

ARTICLE

**COMMUNICATION STRATEGIES APPLIED BY AN ENGLISH
TUTOR OF AN ENGLISH COURSE AT KAMPUNG INGGRIS PARE**



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Abstract

In Indonesia, English is recognized as a foreign language in communication. That fact makes the English tutor still get difficulty in explaining the material and expressing ideas in English because they are still the learners of second language. Dealing with that problem, they use communication strategies. This study was aimed to identify the communication strategies applied by the tutor and how they were applied. The qualitative research was determined as the approach of the research and the data was taken by conducting participative observation in Speak Up 2 program taught by an English tutor in Mr. Bob English course at Kampung Inggris Pare. The result of data analysis showed that there were 11 communication strategies applied by an English tutor of an English course at Kampung Inggris Pare dealing with the difficulty in expressing ideas using English. They were code switching, use of nonlinguistics means, circumlocution, approximation, foreignizing, literal translation, use of filters and hesitation, appeal for help, word-coinage, message abandonment, and topic avoidance. Based on the finding, it is suggested that the English speaking tutor should improve the mastery of vocabularies related the topic of the material presented and the English rules.

Keywords: communication strategies, speaking, teaching speaking

A. INTRODUCTION

Speaking is an activity to express ideas in spoken form in order to the ideas presented can be understood by the listeners. In the real time, speaking can be difficult to be done because it runs naturally and the speakers should think what they wish to say next. As stated by Nunan (2003: 48), many people feel speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing,

speaking happens in real time: usually the person whom the people are talking to is waiting for them to speak right then. Second, when people speak, they cannot edit and revise what they wish to say, as they can if they are writing.

As one of English skills, speaking requires not only ideas to be spoken but also how to express the ideas. Thornbury (2004: 4) states that speaking represents a real challenge to most language learners. It

is more than just the ability to form grammatically correct sentences and then to pronounce them. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. It means that during speaking activity, the language learners need to learn not only about grammatical and pronunciation but also the management of speaking in the real time.

Seeing the facts of speaking, English tutors often get difficulties in expressing ideas during teaching speaking because they are still the learners of second language. Moreover, in Indonesia, English is recognized as a foreign language. It makes English tutors often get any problems when explaining the material in English. Sometimes, they get stuck on some ideas because they do not know how to explain them or they are lack of vocabularies in certain topics. To overcome the problem of expressing ideas, they can apply communication strategies. Communication strategy is strategy that can be applied to help L2 learners to express or transfer meaning to the listener. As stated by Dornyei (1995: 56), communication strategy is a systematic technique employed by speakers to express his or her meaning when faced with some

difficulty. It can be presented by using their hands, imitating the sound or movement of things, mixing the languages, creating new words, and describing or circumlocuting something they don't know the words". It can be concluded that the English tutors need communication strategies dealing with the problem in expressing meaning.

In addition, the previous study, Tiono and Sylvia (2004: 31) found out that communication strategies can help the anxious speakers to be able to perform well in oral performance since they do their best to be able to give clear message to the listener. It is in line with Khoiriyah (2015: 1) who states that communication strategies are inevitable in oral communication for language learners. These strategies keep speakers flexible, and confident, and make their communication more effective. In summary, communication strategies can help English tutors to explain what they mean and can be applied to overcome the difficulty faced by the tutors in teaching speaking.

Based on preliminary study, the writer found that tutor often got difficulty in expressing the meaning. During teaching-learning process, tutor faced the difficulty as like expressing what he meant into appropriate words and make the students

understand what the tutor was speaking about. Thus, the communication strategies applied by the tutor plays important role dealing with this problem. Related with that fact, the writer conducted this study to identify the communication strategies applied by the tutor and how they were applied. Hence, she is interested to examine communication strategies applied by an English tutor of an English course at Kampung Inggris Pare.

B. RESEARCH METHODS

This research was qualitative research which meant that it was reported in descriptive form rather than numeric data and it was in natural setting. The design of this research adopted case study research. The case study that focused was the depth-description of communication strategies applied by an English tutor in teaching speaking in Mr.Bob English course with the subject of the research was one of English tutors in that course. He had taught speaking program at Mr. Bob English course for 6 years. He also had graduated from Genta English course for diploma 1 and had finished his study in English Literature Department.

This research took place in Mr. Bob English course, one of famous English course in Kampung Inggris. It is located in Asparaga street number 61 Tegalsari, Pare-

Kediri with the time of the research determined from first week of January until the last week of June 2017.

In conducting this research, the writer was the participant observer because she observed the subject of the research and collected the data during teaching-learning process naturally. Her attendance was not known by the subject of the research. She was also involved in teaching learning process held by the subject of the research to get the complete data about communication strategies applied by English tutor in teaching speaking.

The data of the research was taken during teaching learning process for 10 days meetings started from April 10 to 25. The writer directly observed in the classroom using field-note as the instrument of collecting data. It was also supported by video recording as the proof of observation and interview to ensure the communication strategies applied and to ensure the fact which did not appear during observation. Further, the data obtained were analysed into three stages; data reduction, data display, and conclusion drawing. Then, the writer used triangulation to check the validity of the data obtained. There were 2 types of triangulation used; technique triangulation and time triangulation.

C. FINDING AND DISCUSSION

Based on twelve types of communication strategies adopted in Dornyei, the tutor applied 11 types of communication strategies such as code switching, circumlocution, approximation, foreignizing, literal translation, use of filters and hesitation, appeal for help, word-coinage, message abandonment, and topic avoidance, and use of non-linguistics means. From the data obtained, the writer displayed several types of communication strategies applied during teaching learning process based on interesting topics.

The first example:

The code switching strategy appeared when the topic of the meeting was "Talking about Ourselves". It was the first meeting, all of the students in the class should describe about themselves in turn for five minutes. Then, they should give some questions after someone's introduction. One by one of the students introduced themselves until the time belonged to the tutor. He started introducing himself about his general information continued to his life experience. He told not only about his first experience coming to Pare and took courses until he could work in Mr. Bob English Course but also about his life before he became a tutor of this course.

When he told about his life experience, one of male students asked him about his life journey before being a tutor in this course. In responding to his student's question, he got difficulty in expressing the English term. To overcome this problem, he directly switched the language into L1:

Tutor: "Actually I have been in Pare for three years, but I go back home first. I stay at a course for about ten months. After ten months the director asked me to teach there for about three years. I'm studying while working. Then, I continue to STIBA and take a sastra English."

About that utterance, the tutor directly switched the language into L1. He used L1 term 'sastra' as a mean of L2 term 'literature'. It happened because the tutor did not know the English of *sastra*, thus he switched that word into the native language, which is Indonesian. Also since the listeners were all Indonesian, he thought they understood if he applied Indonesian word.

The second example:

Another example found out during observation was the use of nonlinguistics. It appeared when the topic of the meeting was about "Eating Versus Drinking". As a small talk after the tutor opened the program, he asked the students about their weekend experience because that day was a day after weekend. He asked the students

to share about what they had done in weekend one by one. After all of the students finished sharing, the tutor began to tell about his weekend experience. He not only told about his wonderful experience in visiting a beach in Blitar but also about the scenery during the journey. He stated that the journey was really exciting because he could see the nature and rice field cultivation. When he told about a good spot to take picture in the journey, he got difficulty in expressing that idea in English term. To overcome this problem, he used his hands and immediately formed a triangle. He applied that kind of gesture to represent the English word of hill.



Picture 1. Gesture of hill

He used non-linguistics means because he got stuck in the middle of utterance and did not know what to say, thus he used gesture.

The third example:

The other strategy was literal translation which appeared when the topic of the meeting was about “Shocking Question”. In this meeting, the students were provided colorful papers contained of

shocking question which should be answered in three minutes. Every students got a paper with different question. The tutor gave example to the students by choosing a paper with question what you will do if your sarong slip down in the middle of *idul fitri* pray. In answering to this question, he got difficulty in expressing English utterance. Dealing with this problem, he translated word by word from Indonesia into English utterance:

Tutor: “If I become that, I will take the sarong and I go away and I operate my face. I will go abroad to change my face and I will change my identity. That’s make me shy, you know.”

About that utterance, the tutor meant to say “If I am in that situation, I will go away then go abroad to do plastic surgery. I will also make new identity because that is really embarrassing moment’. But, because he got difficulty in expressing ideas in L2 thus, he translated the ideas literally.

The position of this research was different with the previous study conducted by Tiono and Sylvia (2004). The first was about the subject of the research. The subject of the research from the previous study were university students while in this research was an English tutor. The second was about the finding of the research. The finding of the previous study showed that the most types of

communication strategies applied by the students with high communication apprehension level of speaking class were repetition and approximation and the most types of communication strategies applied by the students with low communication apprehension level of speaking class were approximation and use of fillers. While in this research, the tutor used most code switching and use of nonlinguistics means. From those facts, it can be concluded that between students and tutor, they had different types of communication strategies applied because they chose the types of communication strategies which seemed appropriate to them and the level of difficulty faced was different.

D. CONCLUSION

1. Conclusion

Based on the description of data finding, there were 11 communication strategies applied by an English tutor of an English course at Kampung Inggris Pare dealing with the difficulty in expressing ideas using English. Those were code switching, use of nonlinguistics means, foreignizing, use of filters and hesitation, circumlocution, message abandonment, approximation, literal translation, appeal for help, word-coinage, and topic avoidance.

The tutor often used the strategies because he did not know the English term, afraid of having wrong vocabularies, the vocabularies were not familiar, forgot about what he wished to say, and during the nervousness. Moreover, the listeners were most Indonesian thus, he thought it would be fine for them in understanding the intended meaning presented by the tutor.

Based on the result of the study, the communication strategies applied by the tutor were used to overcome the difficulties in expressing ideas using English. Those strategies helped the tutor to perform well in oral communication in order to the intended meaning could be understood by the listener. As the addition, the communication strategies could be applied to accomplish the goal of oral communication.

2. Suggestion

Based on the research finding, it is suggested that the English speaking tutor should improve the mastery of vocabularies related the topic of the material presented and the English rules. In addition, as the tutor, it is essential to enrich the knowledge about English terms and the vocabularies because during teaching learning process the tutor is a facilitator and guidance. Hence, the improvement of vocabularies related the

topic and knowledge are much needed. Moreover, the listeners were not from the same major, thus the unfamiliar vocabularies would appear and the tutor should counterbalance the topic talked about.

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