

## THE PROFILE OF COMMUNICATION STRATEGIES USED BY JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS IN SMPK 1 HARAPAN DENPASAR

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### ABSTRACT

This study aimed at describing Communication Strategies used by Junior High School English teachers in SMPK 1 Harapan Denpasar. It includes kinds of Communication Strategies, the reasons of the use of Communication Strategies and the students perception toward Communication Strategies used by the teachers. The subjects of this study were Junior High School English teachers of the eighth grades of SMPK 1 Harapan Denpasar. The data were collected by using some instruments namely observation sheet, questionnaire and interview guide. The kinds of Communication Strategies were gathered by observing and recording the teacher during teaching and learning process, while the questionnaire was used to investigate the students perception toward the Communication Strategies used by the teachers. The results of this study showed that there were 14 kinds of Communication Strategies used by the teachers. Code switching strategy was the most frequently used by the teachers. It occurred for 35 times in teaching and learning process. The reasons of the teachers used those strategies were to improve the students speaking abilities during teaching and learning process, and made them understood the material. The data also showed that the teachers got positive perception from their students in applying Communication Strategies during teaching and learning process.

Key words: Communication strategies, english teacher, teaching and learning process.

### ABSTRAK

*Kajian ini bertujuan untuk menjelaskan strategi komunikasi yang digunakan oleh guru-guru SMP bahasa Inggris di SMPK 1 Harapan Denpasar. Ini termasuk jenis strategi komunikasi. Alasan menggunakan strategi komunikasi yaitu untuk mengarahkan peserta didik ke arah strategi komunikasi yang digunakan oleh para guru. Subyek penelitian ini adalah guru-guru bahasa Inggris kelas VIII B SMPK 1 Harapan Denpasar. Data yang dikumpulkan dengan menggunakan beberapa instrumen yaitu pengamatan, lembar kuesioner dan wawancara. Jenis strategi komunikasi ini dilakukan dengan cara mengamati dan merekam kegiatan para guru selama kegiatan belajar mengajar, sementara kuesioner tersebut digunakan untuk melakukan penelitian kepada peserta didik ke arah strategi komunikasi yang digunakan oleh para guru. Hasil penelitian ini menunjukkan bahwa ada 14 jenis strategi komunikasi yang digunakan oleh para guru. Strategi alih kode adalah strategi yang paling sering digunakan oleh para guru. Itu terjadi pada 35 kali pada kegiatan belajar mengajar. Alasan para guru menggunakan strategi komunikasi ini adalah untuk meningkatkan kemampuan para peserta didik selama berbicara*

*bahasa Inggris, mengetahui kegiatan mereka selama belajar mengajar, dan guru tersebut mampu membuat mereka untuk memahami materi tersebut. Data tersebut juga menunjukkan bahwa para guru mendapatkan persepsi yang positif dari para peserta didik mereka dalam menerapkan strategi komunikasi pada kegiatan belajar mengajar.*

*Kata kunci: Strategi komunikasi, guru bahasa inggris dan kegiatan belajar mengajar.*

## I. INTRODUCTION

Learning is a process of gaining knowledge, exploring and sharing it to others. For learners, learning is more than process of absorption of facts, but it is continuously developing as thinking, feeling and changing their behaviour (Scarino & Liddicoat, 2009). It also lets the students learn some information and communicate it through a conversation in the target language. The main objective of learning is to allow a learner to communicate orally and effectively. In relation with this, communication takes important role in the learning process. Communication is a process in which a message is sent from senders to receivers. In language learning, students communicate with their teacher and also their friends in order to get a new knowledge or some information. The teacher could share his knowledge and ideas to the students by applying some teaching strategies. Besides that, by having communication, the teacher could know the difficulties and problems that are faced by the students in the teaching and learning process. Therefore, by knowing the students problems and difficulties, the teacher will use the appropriate teaching strategies to help the students solve their problems.

Based on the observation, the researcher found that the teacher in SMPK 1 Harapan Denpasar had a good motivation in teaching and building students desire in learning process. The teacher was trying to be a good English teacher. It could be seen when she explained about the material, there were some students who did not pay attention and

did not understand with her explanation, she changed her way in explaining the materials to the students. For example, by giving them some questions related to the material or asking them to tell what they have learned from teacher's explanation. The students in the learning process, especially in learning English as a foreign language, they usually faced some problems. Most of them thought that English is a hard subject, they lost their motivation and had low interest in studying. They also usually ignored their teacher's explanation. It caused that they did not understand with the topic and had low achievement in foreign language communication. Moreover, most students felt ashamed when the teacher asked them to communicate using English. Sometimes, when the teacher asks them some questions using English, they just kept silent and did not answer the teacher's question. It was because they did not understand with the utterances that is uttered by their teacher or they would feel embarrassed if the answer was wrong and did not have relation with the teacher's question. Therefore, they pretended to keep silent in order to avoid their misunderstanding in the communication.

By looking at the students condition in teaching and learning process, it was hard for the teacher to teach the students and deliver her knowledge to them. It made the teacher could not use full English to communicate and explain the topic to the students. Sometimes, the teacher had to translate some words from English to

*Bahasa Indonesia* in order to make the students understood with the topic.

Regarding at the phenomena above, it is important for the teacher to update her teaching style and applying some strategies in the teaching and learning process. According to Brown (2000) style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. It is general characteristics of intellectual functioning and personality type that pertain to the teacher as someone who gives knowledge and information to the students. It also differentiates someone from someone else. Meanwhile strategies are specific method for approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

In addition, language learning styles and strategies become the most important variables influencing performance in a second language learning. Teachers could help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. By applying some strategies it is hoped that the teacher could encourages the students motivation in learning, especially learning English as a foreign language. Communication Strategies could be defined as strategy for solving someone's problem in reaching the purpose of communication. Besides that, it known as the strategies that are used by Foreign Language Learners (EFL) to overcome the communication breakdowns especially in teaching and learning process. Moreover, students use communication strategies when there is a problem to convey their ideas and thoughts in the second language (L2). It happens when the students could not select or use the appropriate words, idioms, structures, and phrases. They face

difficulties to communicate their thoughts in foreign language (FL), it is because they lack of communication competence. These strategies will help the speakers to reduce or remove their difficulties while transferring their thoughts and ideas to the others. It also supported by Canale (1983) which stated that communication strategies are helpful tools for both native speakers and foreign language learners to compensate for insufficient competence.

Considering that Communication Strategies could help the students in communication and also the teacher in the learning process, the researcher was interested to investigate and describe the profile of Communication Strategies used by Junior High School English teachers in SMPK 1 Harapan Denpasar. Here, the profile covers the kinds of communication strategies and how it is used by Junior High School English teachers, the reasons in using those strategies and also the students perception toward the communication strategies used by Junior High School English teachers in teaching and learning process.

## II. MATERIALS AND METHODS

This research was descriptive qualitative research. It concerned on the analysis of the relationships between non-manipulated variables and the development of generalizations (Riduwan, 2008). This research was aimed at investigating the kinds of communication strategies used by Junior High School English teachers in teaching and learning process which deals with interaction among students in particular situation.

The subjects of this study were Junior High School English teachers who teach English in the eighth grades students of SMPK 1 Harapan Denpasar. The writer took class VIII B that consisted of 44 students in this class. 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 teachers in the teaching and learning process.

The object of this study was Communication Strategies. According to Faerch and Kasper (1983) in Brown 2000, it is as potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal. This research used some instruments as a tool for collecting the data. They were observation sheet, questionnaire for teacher and students, and interview guide as a guidance to conduct an interview. The purpose of verifying the data is to check the validity and the reliability of the data by using various methods of collecting or verifying the data. One way that is used in varying the data by using Triangulation. Triangulation is broadly defined as synthesis and integration of data from multiple source through collection, examination, comparison, and interpretation (Gillman, 2007). Data triangulation is a process of comparing and rechecking the reliability of the information gathered on different occasion which involve different devices. In this study, the researcher conducted data validation by checking the research results obtained through observations and a questionnaire by conducting interviews with the teachers.

### III. DISCUSSION

The findings of this study showed that there were 14 types of Communication Strategies used by Junior High School English teachers. The researcher got the data by observing three English teachers in teaching and learning process. The researcher recorded the English teachers for two times during teaching and learning process. In this case, the researcher used an observation sheet in order to check types of Communication Strategies occurred in learning process. The observation sheet of Communication Strategies consisted of 32 statements with its indicators. Those statements based on Dornyei and Scott (1997) theory of Communication Strategies. All of them were written in English, and had been judged by two expert judges. Besides that, the researcher also gave the questionnaire for each English teacher in order to compare and recheck the result of the Communication Strategies used by the teacher through observation. The questionnaire also consisted of 32 statements and the researcher gave the same questionnaire for each English teachers. The table below will show the result of Communication Strategies used by the English teachers in the teaching and learning process.

Table 1.  
The result of Communication Strategies used by Junior High School English teachers.

Types of Communication Strategies	Dimension	1	2	3
Direct strategies	Message Replacement	√	√	—
	Literal translation	√	√	√
	Code Switching	√	√	√
	Retrieval	√	—	—
	Non-linguistic signals / Mime	√	—	√

	Self-rephrasing	√	–	√
	Self-repair	√	√	√
Indirect Strategy	Use of fillers or time-gaining	√	√	√
Interactional Strategy	Comprehension check	√	√	√
	Asking for repetition	√	√	√
	Asking for confirmation	√	√	√
	Guessing	–	–	√
	Interpretive summary	√	–	–
	Responses	√	√	–

The table above showed that the Communication Strategies used by English teachers were varied. From the transcriptions of the data, the researcher found some utterances that indicated the types of Communication Strategies. From 32 types of Communication Strategies, the teachers only used 14 types in teaching and learning process. There were 7 direct strategies, namely message replacement, literal translation, code switching, retrieval, non-linguistic signals, self-rephrasing and self-repair. Furthermore, there was only 1 strategy of the indirect strategy used by the teachers, namely used fillers or time-gaining. For the interactional strategy, the teachers used 6 strategies, namely comprehension check, asking for repetition, asking for confirmation, guessing, interpretive summary and responses.

In addition, by doing observation for two times, the researcher found that teacher 1 used 7 strategies in direct strategies. It means she used all strategies in the direct strategy. Those strategy namely message replacement, literal translation, code switching, retrieval, non-linguistic signals or mime, self-rephrasing and self-repair. Moreover, in the indirect strategy, teacher only employed one strategy, namely use of fillers or time-gaining. Furthermore, in the interactional strategy, teacher 1 used 5 strategies namely comprehension check,

asking for repetition, asking for confirmation, interpretive summary and responses.

Teacher 2 employed 4 strategies in the direct strategies. Those strategies were message replacement, literal translation, code switching, and self-repair. Teacher 2 also used fillers or time gaining in the indirect strategy. Then, there were 4 strategies used by the teacher 2 in the interactional strategy, namely comprehension check, asking for repetition, asking for confirmation and responses. teacher 3 used 5 direct strategies. Those strategies were literal translation, code switching, non-linguistics signals, self-rephrasing, and self-repair. There was also 1 strategy used in the indirect strategy which was using of fillers or time gaining. In the interactional strategy, teacher 3 employed 4 strategies. Those strategies were comprehension check, asking for repetition, asking for confirmation and the last was guessing. The most types that used by all English teachers in teaching and learning process was code switching.

The second finding was about investigated the reasons of the English teachers used Communication Strategies in teaching and learning process. In order to get the data, the researcher interviewed the teachers. The researcher asked some questions based on the interviewed guide

which consisted of 32 questions. The questions related to the Communication Strategies theory proposed by Dornyei and Scott (1997).

The first Communication Strategies used by the teachers in the direct strategies was message replacement. There were two English teachers used message replacement in teaching and learning process. They were teacher 1 and teacher 2. The reasons of the teacher 1 used message replacement because the teacher felt confuse how to express some words in English to continue the utterance. Sometimes, if the teacher nervous in explaining the concept, she will replace her message. Meanwhile, teacher 2 had different reason with teacher 1. The reason of teacher 2 used this strategy because the teacher wanted the students to understand quicker about the concept being explained. The second strategy used by the teacher in direct strategy was literal translation. This strategy used by all English teachers during teaching and learning process. All teachers used this strategy in order to make the students more understand with the concept or teacher's explanation. By translating the words, the students could get the meaning clearly.

The third strategy was Code switching. This strategy also used by all English teachers. Each teacher had different reason in using this strategy. The reason of teacher 1 used this strategy because she did not know how to say the word in English or she never heard that word in English before. Therefore, she used code switching in the learning process. Teacher 2 used this strategy because there were some students did not understand some words in English. It made the teacher used code switching. Meanwhile, teacher 3 said that by using code switching, it would make the students easy to catch up the meaning that uttered by the teacher.

The fourth strategy used by the English teachers was retrieval. There was only

Teacher 1 employed this strategy in teaching and learning process. The reason of the teacher used this strategy because the teacher wanted to find the appropriate or the correct word or sentence to complete the utterance during explain the concept. Besides that, the teacher thought by saying the correct form, the students will get the right concept and used it correctly for further education.

The fifth strategy was Non-linguistic signals or mime. This strategy used by teacher 1 and teacher 3. Teacher 1 used this strategy because it helped the teacher to make the students easier to understand what the teacher's mean. Meanwhile, the reason of teacher 3 employed this strategy because it made the students pay attention to the teacher's explanation. By using gesture or mime, the teacher could attract the students attention.

The sixth direct strategy was self-rephrasing. It also used by teacher 1 and teacher 3. The reasons of the two English teachers in using this strategy were quite similar. Teacher 1 said self-rephrasing used to make a sure that what the teacher caught was same with the students intention. Besides that, the reason of teacher 3 employed this strategy was to make the other students especially the low students level to understand clearly with the concept. Therefore, it was important to have self-rephrasing during learning process.

The last strategy in the direct strategy used by the teacher was self-repair. This strategy used by all English teachers in teaching and learning process. The English teacher had the same reason in using this strategy. Teacher 1 used this strategy in order to make the students know the correct one. Meanwhile, teacher 2 and teacher 3 had quite similar reason with teacher 1 in using this strategy in order to give the students the correct concept and avoid misunderstanding. The use of self-repair was important in

teaching and learning process. The teacher used this strategy in order to make self-initiated correction in one's own speech. Therefore, the students will use the correct word, form, structure or concept for their further education.

In the indirect strategy, there was only one strategy used by all English teachers in teaching and learning process. It was using fillers or time-gaining. Based on the table above, there were two teachers had same reasons in using this strategy. They were teacher 1 and teacher 3. They used this strategy because they still thought about the appropriate word that they will used to continue the utterance. Meanwhile, different reason came from teacher 2. The teacher used this strategy because of her habitual in teaching the students. When she did not know how to express something in English, she used pause fillers and needed time to think. Furthermore, in the interactional strategy, there were 6 strategies used by the teachers, namely comprehension check, asking for repetition, asking for confirmation, guessing, interpretive summary, and responses. The first strategy was comprehension check. In this research, all teachers used this strategy in teaching and learning process. Some teacher said the same reason in using this strategy. The reason of teacher 1 employed this strategy because the teacher wanted to know the students understanding of the concept. Besides that, teacher 2 and teacher 3 had the same reasons in using this strategy. They used it in order to check students comprehension.

The second strategy was asking for repetition. Based on the result of the table above, all teachers used this strategy in the learning process. There were two reasons in using this strategy. Teacher 1 and teacher 2 had the same reasons employed this strategy. They used it in order to understand clearly the students question or intention.

Therefore, the teachers could give the right answer or response. Teacher 3 had almost similar reason with two teachers. The reason of teacher 3 used this strategy in order to get the students message clearly.

The third strategy in interactional strategy was asking for confirmation. All English teachers also used this strategy. Teacher 1 employed this strategy because the teacher wanted the students know that she heard their opinion or answers. Besides that, teacher 2 and teacher 3 had the same reason was to confirm about what the teacher thought was same with students intention. Moreover, the fourth strategy was guessing. There was only teacher 3 employed this strategy in teaching and learning process. The teacher used this strategy in order to make the students become active and guess some word correctly. The fifth strategy was interpretive summary. There was only teacher 1 employed this strategy in teaching and learning process because the teacher wanted the students to know the content of the lesson. Meanwhile, the other reasons in using this strategy is to make the students remember and more understand with the lesson.

The last strategy of interactional strategy was responses. There were two teachers used this strategy. They were teacher 1 and teacher 2. The two teachers stated the same reason. They two teachers employed this strategy based on the situation. At that time, when a student did a story telling in front of the class, the other students did not ready yet. Therefore, the teacher employed this strategy to ask the student to speak slowly and repeat their story from the beginning in order to make the other students understand with the story. Besides that, the students could said the clear and correct pronunciation in doing a story telling.

The third finding was about the students perception toward the Communication

Strategies used by Junior High School English teachers in teaching and learning process. Here, the researcher distributed the questionnaires for the students. The researcher distributed the same questionnaires for each class. The questionnaires consisted of 15 statements that should be completed by the students based on their own views. The statements were constructed based on Schiffman theory of perception in Sukmana (2003).

The result showed that the students in class VIII B had positive perception toward the Communication Strategies that used by teacher 1 in teaching and learning process. Since they felt happy and liked the Communication Strategies used by the teacher in teaching and learning process could improve students speaking ability. They were happy when the teacher explained the topic by using two languages because it could make the students more understand with the topic. Since the student felt happy when the teacher helped them to solve problem and offered some games to attract their attention. This study were described and discussed about the kinds of Communication Strategies used by the English teachers in teaching and learning process, the researcher used theory of Communication Strategies proposed by Dornyei and Scott (1997).

Three types came from direct strategies, namely: literal translation, code switching and self-repair. Dornyei and Scott (1997) defined literal translation was translating literally lexical item, an idiom, a compound word or structures from L1 or L3 to L2. The result of the questionnaire said that teacher 1 most often translated lexical item, an idiom, a compound word or structure from native language. Meanwhile, teacher 2 said that she was often translated it from native language, and Teacher 3 said that she used literal translation most often in the teaching and learning process.

The other same strategies used by all teachers was code switching. The result showed that code switching was the most frequently used by the teachers in the teaching and learning process. The results of the questionnaire showed that teacher 1 and 3 often used L1 and pronounce it in L1, if she did not know how to say some words in English. Teacher 2 said that she sometimes used code switching in the teaching and learning process. Furthermore, self-repair was a part of direct Communication Strategies that used by all teachers in the teaching and learning process.

## VI. CONCLUSION

There were 14 kinds Communication strategies used by all English teachers in teaching and learning process in SMPK 1 Harapan Denpasar. From 14 Communication Strategies used by the teachers, teacher 1 used 13 kinds of communication strategies, teacher 2 employed 9 Communication Strategies in teaching and learning process and teacher 3 only employed 10 strategies. It made each strategy only had 1 until 2 reasons. The students perception toward the use of Communication strategies is good. English teacher have good perception from the students in using communication strategies. However, there were only few students had different perception of the use of communication strategies in the teaching and learning process. It was because the students condition and classroom situation. Overall, most of the students were happy and like the communication strategies that applied by the teacher in teaching and learning process. There were some suggestions that could be proposed in this research, as follows:

- 1) For the English teacher, it is recommended to plan their communication strategies to establish



more effective learning process. Since this strategies offers some strategies in order to improve the students speaking abilities and also their motivation in learning English.

- 2) For the school, knowing communication strategies as the helpful strategy for the teacher especially English teacher in conducting teaching and learning process, the school may need to implement peer-teaching for better reflection on Communication strategy use to support teaching and learning process. For example the facilities of the classroom should support the teaching and learning process. Such as, the use of LCD or notebook, and some books. It will make the teachers easier to explain or deliver the concept to the students.
- 3) For the further research, it is suggested that the other researcher to conduct more elaborate study on the use of Communication strategy in the teaching and learning process in

different contexts or subjects and procedure more comprehensive empirical evidence of the Communication strategy profile.

The result of this study have implications in the field of Education of English Foreign Language (EFL) learning process, especially for the teachers. The teachers could shares their teaching experiences with the strategies used to their fellow teachers through a teacher group discussion (MGMP).

Therefore, the other teachers could be made aware of the kinds and the importance of Communication strategies in teaching and learning process or in L2 communication. This study is expected that the Junior High School English teachers could implement the Communication Strategies in teaching and learning process.

These strategies could be used by all teachers in the different subject and level. Since, it offers some strategies that could be used by the teachers as the strategy and reflection in teaching their students.

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