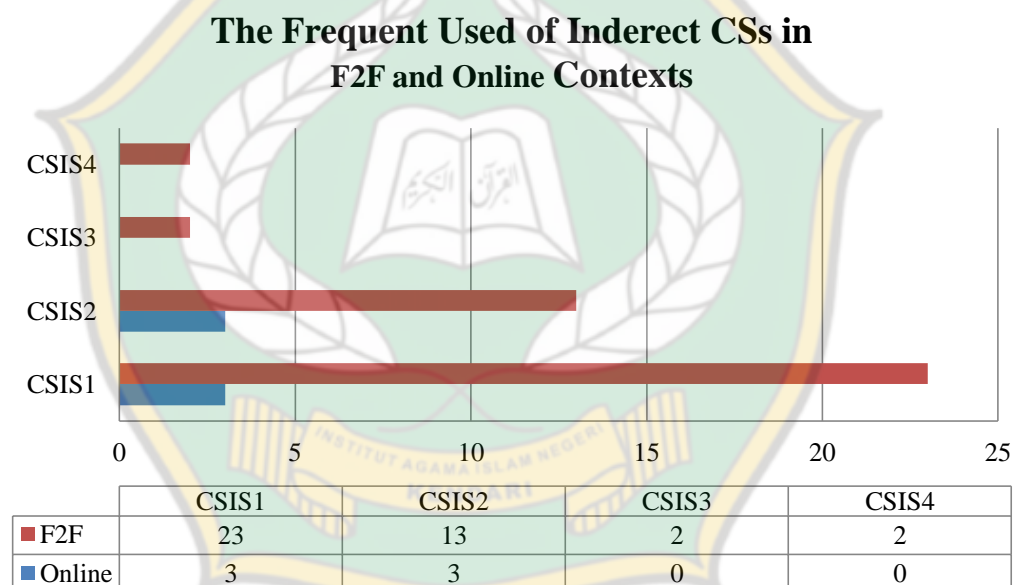
Note: CSIS1 (use of fillers); CSIS2 (repetition); CSIS3 (verbal strategy markers); CSIS4 (feigning understanding)
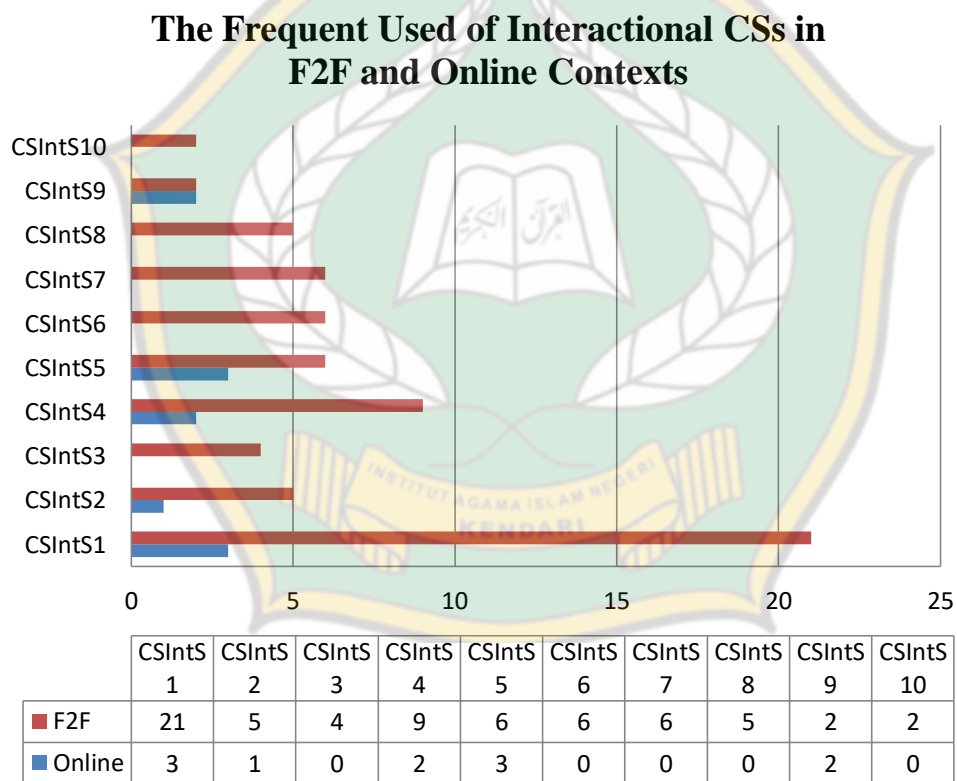
Thus, as seen in the second Figure 4.2, the highest CSs used in both F2F and online context is CSIS1 (use of fillers), which emerged in 26 studies. The total number of this type was 23 appearances in F2F studies. Meanwhile, three studies (out of 38) were in the virtual world. However, the lowest strategies are

CSIS3 (verbal strategy markers); CSIS4 (feigning understanding), of which a total number of this type was two appearances in F2F studies, and not appear in an online setting.

4.1.2.3 The Frequent Used of Interactional CSs in F2F and Online Contexts

The third category that CSs' type used was in this section. The frequency will be detailed in Diagram 4.3

Figure 4.3 The Frequent Used of Interactional CSs in Online and F2F Contexts

The Frequent Used of Interactional CSs in F2F and Online Contexts

	CSIntS 1	CSIntS 2	CSIntS 3	CSIntS 4	CSIntS 5	CSIntS 6	CSIntS 7	CSIntS 8	CSIntS 9	CSIntS 10
F2F	21	5	4	9	6	6	6	5	2	2
Online	3	1	0	2	3	0	0	0	2	0

Note: CSIntS1 (appeals for assistance); CSIntS2 (comprehension check); CSIntS3 (own-accuracy check); CSIntS4 (asking for clarification); CSIntS5 (Responses); CSIntS6 (asking for confirmation); CSIntS7 (asking for repetition); CSIntS8 (Guessing); CSIntS9 (interpretive summary); CSIntS10 (expressing non-understanding)

Then, as seen in the third Figure 4.3, the highest CSs conceived is type CSIntS1 (appeal for assistance), which emerged in 24 studies. The total number of

this type was 21 appearances in F2F studies. Meanwhile, three studies (out of 38) were in the virtual world. However, the lowest type is CSIntS10 (expressing non-understanding) which only appeared in two studies of F2F context and was not found in an online context.

4.1.2.4 The Frequent Used of Oral CSs Inventory in Online and F2F Contexts

The last category that CSs' type used was in this section. The frequency will be detailed in the diagram below.

Figure 4.5 The Frequent Used of OCSI CSs in F2F and Online Contexts

The Frequent Used of Oral CSs Inteventoy in F2F and online Contexts

	CSOS1	CSOS2	CSOS3
■F2F	7	5	7
■Online	1	0	1
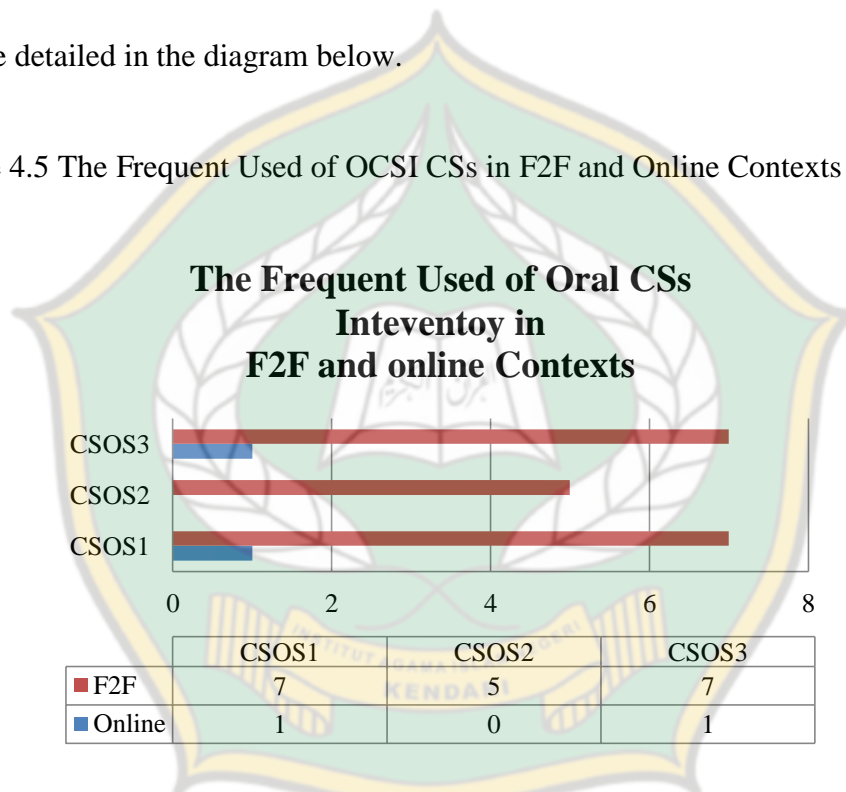
Note: CSOS1 (social affective); CS0S2 (Negotiation for meaning); CSOS3 (Fluency-oriented)

Little different from other strategies in that the type is similar in both F2F and Online settings. Based on the last Figure 4.5, the highest CSs used in the F2F context is CSOS2 (negotiation for meaning) which is involved in 8 studies. However, the total number most used online is CSOS1 (social affective), which appeared in 1 studies. Thus, the virtual world there was not found CSOS2 in the studies reviewed.

In sum, the final CSs frequently used in a virtual context can be seen in Diagram 4.6

Figure 4.6 CSs frequently used in F2F context
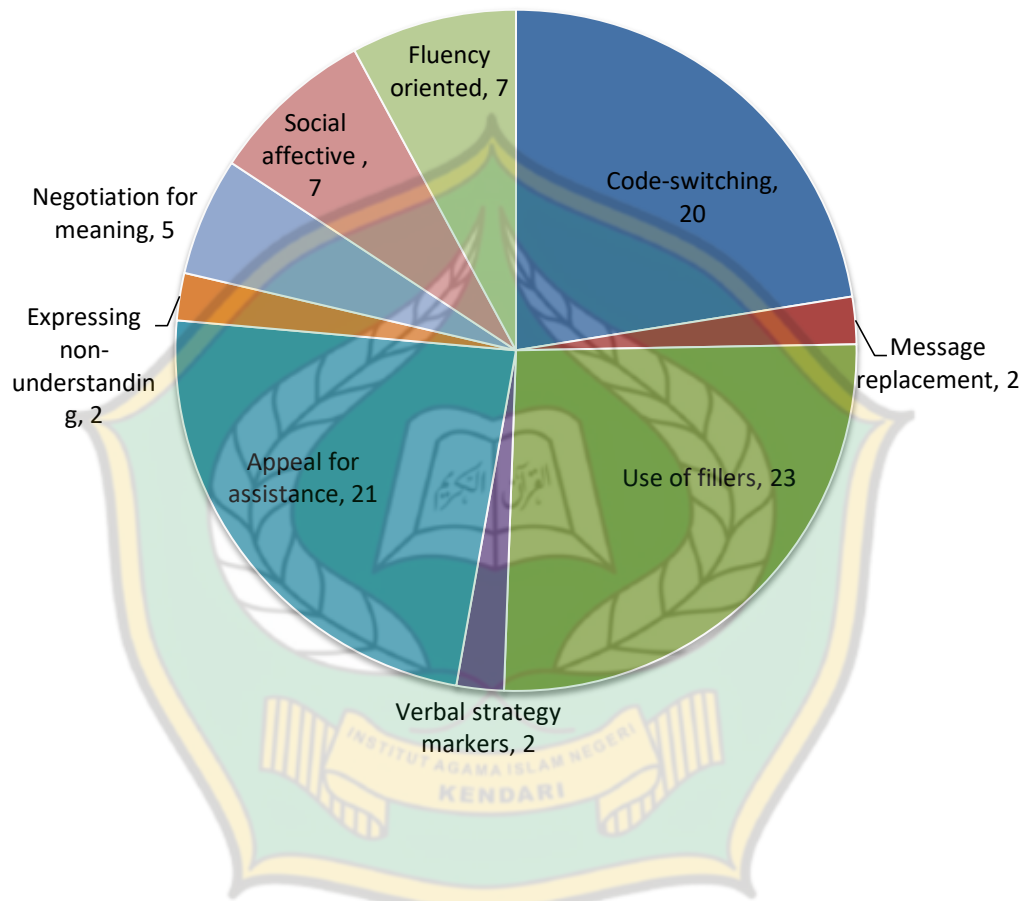
As seen in Figure 4.6, the type of *fillers* strategy became the highest *CSs used in the types* identified based on 23 articles (F2F context) review and followed by an *appeal for assistance* (21 studies) and *code-switching* (20 studies).

Then, the final CSs frequently used in virtual context can be seen in Diagram 4.7

Figure 4.7 CSs frequently used in an online context
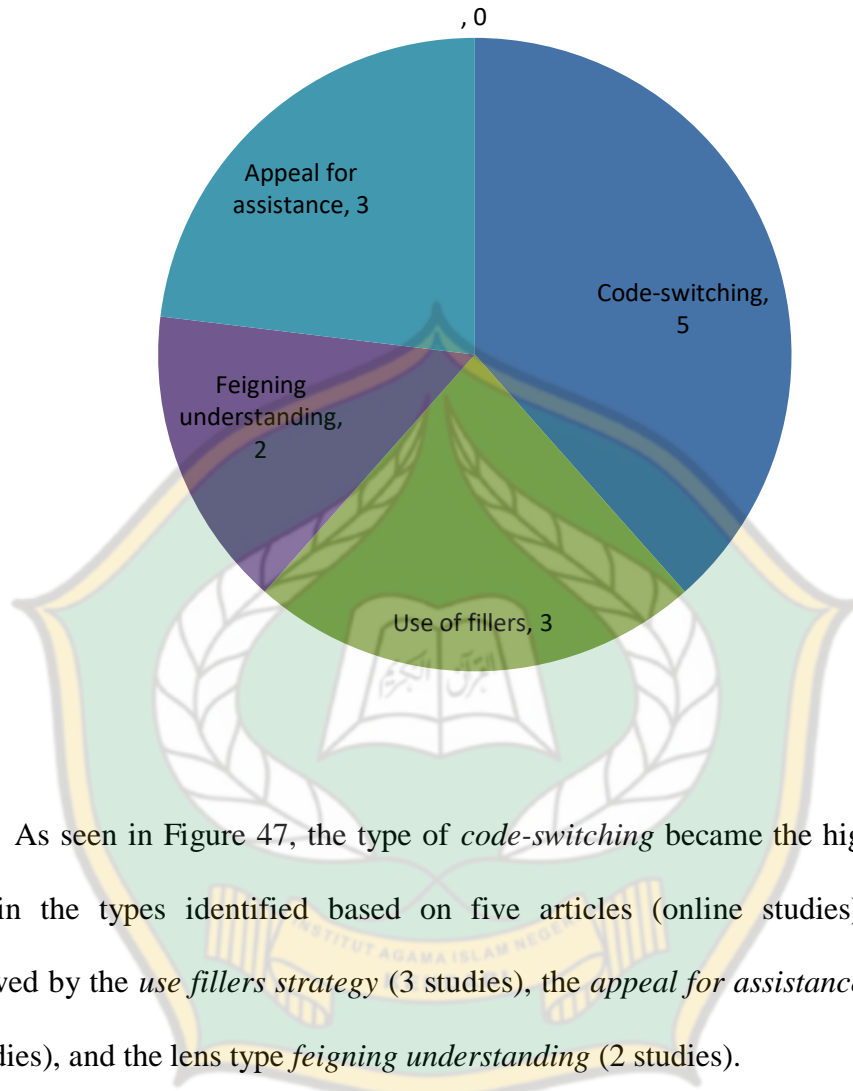
As seen in Figure 47, the type of *code-switching* became the highest CSs used in the types identified based on five articles (online studies) review. Followed by the *use fillers strategy* (3 studies), the *appeal for assistance strategy* (3 studies), and the lens type *feigning understanding* (2 studies).

4.2 Discussion

This section includes a discussion of research findings, which seeks to elaborate and describe students' communication strategies in both face-to-face and online settings. This section also discusses, compares, and links to prior discoveries. In other words, existing research findings and their relevance to employing communication strategies in an EFL context are discussed.

4.2.1 CSs in F2F context

Based on the 38 articles review, the current study revealed that the *fillers* strategy became the most frequent strategic communication used by EFL students in a face-to-face context. This study found that there are 23 articles reviewed that contains this type in coping with students' communication problems particularly in gaining time to think. Similar results were observed by Khan (2010) whose study indicated that higher levels' communicative desire to express more and more elaborate language pushed them to use more stalling mechanisms to gain time to think of the words needed.

However, Maldonado's (2016) research finding, as one of the articles reviewed stated that the type of fillers strategy immediately became the strategy used by intermediate-level students for keeping their conversation. Maldonado (2016, p.86) reported that student

> resorted to fillers quite a lot both in Spanish and English because he knew that they were useful to keep the flow of the conversation and the interlocutor's attention. Another student said that s/he lengthened the sounds in order to gain time to remember specific lexical items or to be able to structure their utterance correctly.

It appears that these learners need to rely on specialized, more effective techniques for avoiding pausing in their communication because they have more L2 linguistic expertise, which motivates them to strive to expound more. Dornyei (1995) discusses this type of strategies as communication maintenance strategies, which the strategies are not related to speakers' lack of competence but employed when speakers need to gain time in conversations. According to Canale (1983), these strategies are essential for developing strategic competence which is required to maintain conversation.

Secondly, another CS found in this study is the *appeal for assistance* strategy. Rabab'ah (2013) mentioned that this strategy comes from two based-language sources: L1-based strategies and L2 based-strategies. For L1-based strategies, it refers to the learners who use their mother language to seek help. Meanwhile, L2 based-strategies are used to ask for help from the message receiver, which does not have the same language, directly or indirectly. This finding is similar to Ugla, Adnan, and Abidin's (2013) research, which has revealed that the appeal for assistance strategy is a better way for students to solve their difficulties during communication than avoiding their intended meaning. Based on Somsai and Intaraprasert's (2011) observation, this strategy cannot only be applied in a direct context, but also a student can make a phone call to another person for assistance to report strategy one student to convey a message to the interlocutor.

Concerning 'appealing for assistance from the interlocutor,' Ya-ni (2007) findings that language learners sometimes directly ask the interlocutor about an unknown word, e.g., 'What do you call this…? The interlocutor helped the

students with the words or phrases that could be used to convey the meaning. Thus, the participants may report appealing for help from their interlocutors when they had difficulty expressing their ideas because they trusted in the language knowledge of the interlocutors.

Last, this study also revealed the third common CSs used, and the type is the *code-switching* strategy. The reviewed shows the learners' need for resorting to their L1 by means of 'code switch'. Mei and Nathalang, (2010) revealed that Their linguistic deficiency can be seen not only by the problems encountered by participant –through his 'appeals for help'– but also by the inability of the other students to assist their peer, who was finally assisted by the NS who confirmed the word needed. As evidenced in most research, less proficient learners need to rely on their L1, a strategic behaviour which reflects the learners' interlanguage stage as still nearer the surface due to their restricted L2.

The current finding also aligns with Hua, Mohd, and Jaradat's (2012) research finding, which reported that the most employed CSs by the low proficiency (LP) speakers are allocated code-switching strategy. Shih (2013), in his research finding, also revealed the same case in which the students' log transcripts revealed they frequently relied on language- and code-switching. Last, the research finding by Kost's (2008) study found that code-switching became the strategy most frequently used by low-proficiency students.

However, based on the regional context, Khoiriyah (2015) found a different result regarding the use of this strategy. That study stated that high-level students applied code-switching. It was because sometimes they liked to switch to their native language than use a new word to make the audience understand what

they wanted to say. Thus, the researcher assumed it might happen because students did not know the specific word.

Saidah and Munir (2020) also emphasized that code-switching was the most profitable strategy for learners. According to the research review, students can use "*free ongkir*" because of insufficient vocabulary and indolence to find another way out. Thus, in line with the finding in Pangaribuan et al. (2020) and Lucero and Rosa (2017) researches, the participants dominantly used code-switching. The use of it was influenced by the participants' inter-language skills and cultural background. Thus, make students feel at ease and comfortable to switch to their L1 during communication.

Sukirlan (2014), in his study, mentioned that code-switching is identified by the speaker's use of his native language when speaking in an L2. For instance, when the speaker encountered a communication problem, the message sender resorted to code-switching particular words or phrases in L1. Paramashivam (2009) also confirms that the learners' first language functions as a strategy for communication and can enhance second language learning by helping learners expand their second language repertoire and increase their automatization of second language items.

Another study conducted by Nakatani, Makki, and Bradley' (2012) found that the code-switching strategy was used in all level classes. This type, sometimes followed by the exact L1 word with L1 pronunciation, is used when speaking in L2. It seems fair to conclude that code-switching is a valuable strategy when the learners in a class possess a common first language.

4.2.2 CSs in Online Context

The current review study's reveals the *code-switching* strategy has become the most CSs type' used by EFL students in the virtual environment. Consistent with previous findings about code switching (Tarone, 1983), few instances were identified in which the interlocutors faced problems expressing meaning in the L2 that resulted in their use of the L1. This finding aligns with Khamis's (2010) that code-switching became a prominent form of communication strategy used in online settings. Furthermore, this study also revealed problem-free interactions in the synchronous written chat data set. Tarone (1983) stated that code-switching was more frequently used as an off-task discussion to add humor and personalize interactions.

Another type of this strategy is termed phonological code-switching. De Bot (1992) stated that the use of this strategy could be explained via L1-L2 interference, which takes place during the formulator phase of L2 speech production and is caused by the lack of proficiency in determining the phonological label of the target word. This strategy is associated with the problem source "L2 resource deficits" just like the code-switching strategy.

Canale (1983) combined that learners used social formula and code-switching frequently in both modes of SCMC, which might be due to having a positive social relationship and the reciprocal design of the study where each participant acted as a language expert and as a learner. While code-switching strategy helped maintain a dialogue of cultures. Savignon and Sysoyev (2002) stated this strategy also promotes the development of sociocultural competence.

Indeed, learners also switched code to have a positive social relationship when they were playing the role of native speakers.

Then, in this virtual world, the current study also found that EFL students frequently use the *fillers* strategy. In this research finding, Smith (2003) hypothesized that people used fillers as obvious cues to tolerate long pauses and also frequently used during computer-mediated communication (CMC). Smith also reported that fillers are gambits used to fill pauses and are time-gaining strategies employed to maintain a conversation in times of difficulty. Thus, they serve the same essential function in CMC as in face-to-face communication. Such explicit signals are necessary during CMC because this communication medium largely lacks the non-verbal and paralinguistic cues that assist face-to-face communication. Fillers are employed arguably as a signal of attentiveness during a lull in the conversation, thus allowing for a limited amount of ''time'' before a response.

The last type is the *appeal for assistance.* The findings of the current study partially support earlier research (see Kost, 2008) regarding how learners utilize CSs to clarify their questions, fix their mistakes, and comprehend the relationship between CS use and competency. In order to get clarity from their instructor or from their partners, students employed eye contact, gestures, and the vocal CS of pleading for help. Although participants in VC and F2F discussions could see each other, Smith (2001) discovered that they used this method far less frequently in VC. Despite the fact that gestures and facial expressions are visible in VC, it might be challenging for the participants to determine who the speaker is looking at and from whom precisely they are seeking indirect assistance.