CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion of types of communication strategies used by lecturers in Intensive English Program (IEP) and the affecting factors they use it.

A. Research Finding

1. Types of Communication Strategies Used

The result of observation that was conducted in Intensive English Program classes was the sources to answer the first research question. Observation was conducted twice in each class. From the observations that had been conducted, the researcher found that there were only four types of communication strategies that were used in the class.

Types of communication strategies, which were used by the lecturers of IEP were; *paraphrase*, *transfer*, *avoidance* and *mime*. However the researcher did not find that the lecturers used appeal for assistance in their teaching. The result of the data presented below.

Table 4.1 Types of Communication strategies Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			strategies
A	21st October	Ss : Sir, reni is getting sick.	Paraphrase
	2015	L : Sorry?	

	C TT 1.1.1	
	Ss : Here is the letter.	
	L : Oh, she Just sends me a letter	
	L : With some consideration and I	
	can consider what	
	consideration. And your	
	consideration is able to be	
	consider by me and it's	
	appropriate to send me	
	message. Just send me a	
	message if you don't attend the	
	class.	
22 nd	L: In the last meeting we talked	Paraphrase
October	about constructing what?	1
2015	S : (silent)	
	L : Yaa we talked about	
	constructing continues tense	
	L : What is the dependent of the	Paraphrase
	continues construction?	Tarapinase
	S: to be + V.ing	
	2	
	8	
	the next question, what makes	
	this construction named, what	
	named continues construction	
	mmm perfect construction.	
	What makes continues	
	construction? What makes the	
	different?	
	L : ya, do not ignore this, what's	Transfer
	the meaning ignore?	
	S : Mengabaikan	
	L : Mengabaikan. Do not ignore	
	time signal because this makes	
	you sentence more beautiful.	
	For example, I am singing a	
	song, when?	
	L : He was handsome. Yesterday,	Avoidance
	I met a boy, he was handsome.	11, 01001100
	Itu kan tepat yaa, lampau.	
	Walaupun ga ditunjukkan kalo	
	misalnya I met a boy, he was	
	•	
	, <u> </u>	
	menunjukkan waktunya. Itu	

		ditunjukkan dari apa? Bentuknya atau formnya. Ini belum diubah ke bentuk negative dan introgative. Masak ditunjukkan satu- satu, kan ga ya. Ini Cuma pancingan yaa It's the hook, what is the hook? Kail. Ss: Kail L: So, I give you the hook not the fish. If I give you the hook. What? I only give you a typer summation. What is the meaning of type of resuming. If I give you the hook, you can fish by your own. Apa artinya? Pancingan. Ok let's take a look at the book. Ayo kita buka bukunya yaa. You must be happy because you get a new book. So, here there is a word religious. What is the meaning of religious? Ss: Hmm L: Poisonous. Jadi almost that term indicating adjective. Poison Poisonous, Religion Religious. Religion is agamanya but religious is orangnya. You are so religious, kamu agamis banget.	Transfer
		He use <u>koko</u> , he wears <u>koko</u> , he wears cap, he wears white White apa? What is the White one? Tudung Ss : Veil	
N	26 th October 2015	L : So, this material will be introduction the whole day. Usually, miss dewi uses full English or campur-campur? S : Campur-campur L : So, should I use campur-	Transfer

		campur language? Is that OK?	
		L : So, well do you need to know	Transfer
		me? I mean it's important for	
		me to introduce myself to you?	
		S : (silent)	
		L: Penting ga if I introduce	
		myself to you?	
		S : Yes	
		L : I come from Gresik. Everyone	Paraphrase
		comes from Gresik?	1
		S : Menganti miss	
		L : If you don't know gresik	
		mana. Just say, Gresik?	
		Where?	
		S : (silent)	
		L : Ok Tanya saya. <u>Gresik?</u>	
		Where?	
		L : Ok any questions?	Avoidance
		S: Misswhy do we use "what's	
		your name?"?	
		L : It's just the rule of English?	
		Iya, itu memang aturannya.	
		Any other questions?	
		S : No	
	27 th October	L : A teacher tries to prepare	Avoidance
	2015	anything. So, that's why please	
		keep trying yaa.	
		S : (students come late)	
		L : Did you join the class?	
		Yesterday?	
		S : No	
		L : Please introduce yourself In-	
		tro-duce yourself to us,	
		especially to me	
K	28 th October	L : I give you a card. Then, try to	Transfer
	2015	ask anything yg kemungkinan	
		you friends do not know.	
		Understand?	
		S : No, example miss	
	29 th October		
	2015		
О	2th	L : Get up is after sleeping and	Avoidance
		1 5	

	November	then you get up and then you	
	2015	go to the bathroom. It is get	
		up. But	
		S : (students comes and says	
		"Assalamu'alaikum)	
		L : Wa'alaikumsalam Ketemu?	
		S : tidak miss	
		L: <u>Wake up is you open</u>	
		S : LCD nya bias miss	
		L: Oh., ya? Bisa?	
		S: iya miss (student helps the	
		lecturer to turn on the LCD)	
		L : Your friend said sleeping, get	Avoidance
		up, wake up, which one is the	11 volume
		right one? Let's check whether	
		it is sleeping, get up or wake	
	- 4	up?	
		(L plays the video)	
		L : Sleep again He sleeps again	
		(while writing on the white	
		board)	A
		(Students directly comes to the	
		front of the class, and clean	
		writing on the board)	
		L: Ok Thank you What will he	
		do?	
		L : What will he do?	Mime
		S : Take the doll	Willie
		L : Ok take the doll. Apakah	
		bener put on the coat? Let's	
		check together. Oh No, he	
		hangs on something. Not,	
		putting on the coat and then	
		open something from the coat.	
		What is that? Oh., paper. Hang	
		yaa There is hanger and the	
		paper. Hang is I (the teacher	
		mimes) on the wall.	
	3th	-	
	November		
	2015		
В	4 th	T : Did you read last night? Did you	Transfer
	ļ		<u> </u>

	November	study last night?	
	2015	T: No, why?	
	2010	T: So, why? Why didn't you learn	
		about this last night? Hmm? Do	
		you think that learn this book is	
		· · · · · · · · · · · · · · · · · · ·	
		nothing or you are not interested	
		in learning English? Or what?	
		Sometimes teacher only focus on	
		the topic that they are going to	
		discuss. But sometimes you the	
		students should have decision for	
		doing something. So you should	
		have a plan. Something for what	
		gonna do.	
	5 th	L: I'm not crazy with football.	Transfer
	November	S: (laughing)	
	2015	L: But i just want to take a look,	
		what is the thinking of italian	
		people they think about english?	
		Because they do not wanna study	
		english.	
		S: If sayr'I rules	Transfer
		L : Do you agree or disagree? So I	
		should confirm.	
		S : Agree, if syar'I rules in Indonesia	
		if	
		L : No, if you are given the choice the	
		answer is what is your choice?	
		So just choose one of them. I	
		agree this one if no. you have	
		two sides here. That is confusing.	
		So I should to think, so that's why	
		-	
		think about the choice here you	
		wanna choose. And strengthen	
		your choice by giving something	
		like, so just choose one of them, I	
		can if this one this, I can support	
		your theory strengthen your	
		argument. And it's part of	
		commitment, existence the people	
	- 41-	effort yakan?	
Н	9 th	L : Why people so excited today?	Transfer

November	S : (silent)	
2015	L: Why people seneng bgt?	
	S : Because	
	S: Yes, because happy aja	
10 th	-	-
November		
2015		

From the table above, it shows that all teachers used types of Communication Strategies when they were lecturing in the class. While some communication strategies used in each meeting of the class, K O and H class did not used. Four types of Communication Strategies was used in those class. Those communication strategies are; *Paraphrase*, *Transfer*, *Avoidance*, *and Mime*.

Types of Communication strategies
Used

10
8
6
4
2
0
Paraphrase Transfer Avoidance Mime

4.1 Chart of Types Communication Strategies Used

From twelve meetings when lecturers were teaching IEP, *transfer* strategy was used for 9 times, *paraphrase* strategy was 5 times used, *avoidance* strategy was used 4 times and *mime* used once. In sum, mostly lecturers used *Transfer* in

their lecturing process, then the second is *Paraphrase*, followed by *Avoidance*, and the last is *Mime*. To give the detail information, the explanation is presented below;

a. Using Paraphrase in Teaching IEP

There were two lecturers who used *paraphrase* in their lecturing process. They were lecturers of A and N class. According to Tarone, *paraphrase* strategy has three sub types; approximation, circumlocution, and word coinage.

1) Approximation

In this type, the researcher found that *approximation* strategy was used by lecturers in A and N class. In A class, *approximation* strategy was more frequently used in the A class rather than in N class. To give the detail information, the researcher presented the table below.

Table 4.2 Table of Approximation Strategy Used by IEP Lecturers'
Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			Strategies
A	22 nd	L: In the last meeting we	Paraphrase
	October	talked about constructing	(Approximation)
	2015	<u>what?</u>	
		S : (silent)	
		L : Yaa we talked about	
		constructing continues tense	
		L : ya, do not ignore this,	Paraphrase
		what's the meaning ignore?	(Approximation)
		S : Mengabaikan	
		L : Mengabaikan. Do not	

		ignore time signal because this makes you sentence	
		more beautiful. For	
		example, I am singing a	
		song, when?	
N	26 th October	L: I come from Gresik.	Paraphrase
	2015	Everyone comes from	(Approximation)
		Gresik?	
		S: Menganti miss	
		L: If you don't know gresik	
		mana. Just say, <u>Gresik?</u>	
		Where?	
		S : (silent)	
		L: Ok Tanya saya. Gresik?	
		Where?	

2) Circumlocution

In this part, *circumlocution* strategy was only used in A class and another class did not use this type when they were teaching in Intensive English Program. The following table gives the detail conversation.

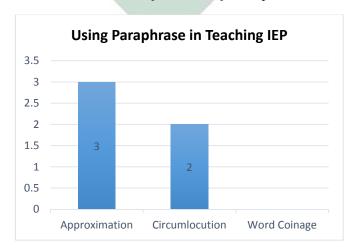
Table 4.3 Table of Circumlocution Used by IEP Lecturers' Based on Observation

Class	Date of		Transcript	Types of
	Observation			Communication
				Strategies
A	21st October	Ss :	Sir, reni is getting sick.	Paraphrase
	2015	L :	sorry?	(circumlocution)
		Ss :	Here is the letter.	
			Oh, she Just sends me a letter	
			With some consideration and I can consider what consideration. And your consideration is able to be consider by me and it's appropriate to send me message. Just send	

	me a message if you don't attend the class.	
22 nd October 2015	don't attend the class. L: What is the dependent of the continues construction? S: to be + V.ing L: Ok to be+ V.ing. And then the next question, what makes this construction named, what named continues constructionmmm perfect construction. What makes continues	Paraphrase (circumlocution)
	construction? What makes the different?	

From three sub-types of *paraphrase; approximation, circumlocution* and *word coinage*, the tables show that the lecturers mostly used approximation rather than circumlocution and word coinage. Moreover word coinage was not found in the class of Intensive English Program. The chart below will give the detail information of the frequency.

4.2 Chart of the Use of Paraphrase



The chart shows that in totally twelve meetings that have been conducted, *paraphrase* strategy was only used five times. From three sub-types of *paraphrase* strategy, *circumlocution* strategy was used for twice by the lecturers and *approximation* strategy was used for three times by the lecturers, then the last sub-type that is *word coinage* strategy was never used by the lecturers.

b. Using Transfer in Teaching IEP

Transfer was used by five of six lecturers in teaching IEP. They were the lecturers from A, N, K, B and H class. Transfer has two sub-types, they are Language Switch and Literal Translation.

1) Language Switch

In this part, the researcher found that four lecturers used this sub-type when they were teaching in the class. They were teacher from A, N, K, and H class. To give the detail information, the researcher presented the data below.

Table 4.4 Table of Language Switch Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			Strategies
A	22 nd October	L : Poisonous. Jadi almost	Transfer
	2015	that term indicating	(L. switch)
		adj. Poison Poisonous,	
		Religion Religious.	
		Religion is agamanya	
		but religious is	
		orangnya. You are so	

		religious, kamu a	gamis
		<u> </u>	_
		banget. He use	
		he wears koko	*
		wears cap, he	
		white white	apa?
		What is the	white
		one? Tudung	
		Ss : Veil	
N	26 th October	L : So, this material v	will be Transfer
	2015	introduction the	whole (L.switch)
		day. Usually, miss	s dewi
		uses full Englis	sh or
		campur- campur?	
		S : Campur- campur	
		L : So, should	
			ampur
		language? Is that	-
		L : So, well do you n	
		know me? I mea	
		important for n	
		introduce mysel	
		you?	
		S : (silent)	
		L : Penting ga if I intr	oduce
			oduce
		myself to you?	
IZ	20th O : 1	S:Yes	TI C
K	28 th October	L: I give you a card.	
	2015	try to ask anything	
		<u>kemungkinan</u> you	
		friends do not kno	ow.
		Understand?	
		S: No, example miss	
H	9 th November	L: Why people so ex	
	2015	today?	(L.switch)
		S : (silent)	
		L: Why people sener	<u>ng</u>
		bgt?	
		S : Because	
		S: Yes, because happ	oy aja

2) Literal Translation

In this type, only one lecturer used *literal translation* strategy when teaching in the class. The lecturer who used this type when teaching in Intensive English Program was lecturer in B class. It was used three times in the same meeting. The table below is used to present the data in detail.

Table 4.5 Table of Literal Translation Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation	-	Communication
			Strategies
В	4 th November	T: Did you read last night?	Transfer (L.
	2015	Did you study last night?	translation)
		T: No, why?	
		T: So, why? Why didn't	
		you learn about this last	
		night? Hmm? Do you	
		think that learn this book	
		is nothing or you are not	
		interested in learning	
		English? Or what?	
		Sometimes teacher only	
		focus on the topic that	
		they are going to discuss.	
		But sometimes you the	
		students should have	
		decision for doing	
		something. So you	
		should have <u>a plan.</u>	
		Something for what	
		gonna do.	
	5 th November	L: i'm not crazy with	Transfer
	2015	<u>football.</u>	(L.translation)
		S: (laughing)	
		L: But i just want to take a	
		look, what is the	

thinking of italian people they think about english? Because they do not wanna study english	
wanna study english. S: if sayr'I rules L: do you agree or disagree? So I should confirm. S: agree, if syar'I rules in Indonesia if L: no, if you are given the choice the answer is what is your choice? So just choose one of them. I agree this one if no. you have two sides here. That is confusing. So I should to think, so that's why think about the choice here you wanna choose. And strengthen your choice by giving something like, so just choose one of them, I can if this one this, I can support your theory strengthen your argument. And it's part of commitment, existence the people effort yakan?	Transfer (L.translation)

Based on the data that presented in different categorization above, those are *Literal translation* and *Language Switch*, it shows that *literal translation* strategy was used for three times and *language switch* strategy was used for six times by the lecturers. The chart below presented the frequency of using those two sub-types of Transfer.

Using Transfer in Teaching IEP

8

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Language Switch Literal Translation

4.3 Chart of the Use of Transfer

In twelve meetings, *transfer* strategy was used for twice in A and N class; once in H and K class; and three times in B class. Totally, <u>transfer</u> strategy was nine times used by the lecturers in English Intensive Program.

c. Using Avoidance in Teaching IEP

In teaching IEP, *avoidance* strategy was only used by three lecturers in the classes. The lecturers who used *avoidance* were lecturers from A, N, and O classes. Avoidance has two sub-types, they are topic avoidance and message abandonment.

1) Topic Avoidance

In this type, the lecturers from N class was the only one who used *topic* avoidance. It was used once through two meetings. It was used in the first time after the students and lecturer introduced one another. Then, to give the detail result of the data, the researcher presented the table below.

Table 4.6 Table of Topic Avoidance Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			strategies
N	26 th	L: Ok any questions?	Avoidance
	October	S : Misswhy do we use	(Topic
	2015	"what's your name?"?	Avoidance)
		L :It's just the rule of	
		English? Iya, itu memang	
		aturannya. Any other	
		questions?	
		S : No	

2) Message Abandonment

In this part, the number of the lecturers who were used *message* abandonment were three. They were lecturers from A, N and O class. To give the detail data, the researcher presented the data below.

Table 4.7 Table of Avoidance Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			strategies
A	22 nd	L : He was handsome.	Avoidance
	October	Yesterday, I met a boy, he	(Message
	2015	was handsome. Itu kan	Abandonment)
		tepat yaa, lampau.	
		Walaupun ga ditunjukkan	
		kalo misalnya I met a boy,	
		he was handsome, tidak	
		perlu menunjukkan	
		waktunya. Itu ditunjukkan	
		dari apa? Bentuknya atau	
		formnya. Ini belum diubah	
		ke bentuk negative dan	
		introgative. Masak	
		ditunjukkan satu- satu,	

		kan ga ya. Ini Cuma	
		pancingan yaa It's the	
		hook, what is the hook?	
		Kail.	
		Ss : Kail	
		L : So, I give you the hook	
		not the fish. If I give you	
		the hook. What? I only	
		give you a type	
		summation. What is the	
		meaning of type of	
	7/	resuming. If I give you the	
		hook, you can fish by your	
		own. Apa artinya?	
		Pancingan. Ok let's take	
		a look at the book. Ayo	
- 4	W	kita buka bukunya yaa.	
		You must be happy	
		because you get a new	
		book. So, here there is a	
		word religious. What is	
		the meaning of religious?	
		Ss: Hmm	
N	27 th October	L : A teacher tries to prepare	Avoidance
11	2015	anything. So, that's why	(Message
	2013	please keep trying yaa.	Abandonment)
		S: (students come late)	Abandonnient)
		L : Did you join the class?	
		Yesterday?	
		S : No	
		L : Please introduce yourself	
		In-tro-duce yourself to us,	
		especially to me	
O	2th	L : Get up is after sleeping and	Avoidance
	November	then you get up and then	(Message
	2015	you go to the bathroom. It	Abandonment)
	2013	is get up. But	Abandonnicht)
		S: (students comes and says	
		"Assalamu'alaikum)	
		L:Wa'alaikumsalam	
		Ketemu?	
		S: tidak miss	
		S . HUAK IIIISS	

		L: Wake up is you open	
		S: LCD nya bias miss	
		L: Oh ya? Bisa?	
		S: Iya miss (student helps	
		the lecturer to turn on the	
		LCD)	
		L: Your friend said sleeping, Avo	oidance
		get up, wake up, which (me	ssage
		one is the right one? Let's abar	ndonment)
		check whether it is	
		sleeping, get up or wake	
		up?	
		(L plays the video)	
		L : Sleep again He sleeps	
		again (while writing on	
		the white board)	
- 4	P	(Students directly comes	
		to the front of the class,	32
		and clean writing on the	
		board)	
		,	
		L : Ok Thank you What	
		will he do?	

Avoidance strategy has two sub-types; message abandonment and topic avoidance. The table shows that, message abandonment strategy was used more frequently than topic avoidance. The chart below shows the frequency of the lecturers when they used paraphrase strategy.

Using Avoidance in Teaching IEP

Topic Avoidance Message Abandonment

4.4 Chart of the Use of Avoidance

The chart of the frequency using *avoidance* shows that from two subtypes of *avoidance* strategy; *message abandonment* strategy was used for five times by different lecturers and *topic avoidance* was used once by one lecturer.

d. Using Mime in Teaching IEP

The last type of communication strategies that was used by lecturers of IEP is mime. Mime do not have any sub-type. It was only used in O class for once. It was used when the lecturer explained a word and the students were getting confused when they had to understand it. The table below shows the using of mime in the class.

Table 4.8 Table of Transfer Used by IEP Lecturers' Based on Observation

Class	Date of	Transcript	Types of
	Observation		Communication
			strategies
O	2th	L : What will he do?	Mime
	November	S: take the doll	
	2015	L : Ok take the doll. Apakah	
		bener put on the coat? Let's	
		check together. Oh No, he	
		hangs on something. Not,	
		putting on the coat and	
		then open something from	
		the coat. What is that? Oh	
		paper. Hang yaa There is	
		hanger and the paper. Hang	
		is I (the teacher mimes the	
		way hanging the cloth) on	
		the wall.	

2. The Factors that Affect in Choosing Communication strategies

To gain the data for the second research question, the researcher conducted interview to the lecturers. It was conducted on 16th November to 2th December 2015. The researcher needed more time to do interview because it needs agreement from the lecturers. There were six lecturers who were interview in this study. Then, the researcher gave five questions in the interview. The questions were;

- a. Do you think that students should have good communicative competence? Why?
- b. It means that you focus on students' speaking ability. And it deals with the students' fluency and accuracy, is it true?
- c. In the observation you use some communication strategies, so what is your consideration when you use that?
- d. How about the students' response when you use those kinds of communication strategies?
- e. For your personal experience, is that kinds of communication strategies help you much in transferring the message of the lesson?

To give the detail data in interviewing the lecturers. Researcher presented the interview dialogue below;

Table 4.9 Table of the Result of Interview

Participants	Opinion about	Consideration in	Students' Response
	CC	Using	
		communication	
A C1	V	strategies	TT
A Class	Yes, students	- Frequency of	<i>'</i>
	should have	speaking	some communication
	good communication	English outside	strategies in
		the classroom	communicating with students. The students
	competence.	- Motivation in	
	He said that it is	speaking	understand what
	assigned for the	English	actually he says.
	students whether		
	the students are		
	good in communicate		
1	with other or not.		
B Class	Yes, students	- Self-perceived	He said that students
D Class	should have	English oral	respond when he used
	good	proficiency	communication in the
	communicative	- Motivation in	
	competence. He	speaking English	ciass.
	said the reason is	speaking English	
	it is a must for		
	the students to		
	have good		
	communication		
_	competence.		
	Especially in		
	English.		
H Class	Yes, students	- Students'	She said that sometimes
	should have	language	the students do not
	good	proficiency level	really understand what
	communicative		she's saying even
	competence.		though she used some
	It is because		communication
			strategies. That's why
			she directly transfer it
			into bahasa.
K Class	Yes, she said	- Students	She said that students
	that in teaching	Language	directly response it
	learning process	proficiency level	when they have an easy

	not only students	- Self-perceived	instruction. It means
	should have	English oral	that the students
	communicative	proficiency	respond in the different
	competence. But	•	way of instruction.
	also the teachers		
	too in order to		
	get the message		
	transfer		
N Class	Yes, she said	- Students	Yes, she said that When
	that in this	Language	she used translating
	semester, the	proficiency level	strategies, the students
	students should		communicate to her
	be able to speak		better and when she say
	English better so		she don't care about
	I think when I		their grammar, then
	teach my class		they started to speak
	the main goal of		confidently than before.
	this students is to		
	be able to speak		
	in grammatically		
	and fluency. I		
	think for better is		
	better.		
O Class	Yes, because the	- Students	She said that students
	first ability that	Language	need more time to
	people know,	proficiency level	respond when she speak
	English ability		English fully before she
	that people know		translate it into bahasa.
	from you is your		
	speaking		
	competence.		
	Yaa. So you can		
	speak English		
	from where?		
	From you can		
	communicate		
	with others		
	fluently.		

The table above shows that lecturers' have some reasons when they used some communication strategies, they are language proficiency, self-perceived English oral proficiency, frequency of speaking outside the classroom and motivation in speaking English. Some lecturers have more than one reason in using it. Such as the lecturer from K class, the lecturer said that the reason why they use some communication strategies were the students' proficiency level and self-perceived English oral proficiency.

In sum, from six lecturers that had been interviewed, most of their reason using part of Communication strategies that is communication strategies is because of their students' proficiency level. Four of six lecturers said that they reason in using some communication strategies because of their students' students' proficiency level, then two lecturers that the following factors is selfperceived English oral proficiency, and the last factors which stated by two lecturers is the students' motivation in Speaking English. Some teachers did not only have one factors that affect using those kind of communication strategies. In sum, one lecturers may have two or more affecting factors when they use those kind of communication strategies. Such as lecturers from A and K class. Lecturer from A class has two affecting factors, they are frequency of speaking English outside the classroom and motivation in speaking English. Then lecturer from K class has two affecting factors in using communication strategies, they are; Students Language proficiency level and Self-perceived English oral proficiency.

B. Discussion

In order to avoid misconception between the researcher and the readers towards the findings above, the researcher discusses those findings in this part. Those findings were discussed by reflecting on some related theories related for each following problems as follows.

1. Types of Communication strategies Used

In the first chapter, this sentence has stated, "most English teachers have been focusing on three aspects of communicative competence and give little attention to the Strategic Competence." The teacher of language learning class which is focused more on the communicative goal will use CLT as their approach in the class. The role of teacher in class which is used CLT is as the facilitator and monitor rather than for the example of correct speech and example. Therefore, the classes that had been observed have to use the role in CLT if their goal of the learning is students reach the communicative approach. It means the class use the communicative competence unintendedly. It means the lecturers used Strategic Competence, which is focus on the someone's ability to use communication strategies, as the important part in students' developing in speaking ability.

¹ Rizka Safriyani, "Communicative Competence In Second Language Teaching"...3

² Jack C. Richards. Communicative Language Teaching Today. 5

The previous paragraph mentioned that Strategic Competence focus on the speaker ability to use communication strategies. Then, according to Tarone typologies, there are five communication strategies; paraphrase, transfer, avoidance, appeal for assistance and mime. Tarone sees the strategies based on the social perspective. Based on the observations that had been conducted, there were only four types of communication strategies used in their teaching. Those are paraphrase, transfer, avoidance, and mime. According to Tarone, some of those communication strategies types have some more sub-types.³ In paraphrase, there are three sub- types; Approximation, circumlocution and word coinage. Transfer has two sub-types, they are literal translation and language switch. Avoidance has two sub-types, they are topic avoidance and message abandonment.

a. Paraphrase

1). Approximation

There were two lecturers who use this strategy, lecturers from A and N class. From the observation that has been conducted in A class, there are some conversation between lecturer and the students';

L : In the last meeting we talked about <u>constructing what?</u>

Ss : (silent)

L : Yaa.. we talked about constructing continues tense.

³ Lin Wei, "Communication strategies in Second Language Acquisition"... 18

In this part, the teacher just begun the lesson. Lecturer reviewed some materials that had been discussed in the previous meeting. As the lecturer asked the questions, the lecturer used "constructing what?" that does not seem to be correct based on grammatical rules. In fact, the lecturer wanted to know what construction of tenses that they had been discussed. Although the lecturers did no say in the right sentence, but it conveyed the message to the students. Another interactions;

L: Ya, do not ignore this, what's the meaning ignore?

S : Mengabaikan

L: Mengabaikan. Do not ignore time signal because this makes your sentence more beautiful. For example, I am singing a song, when?

In this situation, the discussion was about time signal in making the sentences. The lecturer said to the students that "time signal makes your sentence more beautiful." It does not seem correct, because that words can be replaced by another word. For instance, teacher may tell to the students that "by using time signal, you can make the complete sentence."

L: I come from Gresik. Everyone comes from Gresik?

S:Me

L : Gresik? Where?

S: (silent)

In this part, the lecturer introduced herself to the students.

Because of the students' proficiency level, the lecturer used "Gresik?

Where?" in the good intonation. To substitute "Which parts of

Gresik?", lecturer used "Gresik? Where?". After using this communication strategies lecturer believes that it helped the students get the intended meaning.

Those three different situation use *approximation* in their teaching learning process. Those are categorized as approximation, substitute word which shares some of the critical semantic features with target item.⁴ The lecturers used substitute words in order to keep the communication going and to give the students the intended meaning of those words.

2) Circumlocution

From the conversation that had been conducted, there was only a teacher use circumlocution. Here is the conversation

Ss: Sir, Reni is getting sick.

L : sorry?

Ss: Here is the letter.

L: Oh, she just sends me a letter

L: With some consideration and I can consider what consideration. And your consideration is able to be consider by me and it's appropriate to send me message.

Just send me a message if you don't attend the class.

In this part, the lecturer is asking about whether there was some students who did not attend the class. Then the lecturers tell to the students that they have to ask permission if they wanted to not attend the course. Thus, lecturers make uses of circumlocution and describes

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⁴ Vahid Rahmani Doqaruni, "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk". *The Journal of Language and Linguistic Studies, Vol.9 No.1, April 2013.* 189

the characteristic of what the lecturers say is "please ask me permission if you do not attend the class"

L : What is the dependent of continues construction?

S: to be + V.ing

L: Ok.. to be+ V.ing. And then the next question, what makes this construction named, what named continues construction ..mmm.. perfect construction. What makes continues construction? What makes the different?

In this situation, between the lecturers and the students were discussing about the form of continuous tense. The lecturers wanted to ask to the students the differences between this form and another. In contrast, the lecturer seems to be difficult to say what it meant. Thus, the lecturer repeated some words. "What makes continues construction? What makes the different?" the lecturer uses this word in order to say "what is the different between this forms with another form?"

b). Transfer

1) Language Switch

According to Tarone, there are two sub-types of transfer. They are literal translation and language switch.⁵ This following conversation between the students' and lecturer will give the example.

L: So, this material will be introduction the whole day. Usually, miss dewi uses full English or <u>campur-campur</u>?

⁵ Lin Wei, "Communication strategies in Second Language Acquisition"... 18

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S: Campur- campur..

L: So, should I use campur-campur language? Is that OK?

In this situation, the lecturer asked the students whether they used full English or not. The lecturers mix the language. The lecturer used the word "campur-campur" in order to make the students more understand about what the discussion about.

2) Literal Translation

This following interaction between the lecturer and the students will give the different sub-type.

L: <u>I'm not crazy with football.</u>

S: (laughing)

L: But i just want to take a look, what is the thinking of italian people they think about english? Because they do not wanna study english.

In this situation, the lecturer were talking about the country which used English as their second language. The lecturer used the word "I'm not crazy with football", because the students seemed too was used even this word is not correct. The lecturer use literal translation in this part.

After the entire situation that has been presented above, the Communication Strategies is used effectively in the teaching learning process. Because as states by Canale, Communication strategies deals with knowledge of language and the ability to use it effectively and appropriately to purpose in order to take an active part in communicative interaction. Students respond what the teacher says. As

cited by Rababah, Tarone and Yule stated that "Strategic Competence is also gauged not by degree of correctness but by degree of success or effectiveness".⁶

c.) Avoidance

Avoidance has two sub-types; they are message abandonment and topic avoidance.

1). Message abandonment

The following example is included in message abandonment. Here is the analysis of the avoidance;

L: He was handsome. Yesterday, I met a boy, he was handsome. Itu kan tepat yaa, lampau. Walaupun ga ditunjukkan kalo misalnya I met a boy, he was handsome, tidak perlu menunjukkan waktunya. Itu ditunjukkan dari apa? Bentuknya atau formnya. Ini belum diubah ke bentuk negative dan introgative. Masak ditunjukkan satu- satu, kan ga ya. Ini Cuma pancingan yaa.. It's the hook, what is the hook? Kail.

Ss: Kail

L: So, I give you the hook not the fish. If I give you the hook. What? I only give you a typer summation. What is the meaning of type of resuming. If I give you the hook, you can fish by your own. Apa artinya? Pancingan. Ok.. let's take a look at the book. Ayo kita buka bukunya yaa. You must be happy because you get a new book. So, here there is a word religious. What is the meaning of religious?

Ss: Hmm

In this part, lecturer is giving explanation about the past tense.

He gives some example of making a sentence by using past tense.

⁶ Dr. Ghaleb Ahmed Rababah, "Communication strategies and Language teaching" ... 5

Then the lecturers directly change the topic into another topic because the students seem do not have any question to be asked.

3) Topic avoidance

This following example is included in topic avoidance.

L: Ok.. any questions?

S: Miss..why do we use "what's your name?"?

L: <u>It's just the rule of English? Iya, itu memang aturannya. Any other questions?</u>

S:No

In this situation, one of the students in the class ask a question about the reason why the term "what's your name?" use in asking someone's name. The student is curious why it is used. The teacher do not know the exact reason, so she tries to avoid this topic to be discussed.

L: A teacher tries to prepare anything. So, that's why please keep trying yaa.

S: (students come late)

L: Did you join the class? Yesterday?

S: No

In this situation, the lecturer were giving advice to the students.

The students are not really interested in joining the course. Then, suddenly a student came late so the lecturer asked the students to introduce the class and continue what she had told to the students.

The first and the last situation above is included in message abandonment. Bialystok believes, cited by Vahid, "such interpretation were especially well-grounded since each subject also provided descriptions in their native language. Content discrepancies between the two data sets pointed to cases of avoidance." ⁷ In those situations, the lecturers avoid some topics in teaching learning process.

2. The Factors that Affect in Choosing Communication strategies

From the interview that has been conducted by the researcher, the finding shows that most of the lecturers' reason in using those communication strategies, is the students' proficiency level. The categorization of the factors that affect the lecturers used those types of communication strategies are presented below;

a. Language proficiency

Lecturers from H, K, N, O admitted their main reason in using some communication strategies is the students' proficiency level. As lecturer from N class said that:

"it's come to my personal. No, no ,no .. the class itself. Because I happened to teach low level class and they don't know English that much. So, I used that strategy to make them understand what I mean, to make them understand the instruction I mean, for example when I ask them to play the game they do not understand if I speak English, so I should use my body language and transfer that into Indonesian."

It shows that communication strategies were used because the students did not understand directly what the lecturers mean and then

Vahid Rahmani Doqaruni, "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk"... 191

the lecturers need to translate into their first language. Another reason given by lecturer from O class;

"Yes, may be because of their proficiency level. TPR I believe it is very compatible, very good for low level. It's clearer because insufficient with vocab. So, that's why it's very good to give them explanation of meaning of some words by using TPR or gesture rather than by giving paraphrase."

The lecturer from O class prefer to use *mime* to keep the communication going on, because the students are still in the low level. Moreover she said that:

"... if they do not understand with my gesture, by my repetition with intonation. So, I give them meaning in Indonesia. This is scaffolding to give them understanding for L1 and L2"

It shows that when teacher used mime and the students still did not understand about the explanation, then the lecturer used other communication strategies, such as transfer and paraphrase.

Those two statements shows that the main reason when using communication strategies is the students' language proficiency level. Proficiency deals with the students' ability to use English to transfer the intended meaning in spoken and written context. ⁸ In this case, N and O students' were in the low level.

⁸ Pauline Ghenghesh ,"The Relationship Between English Language Proficiency And Academic Performance of University Students – Should Academic Institutions Really be Concerned?", Department of English Language, the British University in Egypt, El Sherouk City, Cairo, Egypt 2014

b. Self- perceived English oral proficiency

There are two lecturers use this reason when they used some communication strategies. They are lecturer from B Class and K Class. They said that one of the reason using communication strategies is because of the students' self- perceived English oral proficiency, as states by lecturer from B Class;

"..Because I cannot force them to speak English all the time. They are still in the first semester, so they find some difficulties. So, it's quite impossible for us especially for me to force students to speak English all the time. I'm afraid that I force my students to speak English all the time. But they cannot say something, they can speak anything.."

Lecturers from B class believe that the way how lecturers used communication strategies will affect the students' awareness in speaking English. It deals with the students' self-perceived. It happened because if the lecturers believe by giving easy example how to have well communication, students will have opinion that they can speak or understand a foreign language well.

c. Motivation in speaking English

Students' motivation in speaking English will affect the students' performance in speaking English. Lecturers from B class stated;

"...motivation is very important in this case, so I should make sure that students still have good motivation to speak English or to learn English. So that's why I don't wanna force the students to speak in their mother tongue. Actually, the activeness is something important here, so the first thing that I have to focus is only the students active in the class to say something, they have to have willingness to say..."

From the statement above, teacher tried to motivate the students by giving the real example in speaking English. Motivation takes the important roles in students' language learning.

d. Frequency of Speaking English Outside the Classroom

It was only a lecturer, have this reason when they are use communication strategies in their classroom. Lecturer from A class said that;

"Ya, because English is not our mother tongue. We have to try.. we must make this a custom to students yaa.. we must make this a habit for the students. The more time they hear, the more they what is that? They use it in teaching learning process in English. So they are a custom to listening, especially for the PBI or English department students. They will be a custom to having this. This is what I mean, I use English the whole time I am teaching"

Lecturer from A class stated that one of the reason using this communication strategies is because the lecturer wants the students used to speak English even though inside outside the English classroom.