



**COMMUNICATION STRATEGIES USED BY AN ENGLISH TEACHER
OF THE SEVENTH GRADE SMPN 1 GROGOL**

SKRIPSI



By:

NINDRA FIBRI SUHENDRI

NPM : 11.1.01.08.0141

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2016

APPROVAL PAGE

SKRIPSI

By:
NINDRA FIBRI SUHENDRI
NPM 11.1.01.08.0141

ENTITLED:

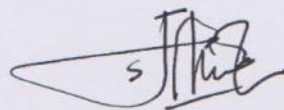
**COMMUNICATION STRATEGIES USED BY AN ENGLISH TEACHER
OF THE SEVENTH GRADE SMPN 1 GROGOL**

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

Kediri, August 21, 2015

The Advisors,

Advisor I



SULISTYANI, M.Pd.
NIDN. 0701056803

Advisor II



Drs. ABD. RAHMAN, M.Pd.
NIDN.



APPROVAL SHEET

SKRIPSI

By:

NINDRA FIBRI SUHENDRI
NPM 11.1.01.08.0141

ENTITLED:

COMMUNICATION STRATEGIES USED BY AN ENGLISH TEACHER
OF THE SEVENTH GRADE SMPN 1 GROGOL

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 2015

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : Drs. ABD. RAHMAN, M.Pd.

Second Examiner : SULISTYANI, M.Pd.

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. H. Sri Panga Setyawati, M.Pd
NIDN 0716046202



COMMUNICATION STRATEGIES USED BY AN ENGLISH TEACHER OF THE SEVENTH GRADE SMPN 1 GROGOL

Nindra Fibri Suhendri

11.1.01.08.0141

FKIP-Pendidikan Bahasa Inggris

nindrafibri@gmail.com

Sulistiyani, M.Pd dan Drs. Abd. Rahman, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Communication strategy is strategies to solve communication breakdowns when the speakers find difficulties of other's performances. By applying some of those strategies it is hoped that sharing knowledge inside the classroom can be achieved. This study is aimed at describing the use of communication strategies by a teacher of seventh grade secondary school in SMPN 1 Grogol Kediri. It includes kinds of communication strategies used and the reasons of employing certain communication strategies. Descriptive qualitative method is selected in this study. The subject of the study is a teacher of the seventh grade SMPN 1 Grogol that is teaching class 7B, a class consisted of 37 students. The data was gathered by using observation, interview and questionnaire. Observation is for knowing what communication strategies that used by the teacher, while interview and questionnaire are delivered to investigate the reasons. From the observation, the teacher uses 10 communication strategies. Those are approximation, use of all purpose word, non linguistic signals, literal translation, code switching, stalling or time gaining, self rephrasing, meaning negotiation, confirmation requests, and comprehension check. Approximation emerged 11 times, use of all purpose word was only once, non linguistic signals 28 times, literal translation 20 times, code switching 6 times, stalling or time gaining 7 times, self rephrasing 2 times, meaning negotiation 2 times, confirmation requests emerged once and comprehension check is occurred 5 times. So, non linguistic signal is the most frequently used by the teacher. While based on the questionnaire and interview, the general reasons of using them are to emphasize the instruction and to let the students understand easily.

Key words : *Communication strategies, English teacher*

I. INTRODUCTION

Communication is a bridge for teachers to share their knowledge to the students. It is regarded equally as a statement from Rubin and Thompson (1994: 30) cited in Fauziati (2010: 166) that through communication, people send and receive messages and negotiate meaning. Then, by the success of communication, the

goal of education can be achieved. As a result, communication is considered as a central in foreign language pedagogy, especially in English class.

Thus, teaching English inside the classroom, indeed, is not a simple matter. Especially for Junior High School, the students often use mother's tongue in the classroom. They could not communicate in English inside the classroom. It is similar to

the statement from Bailey (2005 : 30) that beginning level learners are who can't really use language productively to express their own ideas. Therefore, teachers struggle hard to find ways to make their students understand their instruction. As Hartatik in Cahyono and Yanuar (2012: 174) statement that teachers still find difficulties to get students of low proficiency understand their intended messages. So, it is reasonable to assume that those problems due to the learners' low proficiency.

Considering those statements, during several months of writer's experience in teaching secondary school, the writer has observed several problems in teaching learning process. Most students find difficulties receiving the meaning in second language. They can't catch teachers' instruction in English, so sharing knowledge can't be achieved. It is hard for the teachers to use full English inside the class. Very often, what he has observed is that teachers abandon the message or switch to the first language to avoid communication problems in the classroom. For those evidences, Junior High School's teachers should employ any techniques to bridge the gap of students' oral communication and get the students understand their instruction. The techniques used by the teachers are pronounced as communication strategies.

Communication strategy is one of the strategies that used to solve problems in

second or foreign language communication. As stated by Thornbury (2005:29), communication strategy is the successful use of such strategies in order to communicate in a second language. While Hua and Nor (2012:832) claim communication strategy refers to the mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seems to be share. Moreover, Gass and Selinker (2008:285) add that a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language. From the statements above, it can be concluded that communication strategy is the alternative way to reduce the difficulties faced in second language. Therefore, communication strategies can help teachers when they face difficulties with their students in order to communicate.

Moreover, Celce Murcia, et al's (1995: 28) classifies communication strategies into 5 general classes. They are avoidance strategies, achievement strategies, stalling or time gaining, self monitoring, and interactional strategies. Avoidance strategies are specified into topic avoidance and message abandonment. Achievement strategies are divided into approximation, circumlocution, code switching and miming. The last, interactional strategies are classified into appeal for help, meaning



negotiation, clarification request, and comprehension check.

The study on the use of CSs for teaching also has been conducted. One of those is from Carvantes and Rodrigues (2012). The study focused on the use of CSs by two English teachers with each of their students in beginner class and potential factors that influence CSs in class. Results indicated that the teacher who seemed more involved with students used clarification request, comprehension check and asking for confirmation; the teacher who appeared more distant from students used comprehension check and repetition. Class size, seating arrangements and learning activity types were also some of the factors that influenced the communication strategies used. While here, the researcher will conduct a study about communication strategies applied by a teacher that will be focused on the purpose behind of the strategies used. It might contribute to education field that give various options to help teachers share his knowledge to their students when communication seems not occur because of students English proficiency. If the communication strategies employed by teacher don't be studied, they may lack of knowledge and awareness the existence of CSs. Finally, it will drop to the condition where translation is the only option for bridging the gap between of teachers and their students' communication.

Considering several reasons above, the researcher wants to describe the communication strategies applied by a teacher in SMPN 1 Grogol Kediri. The selection is based by some criteria such as educational background, teaching experience and professional competence. The researcher chooses this subject because she has graduated from English department and has been teaching English for 20 years. In line with this, Fauziati (2010: 183) promotes some criteria of good English teachers, one of those is professional competence: it is a knowledge of the subject to be taught. The teacher also indicates as a good English teacher by using English consistently during teaching learning process in the classroom, as the statement from Sanderson (1983) in Fauziati (2010: 183) that she uses the foreign language predominantly. Moreover, based on the writer observation she also employ some communication strategies, one of those is use non linguistic signals. It shows that she fulfill another characteristic of good English teacher presented by Sanderson (1983). Then, this study is aimed to identify what communication strategies that are used by the teacher at the seventh grade of SMPN 1 Grogol Kediri and to describe what reasons that influence the teacher at the seventh grade of SMPN 1 Grogol to use particular communication strategies.

II. RESEARCH METHOD

Descriptive qualitative design is applied in this study because the writer only describes the way the teacher teaches their students by employing communication strategies. The data in this study containing of teacher's teaching activities in class will be described in words.

This study involves a teacher of the seventh grade SMPN 1 Grogol and students from B class of seventh grade that consist of 37 students as the subjects of this study. All of them were the subjects of this study who were investigated to describe the kinds of Communication Strategies used by Junior High School English teacher in the teaching and learning process. The writer chooses the teacher because she has a credibility of her experiences in teaching English for many years. Thus, the students of B class have low proficiency in using English as a medium of communication inside the class.

To collect the data, the writer uses some instrument. Those were close ended questions questionnaire, directive interview, Non-participation-structured observation and documentation. In this study the writer uses observation to get the data about the use of her communication strategies in the class. Furthermore, the reasons in employing those communication strategies will be obtained from close ended questionnaire and interview

There are some steps in analyzing the data. According to Miles and Huberman (1984: 337-345) in Sugiyono the activity for analyzing the qualitative data are reducing the data, displaying the data and drawing conclusions. When the writer has done observing, he starts to analysis the data. Then the writer gives the questionnaire to the tutor. Next, the writer analyze about the tutor's answers. The writer does summarizing, choosing basic data, and focusing on important data from observation, interview and questionnaire. The second step is presenting the data by describing it in words and also tables, so that it enables the researcher to make a conclusion. The last, the writer presents the data and makes a conclusion.

III. RESULTS

In this phase, the result of the data from three ways (questionnaire, observation, and interview) is described. Those are used to find the communication strategies used by the teacher and the reasons influenced the teacher to use those kinds of strategies.

1. The communication strategies use

Based on the data from observation checklist, the writer interpreted that there are 10 communication strategies employed by the teacher. They are approximation, use all purpose word, nonlinguistic signal, literal

translation, code switching, stalling or time gaining, self monitoring strategies(self rephrasing), and interactional strategies (meaning negotiation, confirmation request and comprehension check).

From the data analysis, the researcher found that the teacher used various kinds of communication strategies. She used it not in every chance, but she used it when in certain situation and condition. From the observation checklist and some notes that were taken in the class, the researcher is going to write the result of data analysis was collected. The researcher observed the class twice, and got the result as shown on Table 4.1.

4.1 Table of communication strategies used by the teacher in the first observation

No.	Communication Strategies	Frequency
1.	Approximation	5
2.	Use all purpose word	1
3.	Non linguistic signals	10
4.	Literal translation	7
5.	Stalling or time gaining strategy	3
6.	Self rephrasing	1
7.	Meaning negotiation	1
8.	Comprehension check	3

4.2 Table of communication strategies used by the teacher in the second observation

No.	Communication Strategies	Frequency
1.	Approximation	6
2.	Non linguistic signals	18
3.	Literal translation	13
4.	Code switching	6
5.	Stalling or time gaining strategy	4
6.	Self rephrasing	1
7.	Meaning negotiation	1
8.	Confirmation request	1
9.	Comprehension check	2

Approximation. The data showed that approximation is one of the strategies that are used by the teacher. It emerged 5 times during the first observation and 6 times in second observation. The teacher did it by selecting some words that familiar to the students. For example:

1. We have a guest (to replace we have an observer)
2. Please make description of your friend (to replace please make description of your classmate)
3. What is the correct? .(to replace what is the suitable?)

The next strategy used is all purpose word. It was noticed only once during the whole first observation. It occurred when the teacher ask her one of students to write a description about students themselves. It is like “ please say your name, your full name and nickname”

The third is non linguistic signals. It is one of the CSs that is done by the teacher using facial expressions, body movements and any relevant gestures. It emerged 10 times from the first observation and 18 times during the second observation. The examples are as follows:

1. Don't use the book (her hand pushed the book)
2. Point out the whole class (when asks students to answer)
3. slower please slower (Make her hand down and down)

Next is literal translation. It is mentioned 20 times uring the whole observation. The translation strategy was always done by the teacher after she finished the utterances.

1. If you don't memorize read it...jika kamu tidak hafal baca lagi
2. Slower please, slower...lebih pelan
3. Is that correct?... betul Agi?

Stalling or time gaining strategy. In this case the teacher makes pauses or filler hesitation. Below are the examples

1. Your..(pauses).. introduction
2. If you don't read you text...yaaa.. you can read it
3. Stop dulu.. eeeee
4. Our class is big and...(pause 2-3 seconds) clean

Code switching. This strategy is not emerged during the first observation, but in here, at least recorded 6 times only in the second observation. The examples are as bellow:

1. Do you know what I mean? Saya Tanya apa?
2. I suggest you ...yaa..
3. You must eat your breakfast ...yaa
4. You must eat your breakfast, you know what kenapa??

Still another CS used by the teacher is self rephrasing. It is showed only 2 times in teaching and learning process. It is occurred when the teacher ask the student to show his works "where is you..yours" and the teacher ask her students to make description "Please make description of...introduction of the friend beside you".

Meaning negotiation. In here, this strategy only emerged once in the first observation when the teacher command her student in the middle of presentation in front of the class. "please repeat again" and once in the second observation when the teacher wanted to confirm students answer? "Is there anyone absent today? Students answer yes....teacher replied yes?

Comprehension check. The teacher implemented the strategy by asking direct questions. Those are:

1. Do you understand what must we do?

2. Do you understand what?

3. Do you understand?

The last is confirmation request. This strategy is likely to be the least frequent. It was occurred when the teacher wanted to confirm students answer? “Is there anyone absent today? Students answer yes....teacher replied yes?

2. The reasons of using certain CSs

The reasons of using various communication strategies inside the classroom will be revealed by interview and questionnaire.

Approximation and all purpose word. According to the teacher during interview, those strategies were selected because students are still beginner, so simple and familiar words should be chosen in order to make students understand teacher description and instruction.

Literal translation. According to her, even if this strategy quite frequent, it should be considered as the last choice. It is only implemented when other strategy seemed to fail.

Stalling or time gaining strategy. Even the teacher admitted that she sometimes employ this strategy because find the difficulties in finding appropriate vocabularies for the students.

Non linguistic signals. Non linguistic signal is a strategy of communicating by using facial expression and gestures. From the interview and reinforced with questionnaire, it is revealed that to help students understand the meaning easily and encourage the students to guest teacher instruction, this strategy was chosen. It is also very useful to minimalize the use of Indonesian language.

While self rephrasing strategy, based on the questionnaire given to the teacher, it is for revising previous utterances she said before that seemed to be inappropriate.

Then, confirmation request strategy and meaning negotiation, according to the teacher during interview it is employed by her to let students find their own mistakes.

The last is comprehension check strategy. Based on the questionnaire, this strategy is implemented to check students’ understanding and to make the instruction are clear.

IV. DISCUSSION

The findings presented in the table 4.1 and 4.2 revealed that the teacher of the seventh grade students of SMPN 1 Grogol has employed several kinds of communication strategies that as classified by Celce Murcia, et al.(1995: 28) cited in Fauziati (2010: 173). This is due to the fact

that teacher is teaching students who have just started being introduced into English. The teacher found difficulties to transfer her knowledge to the students.

Students, therefore still have linguistic limitation to understand teacher instructions and explanations. According to bridge the gap between of the teacher desired meaning and the students' limitation, the teacher employ communication strategies.

Among of those strategies used, nonlinguistic signal is the most dominant. It can be facial expression, gestures and body movement. Non linguistic signal is sometimes accompanied by linguistic devices or not, and in here mostly accompanied. In here non linguistic devices used to help students understand the meaning easily and encourage the students to guest teacher instruction, that is why this strategy was chosen. It is also very useful to minimalize the use of Bahasa Indonesia. It is in line with the characteristic of good English teacher from Sanderson (1983) in Fauziati (2010: 183) statement that good English teacher promotes understanding by nonverbal clues.

Then, the teacher also employed translation strategy quite frequent. Even though, the teacher admitted that translation strategy should be considered as the last way and the last choice. It is in line with brown (2001: 45) in Cahyono and Yanuar (2010:

179) that the use of L1 is not prohibited as long as it is not dominant.

In addition, the rest of communication strategies used indicates that teacher employs those strategies to make students understand well what she said about the materials. It is in line with statement from Lynch (1996) in Nurhajati (2015: 10) , it helps students understand what is being said. As the competent speaker (teacher) cannot just talk without paying attention to his/her students' feedback.

V. CONCLUSION

The current research examined the use of communication strategies employed by a teacher in SMPN 1 Grogol. To collect data, teaching and learning process of class 7B is observed. Moreover, interview and questionnaire is also given to reveal the reason behind the use of particular CSs. The observations are coded using Celce Murcia, et al (1995: 28) taxonomy of communication strategies. Results reveal 10 the communication strategies used, they are, approximation, use of all purpose word, non linguistic signals, literal translation, code switching, stalling or time gaining, self rephrasing, meaning negotiation, confirmation requests, and comprehension check. This research also demonstrates that



non linguistic signal is the most dominant compared to other strategies employed.

The reason of using certain communication strategies above is to reach the teaching objectives. To help students' understanding, the teacher use approximation, use all purpose word, stalling and time gaining and non linguistic signals. They were the use of simple and familiar vocabularies, simple sentence, slower speech, clear articulation, more and longer pauses, gestures and facial expression. She also confirmed and checked students' understanding by using comprehension check, meaning negotiation and confirmation request. If the student don't understand, the last choice she uses literal translation.

VI. REFERENCES

- Arikunto, S. 2010. *Prosedure Penelitian Suatu Pendekatan Prektik*. Jakarta. PT. rineka Cipta.
- Bailey, K. 2004. *Practical English Language Teaching PELT Speaking*. New York: English as a Second Language.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching, Fifth Edition*. New York: Pearson Longman.
- Carvantes, A.R and Rodriguez, R.R. 2012. The Use of Communication Strategies in the Beginner EFL Classroom. *Gist Education and*

Learning Research Journal. pp: 111-128

- Celce-Murcia M, Dörnyei Z, Thurrell S. 1995. A pedagogical framework for communicative competence: A Pedagogically motivated model with content specifications. *Issues in Applied Linguistics*. 6 (2): 5-35
- Gass, S. M. and Selinker, L. 2008. *Second Language Acquisition, An Introductory Course, Third Edition*. New York and London: Routledge.
- Hua, T. K. and Nor, N. F. M. 2012. Communication Strategies Among EFL Students – An Examination of Frequency of Use and Types of Strategies Used. *GEMA OnlineTM Journal of Language Studies*. 12 (3): 831 – 848.
- Sugiyono. 2010. *Metode pendekatan Pendidikan*. Jakarta. Alfabeta
- Thornburry, S. 2005. *How to Teach Speaking*. Harlow, England: Longman.