

16. COMMUNICATION STRATEGIES USED BY A TEACHER IN TEACHING ENGLISH AT SMP SWASTA KATOLIK ASSISI MEDAN

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COMMUNICATION STRATEGIES USED BY A TEACHER IN TEACHING ENGLISH AT SMP SWASTA KATOLIK ASSISI MEDAN

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Abstract

This thesis aimed to find communication strategies used by teachers during classroom interaction. This research was conducted in SMP Swasta Katolik Assisi Medan. The subject of this research was the English Teacher. The researcher used a qualitative approach, more specifically classroom discourse analysis, in analyzing this study since the source of the data was communication strategies that are used by an English teacher in communicating with her students during an English teaching-learning activity. The data was taken by recording 90 minutes of English Lessons. The researcher used Celce-Murcia as a framework for this data analysis because of its specification and newness. The result showed that the five strategies used were repetition. From those strategies, code-switching was the strategy that was most frequently used by the teacher during the process of teaching and learning. The teacher's reasons for applying those communication strategies were to overcome the communication barriers that occur between the teacher and the students and to help the students understand and memorize the material more accessible. The result of the interview also showed that the students had a good perception of the implementation of communication strategies used by the teacher in the classroom.

Keywords: Communication strategy, Achievement Strategy, Teacher.

1. Introduction

Effective classroom interaction has two implications. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants in the learning process (Pasaribu, et al., (2021)). The second one, which is mostly described in the article, encourages students to become effective communicators in a foreign language. It can be achieved in various ways: by implementing different student and teacher roles, exposing students to a varied classroom organization, employing a variety of activities, helping students to express themselves, and encouraging their use of communication strategies. If the two implications are joined, we get a pleasant classroom atmosphere in which students are trying to communicate in a foreign language.

Based on the researcher's experience when teaching practice at school, the researcher found that the teaching-learning process sometimes fails to reach its goals. It is due to some factors. One of them is appropriate communication applied teachers and students applying the teaching-learning process. This is the reason why the researchers want to conduct this study.

Communication strategy is one of the components of communicative competence that relates to the way both speaker and interlocutor maintain and sustain communication. Tarone (1980: 65), defines communication strategies that emphasize the communication between the interlocutors and the speakers, "It is a mutual attempt of two interlocutors to agree on meaning in a situation where requisite meaning structures do not seem to be shared." Communication strategies are important because they have the function to bridge the gap between the interlocutors regarding their misunderstandings. Based on Tarone as quoted by Bialystok, communication strategies are classified into five parts, they are: Avoidance, Paraphrase, Conscious Transfer, Appeal for Assistance, and Mime.

The implementation of communication strategies can help either the teacher or the pupils speak English fluently. Unfortunately, they are not supplied with the necessary resources in the sphere of education, or the rich input they require to progress in their English learning speaking. For the teacher, she has to improve her communication skills outside-the-classroom tactics. She needs to be a positive



role model for her students who are proficient in English. In addition, the teacher should create a conversational environment, a classroom where students can communicate with one another and serve one another to improve their speaking abilities. Students should also be involved in the process. They can learn communication methods from their teacher or from English native speakers or from English films to improve speaking fluency.

In this study, the researcher will emphasize communication strategies used by the teacher in teaching English at SMP Swasta Katolik Assisi Medan. Generally, most English teachers in Indonesia are also second language learners. Such the other second language learners, the teachers will also face some problems during teaching-learning activities. Hence, they will probably apply communication strategies. The communication strategies which are used will also be various for each teacher. Communication strategy becomes an important thing and one of the most effective ways which are used by the teacher to sustain communication between speaker and interlocutors. The process of teaching English subjects will be more effective if the teacher used communication strategies as adequately and properly as possible in order to make their students understand what he actually means. If a speaker gets difficulties in saying something, he will use any effort to make the interlocutors understand what she means or she wants to say. Therefore, the researcher thinks it is interesting to be analyzed because everyone has different communication strategies. From the explanation above, the researcher then concludes the research title as *An Analysis of Communication Strategies Used by Teachers in Teaching English at SMP Swasta Katolik Assisi Medan*. Based on the background of the study above, the researcher formulates the problems of the study as: (1) What communication strategies are used by the teacher in teaching English at SMP Swasta Katolik Assisi Medan? (2) What types of communication strategies are dominantly used by the teacher in teaching English at SMP Swasta Katolik Assisi Medan? (3) Why does the teacher use those strategies in teaching English at SMP Swasta Katolik Assisi Medan?

To support this study, the researcher took some previous research. The first is Rofiatun (2018) who researched "Communication Strategies Used by English Teacher in Teaching and Learning Process". The findings of this study showed that there were six types of communication strategies employed by an English teacher during the teaching and learning process. Those data were collected by doing observation during the teaching and the learning process was ongoing. It was conducted three times. There were six types of communication strategies employed by English teachers during the teaching and learning process namely; code-switching, self-rephrasing, using fillers, asking for confirmation, asking for clarification, and asking for repetition. In general, the aim of using those strategies is to deliver the material effectively so that the students comprehend the material comprehensively. This study contributes greatly as a guideline in conducting research essential for the next researcher, specifically to determine what types of communication strategies will be used. Pangaribuan, D., Agustina, S., Pratiwi, A., Manalu, E., & Sembiring (2020) has researched "communication strategies used by the teacher". The data was collected by recording the teaching and learning process and by interviews. The findings showed that communication strategies used in classroom interaction were Code-Switching, Non-Verbal strategy, and Cooperative Strategy. Code-Switching is a combination of two or more languages between sentences. And the dominant Communication Strategy is Non-Verbal Strategy and Cooperative Strategy. This study helps the researcher in conducting the new research by using another theory.

The third is Suryati (2015). The study reports a study on teachers' use of interaction strategies in English Language Teaching (ELT) in lower secondary levels of education. The study involved eighteen teachers from Lower Secondary Schools in Malang, East Java. Classroom observation was selected as a method in this study by utilizing Self Evaluation. The findings revealed that much of the teacher-student interaction in Lower Secondary Schools centered on the material mode, skill, and system mode. The most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and the extended teacher turns, while students' extended turns were rare. It is argued that to improve the Indonesian ELT, there is a need to provide an alternative to ELT classroom interaction. The article concludes by highlighting the importance of adopting some classroom interaction strategies that are more facilitative to students' oral communicative competence.



Interlanguage is a phenomenon in the field of second language acquisition in which its presence will always exist as the acquirers are in language development (Whardani, A., & Margana, 2019). According to Maheswari (2020), as quoted in, interlanguage does not only happen in Indonesian EFL students but also in students in other countries such as China which used English as Foreign Language. The result shows that the students' errors existed because of their developmental process, where they applied language rules between the mother tongue and target language. The students are introduced to new rules; adjustment, improvement, replacement, and expansion of the transitional rule system. Adnyani et al., (2020) stated that interlanguage is the process of learning a second language (L2), learners create a system that the language they produce is influenced by both their mother tongue and their target language.

Interlanguage is a regular occurrence that occurs when learning a new language. It prompted scholars to investigate some of the characteristics that may influence language learners' ability to produce sentences in the target language. Fauziati (2011) conducted an interlanguage study on Indonesian learners, concentrating on error fossilization and grammatical errors in the works of language learners. The study found that learners' grammatical mistakes are dynamic and may be corrected (they are not fossilized). Then, Darusallam (2013) looked into Indonesian students' learning strategies and interlanguage mistakes. According to the findings, the kids made 317 incorrect statements. Students made those mistakes as a result of poor learning practices. The elements that cause errors are overgeneralization of the target language, 41.01 percent first language transfer, and 15.46 percent oversimplification. Based on the theories above, the researcher assumes that interlanguage is a language made and used by speakers who are neither the L1, nor the target language, with its own grammar, its own lexis, and so on. It is the speaker's attempt language to communicate in the target language if they do not know how to say some words in the target language.

1.1 Communicative Competence

Communication strategy is one of the components of communicative competence. It is important for every speaker to own the competence in order to smooth the conversation and for both speaker and interlocutor to understand each other. The researcher will give some definitions of communicative competence. Communication is the most important factor in an individual's ability to transmit a message to someone or a group of people. Communication, in fact, is concerned with the process of comprehending and being comprehended through ideas, facts, thoughts, and emotions. According to Faradilla, A. S., & Rukmini (2019) communicative competence is the functional knowledge to indicate the successful communication ability of the participants in order to reach the goal of being communicative. Communicative competence is linked to practical application in social interactions, such as interpersonal relationships, academic and professional success, as well as psychological and health issues. Being communicative is defined by the efficacy and appropriateness with which words are used. Communicative competence is the way people utilize language in different situations, taking into account the subject, audience, occasion, and purpose of communication.

According to Hery (2017), communicative competence clearly does not preclude communicatively-based materials from being subjected to grammar-translation treatment, just as nothing prevents a teacher with only an old grammar-translation book at his or her disposal from teaching communicatively. The combination of form-focused exercise with meaning-focused experience, on the other hand, is supported by the development of communicative capacity. It indicates that the grammar is relevant to their communicative requirements and experiences.

From the definition above, the researcher concludes that communicative competence is the knowledge that must be mastered by the speaker and the interlocutor so the conversation runs smoothly, not interrupted and this is important to master even though the grammar is a little ignored.

Bachman's (1990) model of communicative language ability as quoted by Sukirlan (2013) included three elements, namely language competence, strategic competence, and physiological mechanisms. Language competence comprises two further components: organizational and pragmatic

competence. On the one hand, organizational competence consists of grammatical and textual competence, thereby paralleling discourse competence. On the other hand, pragmatic competence consists of illocutionary and sociolinguistic competence, the former referring to knowledge of speech acts and language functions, and then later referring to the knowledge of how to use language functions appropriately in a given context. Apart from language competence, the model also includes strategic competence and physiological mechanism. The former refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place, whereas the latter refers to neurological and psychological processes that are involved in language use.

Meanwhile, Nourmalitasari (2011) divide communicative competence into five components. They are discourse competence, linguistic competence, actional competence, socio-cultural competence, and strategic competence. The first competence is discourse competence. It deals with the selection, sequencing, and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text. Discourse competence itself consists of cohesion, coherence, generic structure, and conversational structure.

The second competence is linguistic competence. It comprises the basic elements of communication, the sentence patterns, and types of the constituent structure of a sentence to realize communication as speech or writing. The next is actional competence. It is defined as competence in conveying and understanding communicative intent. The competence is divided into the knowledge of language function and knowledge of speech act sets. The fourth competence is socio-cultural competence which refers to the speaker's knowledge of how to express messages appropriately within the overall and cultural context of communication. It is divided into four categories. They are

(1) social contextual factors, which concern the participants and the situation, (2) stylistic appropriateness factors, (3) cultural factors, and (4) nonverbal communicative factors.

The last competence is strategic competence. It is the knowledge of communication strategies that may be called into action. The strategies are used for two main reasons: to compensate for a breakdown in communication due to limited conditions in actual communication and to enhance the effectiveness of communication.

From the discussion above, it can be drawn that communicative competence includes not only the mastery of grammar and lexicon but also the rules of speaking. For example, knowing the proper time to open a conversation and how it should be done, what topics are suitable for a particular speech event, which forms of address are to be used to whom and in which situations, and how such speech acts as greeting, compliment, apology, invitation, and complaint are given to.

1.2 Communicative Strategies

1.2.1 Definition of Communication Strategies

Boxer and Cohen (2004) as quoted by (Dwinka, A., Diani, I., 2021) define communications strategies as "a systematic attempt by the speakers or the learners to deliver or give the exact meaning that is not proportionate with the rules of the target language. Tarone has defined communication strategy as an attempt by two speakers to agree on a meaning in the target language. Learners usually use these communication strategies to compensate for the insufficiency of knowledge. These strategies will help the speaker to pass his/her message effectively. According to Gusparia (2018) communication strategies are often used in dealing with conversational problems in second language learning due to learners' limited knowledge of the second language. Speakers from the second language sometimes get stuck during conversation and it can cause misunderstanding. In real communication, speakers do not only use their mastery of grammar, vocabulary, and some useful expressions, but they need to learn to use some tactics when they meet difficulties in transferring meaning and expressing feeling. They react and communicate not only through words, but also through facial expressions, gestures, and non-verbal sounds (such as "mmm", "hm", "ee", "oh", etc.). The statements above suggest that communication strategies have an important function in spoken communication. Communication results feedback to the hearer with intention to improve the addressee's actions, behavior, words, attitudes (Manurung, L., 2020). There are four definitions related to the strategies of second language learners: A systematic technique employed by a speaker to express his meaning when faced with



some difficulty. Potentially conscious plans for solving what to an individual present themselves as a problem in reaching a particular communicative goal (Faerch, C., & Kasper, 1980).

Based on the explanation above, the researcher concludes that communication strategies are conscious attempts that are used by speakers to transfer what the speakers intend to express when they face a problem. Communication strategies have typically three functions from different perspectives Celce-Murcia et al., (1995) are (1) psycholinguistic perspective communication strategies are verbal plans used by the speaker to overcome problems in the planning and execution stages of reaching a communication goal; (2) interactional perspective communication strategies involve appeals for help as well as cooperative problem-solving behaviors which occur after some problems have surfaced during communication; and (3) communication continuity or maintenance perspective communication strategies are a means of keeping communication channel open in the face of communication strategies.

1.2.2 Model of Communication Strategies

Based on Tarone (1980) communication strategies are classified into five parts. They are:

Table 1. Tarone's Communication Strategies

<i>Model of Communication Strategies</i>		
Communication Strategies	Avoidance	1. Topic avoidance 2. Message abandonment
	Paraphrase	1. Approximation 2. Word coinage 3. Circumlocution
	Conscious Transfer	1. Literal translation 2. Interspersal's translation or language switch
	Appeal for assistance	
	Mime	

However, Tarone's categories of communication strategies explained above are not enough. The researcher would like to add some other categories from Celce-Murcia, Dornyei, and Thurrell (1995) as quoted by Fahrinawati (2020). They suggest components of strategic competence as follows:

a. Avoidance Strategies

- 1) Message replacement: Replacing a topic with the new one in order to avoid communication breakdown.
- 2) Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.
Example:
 - a) pretending not to understand
 - b) changing the topic
 - c) not responding
- 3) Message abandonment: A communication strategy that is used by speakers when they stumble into a topic that is too difficult and simply give up and go on to another.

b. Achievement or Compensatory Strategies

- 1) Circumlocution: Describing or exemplifying the target object.
Example:



- a) Saying "the thing you put your money in" when you want to say wallet
Uttering "what you use to wipe your hands clean" for a towel.
- 2) Restructuring: An effort to reconstruct sentences without changing the message that speakers want to convey.
Example:
 - a) Yes, he is come from...he is studying at SMP Swasta Katolik Assisi...
- 3) Word coinage: Creating a new word in order to communicate a concept.

Example:

- a) Vegetarianism for vegetarian
 - b) Airball for balloon
 - c) Ice cabinet (or icebox) for the freezer
- 4) Nonverbal signals: mime, gestures, facial expressions, or sound imitation.
Example:
 - a) Clapping one's hands to illustrate applause.
 - b) Raising eyebrows to show non-understanding.
 - 5) Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2. Example: (from Tagalog to English)
 - a) "Suntok sa buwan" is literally translated as "A punch to the moon".
 - b) She fell because she had a fever" to mean "She collapsed because she had a fever."
 - 6) Foreignizing: Using a naïve word by adjusting it to the second language phonology (i.e., with the second language pronunciation) and/or morphology (e.g., adding a second language suffix).
Example:
 - a) "shiros" is used by some Japanese-Americans to refer to "whites" because the Japanese for the color white is "shiro".
 - 7) Code-switching or language switching: Using native language terms, without bothering to translate them into a second language sentence. Example:
 - a) "I went to buy shoes but I found that saya tidak punya uang lagi (I had no more money)!"
 - b) "My puppy is so kawaii (cute), I want to hug it".

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c. Stalling or Time Gaining Strategies

- 1) Fillers, hesitation devices, and gambits

Example:

- a) uh (er)
- b) as a matter of fact
- c) well
- d) actually
- e) okay
- f) alright
- g) so
- 2) Self and other-repetition: Repetition of self or other participants. It happens when speakers know about L2 items, but they need time to recall the items from their



memory.

Example:

- a) You know actually, me...me...e...

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d. Self-monitoring Strategies

- 1) Self-initiated repair, for example:

a) I mean.....

b) I think.....

- 2) Self-rephrasing: Over elaboration,

Example:

- a) This is for students...pupils. when you're at school.

e. Interactional Strategies

- 1) Appeals for help: Speaker asks the addressee to help in recalling L2 items so that he/she will still use the L2 item.

Example:

- a) But they just like a... you know what is it?

- b) hand dancing (indirect)

- 2) Meaning negotiation: Strategy that is used by the speaker in delivering meanings to other participants during a conversation.

Example:

- a) huh?

- b) See?

- c) Yeah?

1.3 Teachers' Talk

Teacher plays a very important role in teaching and learning activities in the classroom. A teacher is the center of the students to ask and share everything. What a teacher says to convey a lesson during class is called teachers' talk. Longman Dictionary of Language Teaching and Applied Linguistics defines the term teachers' talk as "that variety of language sometimes used by teachers when they are in the process of teaching, in trying to communicate with learners, the teacher often simplify their speech, giving it many of the characteristics of foreigner talk in other simplified styles of speech addressed to language learners" (Richards, 2001).

Teachers' talk, which is often heard by students during the teaching and learning process, can be an interaction of the language model, which is needed inside and outside the classroom. Without the existence of teacher talk that showshow English has to be used in an everyday context, the students will get difficult to expect communicative interest. In addition, according to (Faradilla, A. S., & Rukmini, 2019), teachers' talk means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teachers' talk plays an important role in both classrooms teaching organization and students' language learning in the process of second language acquisition due to its function as an instrument of implementing the teaching plan.

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There are some characteristics of teachers' talk, they are:

1. The use of "referential" questions, where the teacher asks the class something (e.g., "What did you do at the weekend?) to which he or she does not know the answer, and which therefore has a genuine communicative purpose. This is in contrast to typical "display" questions (e.g., comprehension question on a reading text) to which the teacher already has the answer, and only asks so that the class can display their understanding or knowledge.
2. Content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says – the message – rather than on the form (e.g., the



31 correctness of the grammar or pronunciation).

3. The use of speech modifications, hesitations, and rephrasing in the teachers own talk, e.g., when explaining, asking questions, giving instructions, etc.

4. Attempts to negotiate meaning with the students, e.g., through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

According to the explanation above, the researcher concludes that teacher talk play important role in teaching-learning activities. Teacher talk is used in class when teachers are conducting instructions. Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage communication between learners and themselves. Therefore, we can say teacher talk is a kind of communication-based or interaction-based talk.

This study will be designed to investigate the communication strategies used by the teacher in communicating with their students in teaching English for the third grade of junior high school at SMP Swasta Katolik Assisi Medan. The data used to analyze is oral communication. Before taking the data, the researcher will follow some important suitable requirements for research such as systematic, well-planned, and conducting scientific steps. The researcher applies a descriptive qualitative method for this study, more specifically classroom discourse analysis. The method uses to collect data will consist of observation and documentation. The researcher will not use numeral statistics, but the researcher gives most attention to the way the teacher interacted orally with her students and how they use communication strategies in their conversations while studying English. The subject of this research is the teacher of the ninth grade at SMP Swasta Katolik Assisi. The population of this research consists of the teacher in English class and the researcher takes only one teacher in English subject as a sample of the research and also a class that they teach in the ninth grade for the sample.

3. RESULT AND DISCUSSION

The findings and discussion of the examination of communication methods employed by teachers in teaching English at SMP Swasta Katolik Assisi Medan are described in this chapter. The findings explain the outcome of the data gathered via observation and recording. The findings are explained and interpreted throughout the debate. The information was gathered via classroom observations using an audio recorder.

3.1 Data Requirements

The study was carried out at SMP Swasta Katolik Assisi Medan and was titled "Communication Strategies Used by Teachers in Teaching English at SMP Swasta Katolik Assisi Medan." This part is designed to be a procedure for examining the outcomes of research generated through data gathering and attempting to get data pertaining to the concerns outlined in the previous chapter. The data was obtained utilizing a research instrument of observation and documentation, and the data was then presented in written form. The data is simply a sample of everyday teaching; the research only obtained 90 minutes of teaching activity from one of the courses given by the topic of this study. The data gathered by monitoring instructional activities in the classroom explain the communication tactics employed by the teacher in the classroom at SMP Swasta Katolik Assisi Medan.

Communication strategies are deliberate attempts made by speakers to transmit what they mean to express when faced with a language barrier. Due to learners' inadequate understanding of the second language, communication methods are frequently utilized in coping with conversational challenges in second language acquisition. Speakers of a second language might become stuck during a discussion, which can lead to misinterpretation. In genuine communication, speakers must not only understand syntax, vocabulary, and a few important idioms, but they must also learn to employ specific methods when transmitting meaning and expressing emotion. They react and communicate not just with words, but also with facial expressions, gestures, and nonverbal noises (such as "mmm," "hm," "ee," "oh," and so on). The data was then examined using the strategic



competency model proposed by Celce-Murcia, Dornyei, and Thurrell (1995). Strategic competency is classified into five categories. They are the avoidance or reduction strategy, the achievement or compensatory strategy, stalling or time gaining strategies, self-monitoring strategy, and interactional strategy. Any nonverbal method is included in the data analysis. The information was examined sentence by sentence. For convenience, the teacher is coded with an initial (T), the student with an initial (S), and the student with an initial (Ss).

Table 3. Communication Strategies Used by the English Teacher in a 90 minutes Classroom Meeting

Communication	Sub- Categories	Total	Percentage	
Avoidance Strategy	Message Replacement	0	0%	0%
	Topic Avoidance	0	0%	
	Message Abandonment	0	0%	
Achievement or Compensatory Strategy	Circumlocution	0	0%	82,39%
	Restructuring	0	0%	
	Word coinage	0	0%	
	Nonverbal signal	20	4,34%	
	Literal translation	3	0,65%	
	Foreignizing	0	0%	
	Code switching or language	357	77,4%	
Stalling or TimeGaining Strategy	Fillers, hesitation devices,	27	5,86%	16,06%
	Self and other repetition	47	10,20%	
Self-monitoring Strategies	Self-initiated repair	1	0,22%	0,65%
	Self-rephrasing	2	0,43%	
Interactional Strategies	Appeals for help	0	0%	0,87%
	Meaning negotiation	4	0,87%	
		461	100%	

Avoidance Strategy

Message substitution, subject avoidance, and message abandonment are all components of this method. In the utterances, the teacher only used message replacement, before starting the new topic to the students as found in the following conversation:

T: Alright my students, now we have to start our study. Kemarin kita belajar apa nakku? Siapa yang masih ingat? . . .

(Ss): The Professions

In the sample above, the teacher tried to replace a topic with the new one in order to avoid a breakdown of communication. Actually, their today's topic should be descriptive, but the teacher tried to recall students' memory of the previous lesson.

Achievement or Compensatory Strategy

By employing this method, the L2 learner attempts to maintain the original communicative objective while compensating for lacking resources or making an effort to acquire the needed elements. The dialogue script includes three of the nine areas of strategic competence in achieving or compensating methods. Nonverbal cues, literal translation from L1, and code flipping are examples of these tactics. Based on their definition, they will be debated and assessed.

a. Nonverbal signals

Mime, gestures, facial expressions, and sound imitations belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they really do not know the lexis or utterance they want to say. There are some nonverbal signals found in the conversation as follows:



- (2) T : Okay. Last day, we studied about farmer (moving hands).
What is farmer?

S : Petani

In the sample above, the teacher intends to tell the meaning of the word “farmer” by saying nothing, but either using her hands. Students can read the handdancing and finally, they can guess the meaning of “farmer” appropriately.

b. Literal Translation from L1

Literal translation is an approach in which learners translate the native language word for word. Here, both the instructor and her students study English as a foreign language. However, it is unavoidable for learners to make mistakes, such as when speakers simply translate Bahasa Indonesia into English literally, causing the utterance to sound strange. The following are statements that contain the approach discovered in the conversation:

- (3) T : pocket money. What does it mean?
Ss : kantong uang

Sample (3) shows that there is a mistake when students answer the teacher’s question. The students “kantong uang”. They translate English into Bahasa Indonesia literally, from “pocket money” into “kantong uang”, and it sounds not common in bahasa Indonesia. It should be “uang kantong”

c. Code Switching

When a non-native speaker speaks in the target language (English), he or she may mix in their mother tongue language. It might have happened without their knowledge, or it could be due to their desire to prevent a dialogue breakdown. The first language of the instructor and her pupils in this research is Javanese, while the second is Bahasa Indonesia. English is taught to them as a third language. As a result, there are numerous expressions in Javanese and Bahasa Indonesia used here. As we may observe in the following conversation:

- (4) T : you want to describe your backpack. Bisa kamu ceritakan ciri-ciri nya ini kan? . . .
Ss: Yes, Mam

Sample (4) inferred that Bahasa Indonesia still affects them in having a conversation in English even in English class which is dominated by English. The use of L1 items is dominant here, reaching up to 60% of all the conversation. They use the strategy to avoid breakdowns in the conversation when they could not recall L2 items.

Stalling or Time Gaining Strategies

The strategy of stalling or time gaining is used by the speaker to make the best use of the available time. Gambits, fillers, hesitation devices, and repetition belong to this kind of strategy. They are frequently used when the speaker requires more time to convey the message.

a. Using Fillers, Gambits, and Hesitation Devices

Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to their mind. The strategy can be seen in the utterances as follows in conversation number 5:

- (5) T : yeah..., okay..., c'mon...,
Ss : yes mam

Gambit is something that is commonly said in English. It can be in form of a word or phrase which helps the speaker convey some message. We can see in conversation number 6 below:

- (6) T : repeat, repeat, please. what is the...?
S : main part. . .

A hesitation device is a strategy in which speakers hesitate while they are thinking about the next message they want to present.

- (7) T : youngest brother, young muda, brother??
Ss: abang
T: Abang??



b. Self and Other Repetition

After using gambits, fillers, and hesitation devices, moreover, we can use repetition of self or another participant. Repetition is done when the speaker knows about L2 items, but he needs time to recall the items from his memory. Here are the findings of repetition found in conversation number 8:

- (8) T: six months, six-month years, or six months?
Ss: (mumbling)

In sample (8) the main possible reason for the speaker using repetition is that she really needs to emphasize the message in order to be more convincing. The second possible reason is to compensate for the long pause they are going to make if they face any difficulty in conveying the next message.

Self-monitoring Strategies

The speaker's self-monitoring method is her effort to fix faults she made during the conversation's duration. She is aware of this and intends to make the message more visible to the recipients.

a. Self-Initiated Repair

This method demonstrates the speaker's understanding of her own errors. She is given the task of correcting any errors in order to avoid misunderstandings between the speaker and the addressees. It appears when the speaker makes a speech but is dissatisfied with it. The strategy is shown below:

- 9 T : the professional..., the prophecy, yes the profession
Ss : job

In sample (9) the speaker repairs the prophecy into the profession as stated in the example due to her consciousness of using incorrect word order.

b. Self-Rephrasing (Over Elaboration)

Over elaboration is the strategy in which the speaker is not really sure about what she has said before. She is worried that she cannot get the message across. In the case of self-rephrasing strategy, the speaker believes that a certain message is very important to be emphasized in the form of elaborating the message itself. If it is in the form of the word, the self-rephrasing strategy can be by giving a synonym of the word. If it is a sentence, a self-rephrasing strategy can be by constructing a new sentence containing a similar message to uphold the former message. The utterances below show the self-rephrasing strategy:

- 10) T: what is the meaning of description? To describe? Apa nak?
Ss: menggambarkan

In the sample above, the speaker over-elaborates the message by constructing the synonym of the adjective mad which is angry. She constructs a new elaboration that is made to support the message itself.

Interactional Strategy

The interactional strategy is a way to cooperate with others to know to understand or appeal for help. It involves another participant to support because, without any other participants, this strategy cannot be done. The strategy is divided into two, appeals for help and meaningful negotiation. In the data, there are no appeals for help appear. So, I will discuss the meaning of negotiation.

a. Meaning Negotiation

It is called a strategy that is used by a speaker in conveying the meanings to other participants during the conversation. Meaning negotiation strategy is separated into various types, but there is just one type that appears in the transcription. Indicators of non/Misunderstanding can be presented as request, expression of non-understanding and interpretive summary. According to the transcription, we can find that there is an expression of non-understanding in form of a word and how to pronounce it. We can see in conversation number 11:

- (11) T: pocket?
Ss: *kancing* . . . (button) [low voice]
T: yeah?
T : *kan* . . . *tong* (pocket)

In the sample above the word yeah indicates that teacher may not well hear what the students



have said. Consequently, she asks again by using the word 'yeah' and students finally can answer well. This is the last category of communication strategies used by a teacher in communication with her second-grade students of SMP Swasta Katolik Assisi Medan. It is possible to find two or more strategies in an utterance spoken by the participants of the conversation. In sustaining conversation, the participants spontaneously produced the utterances. Some grammatical errors can be ignored as it is spoken language.

There are no types of communication strategies proposed by Celce-Murcia et. al (1995: 28) in this study. The strategies that appear are only achievement or compensatory strategy, stalling or time gaining strategy, self-monitoring strategy, and interactional strategy. Achievement or compensatory strategy is the most frequent strategy used by the speakers in conveying their message. This strategy is the most possible way to compensate for the lack of L2 knowledge.

3.2 Discussion

Based on the results above, there will be more explanation of why both speaker and addressee chose the communication strategies they use in the conversation. I took the data by interviewing them after they conducted the conversation.

Avoidance or Reduction Strategy

This strategy was used by the teacher to start the new topic as an ice breaker to the students. It also helped the students to remember their previous topic. So they have to prepare themselves at home before they come to school because the teacher will always ask about the topic they have learned.

Achievement or Compensatory Strategy

Three of nine categories that belong to the achievement or compensatory strategies are employed in the conversation. Those strategies are nonverbal signals, literal translation from L1, and code-switching. They will be addressed one at a time.

a. Nonverbal signals

Mime, gestures, facial expressions, and sound imitations belong to the nonverbal signals. There are some nonverbal signals found in the conversation as I have mentioned in conversation number (1). In the conversation, the teachers showed hand gestures to explain the meaning of "farmer" without saying anything. She preferred to use gestures in order to make her students easier to guess the synonym of the word "farmer".

b. Literal translation from L1

Literal translation occurs when a speaker literally translates an utterance in English to bahasa Indonesia, causing the utterance to sound strange. The second conversation is an example of verbatim translation from L1. Students use kantong uang as the meaning of pocket money.

c. Code-switching

This is the most dominating communication method utilized in conversation. Both the speaker and the addressee use their native language when speaking English. In this study, the teacher and her students communicate in both Javanese and Bahasa Indonesia. Code-switching is demonstrated in conversation number three. "You want to describe your backpack. Bisa kamu ceritakan ciri-ciri nya ini kan?" Furthermore, the teacher used a variety of code-switching strategies to stress certain utterances, such as the question's keyword or a synonym for a specific phrase.

Stalling or Time Gaining Strategies

Gambits, fillers, hesitation devices, and repetition belong to this kind of strategy. They are often used when speaker needs more time to recall L2 items.

a. Using fillers, gambits, and hesitation devices

Fillers are utterances that can be said while the speaker is accruing time before the L2 items come to mind. The following is an example from conversation number (4). The speaker uses the phrase "yeah, okay, c'mon" before saying the primary sentence that she intended to deliver. She required extra time to figure out the last portion of the sentence that was related to the exercise's question. The term



"gambit" is often used in English. We frequently utilize it before saying a sentence to avoid awkwardness in a conversation. In discussion number, we can see an example of gambit. Before saying, he is also interested in the speaker used the word alright. She also used another gambit like yeah in other parts of the talk. The speaker utilized those gambits to make the dialogue sound more pleasant.

b. Self and other repetition

Repetition is used when the speaker knows about L2 items but requires time to retrieve them from memory. Conversation number is an example of repetition (6). The speaker repeated the phrase "six-month, six-month years, or sixmonths?" to stress the important phrase of the question that should have been answered. She did it because she felt her students were unaware of the question's principal aim.

Self-Monitoring Strategies

This strategy consists of self-initiated repair and self-rephrasing (over-elaboration). The following sentences are the discussion of each strategy.

a. Self-initiated repair

The strategy emerges when the speaker delivers a speech but is dissatisfied with it. In conversation, an example of self-initiated repair was mentioned Repairs to the speaker the professional..., the prophecy, due to her consciousness in using incorrect word order.

b. Self-Rephrasing (Over-elaboration)

Self-rephrasing can be accomplished by providing a synonym for a word or by generating a new sentence with a comparable message. Conversation number contains an example of a self-rephrasing approach what is the meaning of description? To describe? "Apa nak". She used that method to make it easy for her students to guess the answer from the context.

Interactional Strategies

The strategy is divided into two, they are appeals for help and meaningful negotiation. There are no appeals for help appears in the data. So, I will discuss the meaning of negotiation.

a. Meaning negotiation

It can be presented as a request, expression of non-understanding, and interpretive summary. According to the transcription of the conversation, we can find that there is an expression of non-understanding in form of the word and how to pronounce it. The teacher used the word yeah to signify that she did not understand what her kids were saying. As a result, she asked them to repeat themselves, and the students were eventually able to respond appropriately.

4. CONCLUSIONS

The previous chapters provided the general examination of communication tactics utilized by a teacher in communication with her SMP Swasta Katolik Assisi Medan second-grade students. It yields an understanding and interpretation of what strategies are used to overcome the challenges that the teacher and students confront throughout their communication in daily teaching-learning activities, as well as how they create the methods to deal with those problems. The following are the findings based on the research finding. The study's findings indicate that four of the five communication methods identified by Celce-Murcia et al., (1995) are present in teaching-learning communication. They are achievement or compensatory strategies, stalling or time gaining strategies, self-monitoring strategies, and interactional strategies. The strategy which was not found in the transcription is avoidance or reduction strategy. The sort of communication methods that emerge most frequently in the communication of a teacher with her second-grade children at SMP Swasta Katolik Assisi Medan in the academic year 2021/2022 is achievement or compensatory strategies, particularly code-switching. This is because pupils still have limited English knowledge, and the teacher adapts the situation by employing a lot of L1 in order to tolerate for



her students to acquire English. Communication strategies are the most effective way to solve communication challenges. The adoption of communication strategies can help both teachers and students speak English fluently. Unfortunately, in the educational area, they are not given the rich input they require to progress in their acquisition of English for speaking. Outside of the classroom, the teacher needs to understand more about communication tactics. She must be a good role model for her students when it comes to speaking English. The teacher should also create a communicative classroom in which students can communicate with one another and build their speaking skills. Students should be engaged in learning communication skills, either from their teacher, English native speakers or from English movies, it becomes more fluent in speaking English.

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