



Communication Strategies Used by English Lecturer in EFL Classroom Interaction Second Semester at STKIP Taman Siswa Bima

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Article Info	Abstract
Article History Received: 2023-05-22 Revised: 2023-06-15 Published: 2023-07-01 Keywords: <i>Communication Strategies; Classroom Interaction English; Public Speaking.</i>	<p>This research was aimed to find out the kinds of communication strategies which are used by the lecturers and to find out how the lecturers used communication strategies in communicating with their students in teaching speaking subject at English Department of STKIP Taman Siswa Bima. This research applied descriptive qualitative method, more specifically classroom discourse analysis. The data were collected from the observation by audio recorder during one meeting from two lecturers at English Department of Muhammadiyah University of Makassar, in order to find out what are the kinds of communication strategies are used by the lecturers and the ways lecturers used communication strategies in communication with their students. The result of this research showed that there were three communication strategies which were appeared when the lecturers communicating with their students during the teaching activity, they were achievement or compensatory strategies, stalling or time gaining strategies and the last was interactional strategies. The lecturers use L1 so that students more easily understand what was conveyed by the lecturers when students experience difficulties in L2. This is due to the fact that students still have less knowledge of English and the lecturers adapted to the situation by following them using much L1 in order to make them easier to learn English.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-05-22 Direvisi: 2023-06-15 Dipublikasi: 2023-07-01 Kata kunci: <i>Strategi Komunikasi; Interaksi Kelas Bahasa Inggris; Public Speaking.</i>	<p>Penelitian ini bertujuan untuk mengetahui jenis strategi komunikasi yang digunakan oleh dosen dan untuk mengetahui bagaimana dosen menggunakan strategi komunikasi dalam berkomunikasi dengan siswa mereka ketika mengajar mata pelajaran Speaking di Jurusan Bahasa Inggris, STKIP Taman Siswa Bima. Penelitian ini menggunakan metode deskriptif kualitatif, lebih khusus analisis wacana kelas. Data dikumpulkan dari pengamatan dengan menggunakan perekam audio selama satu pertemuan dari dua dosen di Jurusan Bahasa Inggris STKIP Taman Siswa Bima, untuk mengetahui jenis strategi komunikasi apa yang digunakan oleh dosen dan cara dosen menggunakan strategi komunikasi ketika berkomunikasi dengan siswa mereka. Hasil penelitian ini menunjukkan bahwa ada tiga jenis strategi komunikasi yang muncul ketika dosen berkomunikasi dengan mahasiswa mereka selama kegiatan mengajar, mereka adalah strategi pencapaian atau kompensasi, strategi mengulur waktu atau memperoleh waktu dan yang terakhir adalah strategi interaksional. Para dosen menggunakan L1 sehingga mahasiswa lebih mudah memahami apa yang disampaikan oleh dosen ketika mahasiswa mengalami kesulitan di L2. Hal ini disebabkan fakta bahwa mahasiswa masih kurang memiliki pengetahuan bahasa Inggris dan dosen beradaptasi dengan situasi dengan mengikuti mereka menggunakan banyak L1 untuk membuat mereka lebih mudah untuk belajar bahasa Inggris.</p>

I. INTRODUCTION

Communication strategies is important thing in human life. Everybody use communication as a tool for social interaction or anything with the others. Communication process will run well if sender and receiver understands each other about the message and communication can be done in both write and spoken forms. When people communicate in spoken form, language is definitely used a means of communication. Language is known as a system of arbitrary conventionalized vocal written or gestural

symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000). It means that in oral communication, language takes the most important part as a system to understand the message. To deliver the message, the speaker should be able to use the language correctly and accurately. Therefore, the language needs to be learned in many ways.

Communication strategy is one of the components of communicative competence that relates to the way both speaker and interlocutor

maintain and sustain communication. Tarone (2013: 65) gives the definition of communication strategies that emphasize on the communication between the interlocutors and the speakers," It is a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared. "Communication strategies are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding. Base on Taroneas quoted by Bialystok, communication strategies are classified into five parts, they are: Avoidance, Paraphrase, Conscious Transfer, Appeal for Assistance, and Mime.

The use of communication strategies can make either lecture and students are able to speak in English smoothly. Unfortunately, in education field they are not provided with the rich input they need to move forward in their acquisition of English for speaking. For the lecturer, he has to learn more about communication strategies outside the classroom. She has to be a good model for her students in speaking English. Teacher should also make a communicative classroom that provides the learners to communicate one another and serve to develop speaking skills. English For Learning (ELF) is an activity that is done by the lecturer and students to study English Language, in the process of ELF there is a series of actions between the lecturer and their students, and the most common role played by the lecturer in the classroom is to teach knowledge to students and speaking is one of the main aspects in English Language. Speaking is a way to share our ideas, feeling, thoughts, and opinion to give information to others. In learning

English language, speaking is one of the skill that need to be mastered by students because, if students" speaking still lower students can't have a good communication. In the learning process especially learning speaking, communication strategies are one of the important things to have by the lecturer when they want to present the materials to the students. When person is able to anticipate such a communication problem, they may overcome it by avoiding communication or modifying what he intends to say. If the problem arises while the people are already engaged in speaking, they may try to find an alternative way of getting the meaning across. The ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistic resources are known as communication strategies (CS). According to

Littlemore (2006), people take some ways in order to enhance the effectiveness of their communication known as communicative strategies.

Every lecturer have different strategies communication for make the students not confuse the material, so the lecturer have the communication strategies for how the students didn't confuse the material. The researcher is because not all students understand the all material when the lecturer explain in learn intermediate speaking the lecturer have the communication strategies to make they students understand their explain

II. METHOD

This research used BY descriptive qualitative as a method of the research because in this research the observer collect the data, make an analysis, and make a conclusion. Qualitative research is use to examine the condition of objects that nature (Sugiyono: 2010). This research is not statistic procedure, not using the formula and not manipulation data, but this research was analyzed based on phenomena, real and concrete happen in the classroom. This method used in order to discover, identify, analyze, and describe the communication strategies use by the lecturer in teaching speaking subject at second semester of English education program at STKIP Taman Siswa Bima The researcher conducted the research at the second semester students of English Education Program at STKIP Taman Siswa Bima. There were 27 students which consist of 18 female, 9 male and a lecturer. The procedure of collecting data in this research as follows:

1. Observation

In this technique the researcher do the observation directly in the classroom.

2. Take the video and recording

In this technique the researcher will take the video directly in the classroom.

3. Interview

a) Interview students is the additional data to gain make a clear information about the impact of communication strategies for students

b) Interview lecturers wanted to know and classify kind of communication strategies used by the lecturers in EFL Classroom. In this technique the researcher will use open interview to the students which is consist of 5 questions by observation, besides that the researcher will also do the interview with the English lecturers to give the additional data about the kinds of commu-

nication strategies in EFL Classroom that consist of 5 by observation sheet questions. Technique of data analysis are Transcribing, Classifying, Analysis and concluding

III. RESULT AND DISCUSSION

The researcher findout the are three communication strategy use the lecturer in teach classroom interaction. The research was comducted in stkip taman siswa bima with the research title communication startegies usd by lecturer in teaching subject at English department of STKIP Taman Siswa Bima. Base on the formulation of the problem, there are three types of communication strategies used by the lecturers, namely achievement or compensatory strategy, stailing or time gaining strategy and interactional strategy used by lecturers to teach in classroom interaction.

Tabel 1. Model of communication strategies

Model of communication strategies		
Communication strategies	Avoidance strategies	1. Message replacement 2. Topic avoidance\ 3. Message abadoment
	Achievement or compensatory	1. Code switching or language switching 2. Foreignizing 3. literal translation 4. Nonverbal signals 5. Word coinage 6. Restructuring 7. Circumlocution
	Stailing or time gaining	1. Fillers, hesitation devices and gambits 2. Self and other repletion
	Self-monitoring strategies	1. Self initiated repair 2. Self rephrsing
	Iterationl strategies	1. Appeals for help 2. Meaning negotiation

Base on the formulation of the problem, there are three types of communication strategies used by the lecturers, namely achievement or compensatory strategy, stailing or time gaining strategy and interactional strategy used by lecturers to teach in classroom interaction.

1. The kinds of communication strategies use by the lecturers in communicating with their students in teaching speaking subject at English Department of STKIP Taman Siswa Bima.

There were three of five kinds of communications strategies appear are only achievement or compensatory strategy, stalling or time gaining strategy and the last is interactional strategy.

a) Achievement or Compensatory Strategy

Achievement or compensatory strategies are behavioral strategies or environmental modifications designed to by pass persistent impairment in attention, memory, executive-function, and other cognitive skills as a means to achieve desired goals Two of seven categories of strategic competence in achievement or compensatory strategies appear in teaching process in the classroom there are:

1) Code Switching or Language Switching

Code-switching may happen in non-native speaker, when they speak in target language (English), they sometimes mix their L1. It could happened without their consciousness or it is their willingness to avoid conversation breakdown. In this studied the lecturers and their students,, first language (L1) in Bahasa Indonesia. English is learned as their second language (L2). Based on the observation during teaching activity, the researcher found that the lecturers used this strategy in the classroom.

2) Nonverbal Signals

Nonverbal signals is the process of sending and receiving messages without using words, either spoken or written. Also called manual language through a nonverbal platform such as eye contact, facial expressions, gestures and posture. Some expert state that most people trust forms of nonverbal communication over verbal communication. Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they want to confirms what they want to say. In this study there are some nonverbal signals found in the conversation during the teaching process in the classroom.

b) Stalling or Time Gaining Strategy

Stalling or time gaining strategy is the strategy which speaker employs to make use of given time maximally by employing fillers or hesitation device to fill pauses and to gain time to think the ideas they were going to express. This strategy are often used when speaker needs more time to convey the message. Based on the observation during teaching activity, the researcher found that the lecturers used this strategy

in the classroom especially gambits, fillers, and hesitation devices strategy.

c) Interactional Strategy

The interactional strategy is a way to cooperate with others to know the understanding or appealing for help. It involves other participant to support, because without any other participant, this strategy cannot be done. The strategy is divided by two, appeals for help and meaning negotiation. Based on the observation during teaching activity, in the data there is no appeals for help appears.

Meaning Negotiation It is called a strategy which is used by speaker in conveying the meanings to other participants during the conversation. It can be presented as request, expression of non-understanding and interpretive summary. According to the data based on the observation during teaching activity, the researcher find that there is expression of non-understanding in form of word and how to pronounce it.

2. The ways the lecturers use communication strategies in communicating with their students in teaching speaking subject at English Department of STKIP Taman Siswa Bima

The researcher had observed 2 lecturers in the third semester in speaking subject at English Department of STKIP Taman Siswa Bima. The findings of the ways the lecturers used communication strategy in communicating with their students in the classroom discussed in this section. The researcher got the data about communications strategies used by the lecturers from the observation by the

a) Achievement or Compensatory Strategy

Audio recorder and research notes in teaching activities in the classroom. By using this strategy, the lecturers tries to keep the original communicative goal by compensates for insufficient means or makes an effort to retrieve the required items. Two of seven categories of strategic competence in achievement or compensatory strategies appear in teaching process in the classroom. Those strategies are code switching and nonverbal signals.

b) Code Switching (Extract 1)

1) Lecturer A

*L : Okay, you know in teaching like a tenses ya... we talking about tenses if you focus on grammar focus, **ini namanya** grammar focus (while pointing at the blackboard) of course this is the formula, that's why in English **ada yang mengatakan** "which one you want to choose grammar or speaking" and when you teach the students in speaking skill, you not do like this. Because their main set you say it's difficult so many rules there. **Nah** but in this competence **ini pengenallannya ini** (while pointing at the blackboard). **Terus terang saya mewajibkan ini** (while pointing at the blackboard) **untuk kalian. Kenapa? Karena kita lebih fokus pada bilingual, tapi bentuk paling familiar nanti** if you want to teach don't do this.*

Ss : (Pay attention to the lecturers)

*L : But for **this** situation **ini saja, kenapa? Karena saya mau mengingatkan kalian bahwa ini ada rumusnya dan harus ada grammarnya.***

2) Lecturer B

*L : I can speak well ya.. **karena saya** canker sores. I can speak well **saya lagi sariawan, jadi** the first group for, who is the first group?*

Ss : (The first group is getting ready to present the materials)

Extract (1) inferred that Bahasa Indonesia (L1) still affect them in having conversation in English even in English class which is nota bene dominated by English. The use of L1 items is dominant here, they use these strategy to avoid breakdowns in the conversation when they want to emphasize what they say and what they want to say by using L1 so that students more easily understand what is conveyed by them when students experience difficulties in items L2.

c) Nonverbal Signals (Extract 2)

Nonverbal signals is the process of sending and receiving messages without using words, either spoken or written. Also

called manual language through a non-verbal platform such as eye contact, facial expressions, gestures and posture. Some expert state that most people trust forms of nonverbal communication over verbal communication. Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they want to confirms what they want to say. There are some nonverbal signals found in the conversation during the teaching process in the classroom and the example below is utterances which contain the strategy found in the conversation during the teaching process in the classroom.

1) Lecturer A

L : Yeah? sorry! (while looking at one of the students) Maksudnya itu apa?

S : Hehe... dalam bahasa indonesianya sir huruf hidup (while smiling)

L : (Shaking his head to say no) it's consonant and...

Ss : Vowel... (chorusing)

2) Lecturer B

L : Have you explain? (The lecturer shaking her hands with a signal to tell the students how to mix kue-kue with the seasonings so that they are evenly mixed.)

S : Like this mam! The first put tela-tela and the seasoning in the jar and then closed then to shake for 2 to 3 minutes. (the student explained how to mix tela-tela and the seasoning)

In the extract above, lecturer A intends to tell his students the word "no" by shaking his head and the students understand what is meant by the lecturers. Lecturer B "shaking her hands" with a signal to tell the students how to mix tela-tela with the seasonings and student ts understand what is meant by the lecturer and the students immediately tell how to mix it. The discussion of this research deals with the interpretation of the findings derived from the data and the researcher"s notes during the interaction or the conversation of teaching and learning process, it also deals with of the findings in the documentation research instrument about communication strategies. In this discus-

sion part, the main points are communication strategies used by the lecturers and the way the lecturers used communication strategies in teaching speaking subject at English Department of STKIP Taman Siswa Bima.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous section, the conclusions are there are Achievement or Compensatory Strategies specially Code-switching or Language Switching and Nonverbal Signals, Stalling or Time Gaining Strategies especially Using Fillers, Gambits, and Hesitation Devices, and then the last strategies used by the lecturers is Interactional Strategies specially Meaning Negotiation. The strategy which was not found in the transcription is Avoidance Strategies and Self-monitoring Strategies. The lecturers use of L1 so that students more easily understand what is conveyed by the lecturers when students experience difficulties in L2, the lecturers applied nonverbal signals means during the teaching and learning process in order to help the students could catch the intended message from the lecturers by using hand, head and facial expression the lecturers tried to send the message for their students

B. Suggestion

Based on the conclusions that have been put above, the following implication and recommendation for further related research are suggested by the researcher.

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