

JURNAL

**STRATEGI KOMUNIKASI YANG DIGUNAKAN OLEH DOSEN PADA
KELAS MEMBACA UNIVERSITAS NUSANTARA PGRI KEDIRI
TAHUN AKADEMIK 2013/2014**

***THE COMMUNICATION STRATEGIES USED BY THE LECTURER IN
READING CLASS UNIVERSITY OF NUSANTARA PGRI KEDIRI IN
ACADEMIC YEAR 2013/2014***



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI**

2017



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 29 Oktober 2015

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ABSTRAK

Achmad Anazam, The Communication Strategies Used by the Lecturer in Reading Class University of Nusantara PGRI Kediri in Academic Year 2013/2014, Skripsi, University of Nusantara PGRI Kediri, The Faculty of Teacher Training and Education, May 2015.

Communication strategy is the way to help the speakers while they face difficulties with their language in second language, perspective from the speaker who teach in education institute, it also gives the lecturer to apply the CS to teach easily. So the explanation based on the material acceptable and understandable using the way of communication.

This research used descriptive qualitative research approach which the subject of the research were the lecturer in third Semester English development of University of Nusantara PGRI Kediri, especially in reading class. The data were gained through observation and interview to the lecturer. The technique of analyzing data was used reducing the data, displaying the data and make the conclusion.

The finding showed that during teaching and learning process, there are seven kinds of Communication strategies used by the lecturer in reading class, they are 1.Message abandonment, 2.circumlocution, 3.use of all purpose words, 4.Use of non linguistic means, 5.Appeal for help, 6.word coinage and 7.Stalling for time-gaining Strategies.

The conclusion of the research is the Lecturer of reading in university of Nusantara PGRI Kediri can develop the communication well. It can be seen from the lecturer bring the atmosphere of classroom activity more interactive; on the other side's it was conducted for easy understand by the student about the reading content. He has good enough quality in presenting the material as the lesson by evaluating the point of information and giving the question as exploring the information based on the topic.

It's suggested that the teacher should create more activity for student, because the student often take the passive communication. Besides that the student is also not respond when they take misunderstand during teaching and learning process. Both of them; lecturer and student should give the interaction and they can switch on the communication to understand the material reading.

KATA KUNCI : Communication Strategies, Second Language Acquisition (SLA), Reading Class

I. LATAR BELAKANG

The success of teaching and learning process is influenced by the communicative interaction between teacher and student. There is not limitation to conduct communication to establish the transferring material and it is not digressing from the goal of subject matter. Classroom interaction is leaded by the lecturer and the student allow the lecturer in teaching the material, of course one to others lecturer is not same how to teach the subject matter in the classroom. On the other hand, the student should respond the atmosphere of classroom in leading the material by lecturer with the verbal or non verbal expression. For example: when the lecturer asks something to do or to answer, the student gets the respond as well as lecturer question. So the communication in the transferring subject matter will be easier. The lecturer must be mastered in the competence in qualified

educator. According to UU Guru dan dosen tahun 2005 : Pasal 10

Kompetensi guru sebagaimana dimaksud dalam Pasal 8 meliputi kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional yang diperoleh melalui pendidikan profesi.

Based on the statement above, it can concluded that the educator in formal institute have the standard qualification to teach the material as the academic competence, in reaching goal of teachin 1 1 learning process.

The teacher uses the standard competence when teaching English. Based on the government roles, the teacher can manage the class when the transferring knowledge in the progress by giving the method or some techniques, besides that the teacher also have the important character for the developing the value; how to serve the lesson, how to

improve skill etc. The competences of teacher will bring the teaching form as the study learning process match with the procedure of teaching and hoped produce the objectives of study optimally especially in English lesson.

The professional competence must be mastered by teachers in teaching English. Professional teacher is the teacher who has the mastery of science based on the theory and practice inside. It is not imitating by their opinion by self but the truth of science content can be accepted by the references. Professional competence brings the effect for teaching and learning process. When the teacher is not mastering in English, the pupil cannot get the target of study in the institute.

Learning English in Indonesia categorized as a second language. Learning is not separated from the structure of teaching and learning in which an educator also use the L2 as the language of instruction as a whole, especially in the college environment. Language use

patterns vary due to the choice of words or conditions selected for expressing or describing the subject matter easily understood. The position of teacher not only for the facilitator; the people always serve the material and explain it with clearly. But also the teacher as the model in learning L2.

According harmer (2001 :9) :
.....of course teachers who are British or Canadian, for example, will probably use their variety of English as a model, but for the majority of non-native speaker teachers the choice may not be so clear cut, and for many programme directors the choice of textbook will be a point at which they have to make up their minds.

Combining 2 perspectives the teaching in the classroom, between the teacher and student get the interaction to convey the understanding of material.

The fact that teacher and students generally aim at one variety for language production does not mean that they should

only ever see or hear that one language variety. Teacher should expose students to different language varieties in listening (and reading) texts so that they don't only hear their teacher's voice.

Based on the statement above it can be concluded that lecturer also uses the variety of language to make the process of learning as the model educator.

University is the high level education in perspective literacy competence. Learning English in university is not same with the level before. Because it is during interaction and reaching the goal calculate the ability between the lecturer and student in high level. The lecturer uses the English in expressing or explaining the subject matter in the classroom. After that the student is joining the role of learning process.

Learning English in Indonesian Universities is uses the English as communication. When the lecturers express or describe the meaning content of study, they use the English full, but in the sometimes they also get the

difficulty to arrange the sentence will be the clear conversation. It's natural habitual study as the foreign language learners, besides that the lecturers have the limitation to explore the complete knowledge in English. So that way, the educator also tries to explore the communication understandable and acceptable by using the communication strategy.

Teaching reading needs the simple explanation to create mild content of understanding. Reading is one skill in English. There are many text will be explored and discussed. In teaching reading almost the times used to read the information in text form. If the text is not read yet, so the information inside is difficult to catch. Starting from here, the lecturer gives description of the field of the content anymore. It not only focused in the reading continuously, but also the lecturer leads the student to make the simple imagination using the communication strategies explanation.

According Patel and Jain (2008 :117) While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of the pupil. So that why, giving the coherent context the communication will be make the lecturers interest to study by interaction in communication.

Communication strategies have the advantages in teaching reading. Perspective from the lecturer uses the language election, it is also determine for decreasing mistakes when giving the description of reading context. Reading is the written text in conveying the messages will be analyzed. After that to expressing the main point of that, it's necessary for the teacher to make the explanation simple and acceptable by using communication strategies and it will be continued by the respond of the student as the interaction to get the understanding of discourse.

Faerch and Kasper in Brown (1983 :36) defined communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal. As the learners the lecturer also uses the communication strategies when they feel difficult to express their language clearly during teaching and learning. Sometimes they take the space time or the gesture to encourage the weight of talking about. So the communication strategies help the educator to lead the idea or meaning be able to understand.

Based on the informal observation, The lecturer in teaching reading uses the English as language interaction to make the unity and easy to of classroom communication, the lecturer is not make the sure communication with the English grammar correctly and still difficult to make the fluency conversation. Opposite with that, he also gives the gesture to make the explanation

clear anymore. So the understanding can be transferred well. Opposite with that the atmosphere of classroom interaction is not flat. There are many responses to make the lecturers easy to establish.

Based on the statement above, communication strategies is help the learners to convey the idea acceptable to others. This is where researchers interested in conducting research on The Communication Strategies in reading class applied by the second year English department lecturer of university of Nusantara PGRI Kediri.

II. METODE

Research method is a set of activities to find out the truth of the research. Research methods consist of six sub chapters. There are research design, research procedure, place and time of the research, subject of the research, instrument of the research, technique of collecting data and technique of analyzing the data.

A. Research Design

This research is qualitative research, Qualitative research is a research that describes some facts systematically and factually, qualitative research is related to the title of research. The communication strategies in reading class applied by the first year English Department lecturer of University of Nusantara PGRI Kediri

Sugiyono (2009 : 15) :

Metode penelitian kualitatif adalah metode penelitian yang berlandaskan pada filsafat postpositivisme, digunakan untuk meneliti pada kondisi obyek yang alamiah, dimana peneliti adalah sebagai instrument kunci,....

It means that qualitative research only describe data based on the situation that is observed by the research and giving description of the problem, so it does not need statistic formula.

B. Research Procedure

In research procedure, the procedure of the research is divided into three stages, as follow:

1. Pre Research

In this stage, the writer decided the subject of the research, the time

and place of the research. The subject of the research is in reading class applied by the second year English department lecturer of university of Nusantara PGRI Kediri. The writer took University of Nusantara PGRI Kediri as the place of the research. This research was done on the first and second weeks of November 2013. The writer asked permission to the chairman of English department to take the research. After that the writer arranged the instrument to get the data. The writer interviewed The reading lecturer as complete data in the research and then take the observation in reading class.

2. Progress of the research

In this stage, the writer made the instrument to collect the data; the writer used interview and observation. The writer interviewed the English lecturer to ask some questions to get the information such as the profile of lecturer before teach in the university and observe the teaching and learning process in the classroom. After that make the recording file during the lecturer give the explanation and instruction and how the student give response.

3. Post research

The last stage is post research, in this stage; the writer analyzed the data and wrote the result of recording teaching and learning process in the script form.

C. Place and Time of The Research

The writer takes the place and Time for the research as follow:

1. Place of the research

This research was conducted at University of Nusantara PGRI Kediri as the location of the research, because this university serve the data match with the research, it is communication strategy in education. English department always gets student in the new season every year, and has many achievements. Now there are around 700 students, divides into 4 degrees levels. In 4th degrees, has around 240 students divides into 6 classes from A-F class. In 3th class there has 233 students, in 2nd degree has 228 students, and in the 1st degree, there are 180 students and divide into 4 classes with Mr. Hartono as the head of English department. It can we said that English Department is one of the great department in UNP. It can be proved from B accreditation that is

given by government in 2012. English department has many facilities and lecturers to support the students learning English well like; ESR (English study room), has two laboratories for listening. And sometimes implementing some event like; English camp, tourism, OSPEK, and speaking outing. There are 28 lecturers, 22 are in English major and 6 are non in English major.

2. Time of the research

This research is started in Augustus 2014 and it was done in Second week of January 2015 .

This time necessary used to arrange the time schedule of the research based on the activities that were done in this research. This process was continued by did the research, analyzed the data, and wrote the report.

Table 3.1 Grand chart for six months.

No	Act ivities	Month					
		AU G	SE PT	OK T	N O V	D E C	J A N
1	Pro posi ng pro ble	✓					

	m						
2	Obs ervi ng plac e and subj ect	✓					
3	Ma kin g pro pos al		✓	✓			
4	Se min ar pres enta tion						
5	Rev isin g						
6	Tak ing data						
7	Ana lyzi ng						
8	Wri ting rep						

	ort					
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instrument of the research is the researcher.

a. Interview

The interview was done to get the data and information from the lecturer related communication strategies used by him in reading class and that take the interview result as the report.

According to Sugyono (2009 :317)

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication of joint constriction of meaning about a particular topic.

Based on the statement above interview is the communication conducted by two persons to get the information

b. Observation

The observation is used to know the situation in learning process. According to Sugyono (2009 : 311) In participant observation, the researcher observes what people do, listen to what they say, and participates in their activities.

D. Instrument of the Research

Instrument is used to collect data, the instrument help researcher to get data easily, according to Sugyono (2009 :306) :

The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the Human is the initial and continuing mainstay. But is the Human instrument has been used extensively in earlier stages inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced.

Its mean that instrument of the research is used to get the data and result of the research, The data and result of the result of the result of the research were got from the English lecturer and the student response. The writer used the interview and observation as instrument, its mean that the

Based on the statement above it can be concluded that observation is needed to collect the data for the discussion.

E. Technique of collecting the data

The procedure of data collection that was used in this research is observation and interview, for the explanation as follow:

1. Observation

The writer did observation to know the Communication strategies applied by English Lecturer in teaching reading at Nusantara PGRI Kediri University. The writer observed the teacher in preparing the material and also in teaching reading. When the teacher was teaching reading, the writer as the passive participant in the classroom filled the observation checklist and wrote some notes about the teaching activities.

2. Interview

After observation the teaching process in the classroom, the writer interviewed the teacher to know the detail and complete information about Communication strategies in teaching reading.

F. Technique of Analyzing Data

After getting the data from the instruments, the researcher tried to analyze the data. By analyzing the data, the writer could know about Communication strategies in teaching reading.

In this research the writer used descriptive qualitative research, so the writer did not need any statistical formula. The data was analyzed and described using words based on the result of class observed and interviewed. In analyzing the data, the writer focused to find out the communication strategies applied by English lecturer in teaching reading, the problems faced by the teacher in teaching reading and also the students' response the explanation in teaching reading. There were some main components in the process of analyzing the data should be comprehended, such as: reducing the data, data display, and making conclusion as well as verification. According to Miles and Huberman (1984) in Sugiono (2009) the steps in analyzing such as:

1. Reducing the data

Reducing the data was the process of selected, focused, and arranged the data from the observation and interview. It was a very important thing to know an arrangement of

the report, so the conclusion of the research could well accomplish.

2. Data display

Data display is the processed in which the data from observed and interviewed were described, so it enables the writer to take conclusion. Generally, the data were presented in the form of sentence arranged systematically and logically.

3. Making Conclusion and verification

After presenting and describing the data, the writer made a conclusion about what communication strategies was applied by English teacher in teaching reading.

G. Checking of the Finding Validity

In checking the finding validity of the research, the writer would use triangulation to get the valid data. The valid data was referred the reported data same with the reality at the site. According to Cohen at. al “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior” Based on the statement, triangulation is two or more methods that can be used to check the validity of the data collecting. It means that the writer used different technique

to collect the data. According to Denzin in Cohen, Manion, Morrison (2000:113) types of triangulation as follow:

1. Time triangulation
2. Space triangulation
3. Combine levels triangulation
4. Theoretical triangulation
5. Investigator triangulation
6. Methodological triangulation

In this research, the writer used methodological triangulation. Methodological triangulation was technique for checking validity that used more than one method for gathering data. The writer used methodological triangulation because in collecting the data, the writer uses two methods; they are observation and interview.

III. HASIL DAN KESIMPULAN

A. Conclusion

In this research, the writer wants to know about the communication strategies applied by the lecturer in the class especially when the lecturer delivered the material. After analyzing the observation and recordings, the writer finds that from the twelve types of communication strategy, the lecturer used 7 types, they are:

1.Message abandonment,
2.circumlocution, 3.use of all
purpose words, 4.use of non
linguistic means, 5.Appeal for help,
6.word coinage and 7.Stalling for
time-gaining Strategies. It helps
them in delivering the message
easily.

The writer considers that
the lecturer often used use of word
coinage. When the students do not
understand with the utterances used
by the lecturer or he gave important
information. The lecturer used the
simple language; synonyms or
antonym to help explaining the
information based on the text
reading. After that the lecturer also
make the repeating sentence to
encourage the sentences easily with
added more description.

B. Suggestions

Based on the co 43
above, it can be suggested for the
English lecturer and the students as
follows:

1. For the lecturer

- a. It is suggested the English
lecturer should create a
real English environment
in the class especially for

reading class. The lecturer
can combine the target
language with the
communication strategies
in reach the purpose of
communication based on
the topic of reading text.

- b. It is suggested the English
teacher to have a good
skill in arrange the
composition of vocabulary
when explain the reading
material. So, the students
can easily understand the
utterances produced by the
lecturer

2. For students

- a. It is expected that the
students practice for
responding of explanation
from the teacher. If they
cannot express their ideas
in English, they can apply
some communication
strategies, such as use of
nonlinguistic means,
foreignizing, appeal for
help and use of fillers
especially in reading class.
- b. It is also expected that the
students are need long
time to capture the
meaning of

communication from the teacher, it is also suggested for the student to make the strategies of communication in reading class by explore the simple way and easy to understand

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