

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language may be described as the use of speech-sounds to convey ideas (Sweet, 1908). Another way to define language is as a communication system comprising specific sets of sounds and written symbols used by the inhabitants of a particular nation or area. There are thousands of languages in the world. To communicate globally there is one language that many people in world used.

English serves as the global lingua franca, or the universally recognized second language. Most of the world can speak English, thus English is considered as an international language. Because of this, it is important to learn English especially for people who live in a place where there's a lot of tourists coming in like Bali. In Bali, the people also have a similar awareness in which the ability to communicate in English is highly essential (Marantika, 2019). Bali is the most frequently visited island in Indonesia by international tourists, therefore, many jobs in Bali are required the ability to speak English. English is also increasingly included as a mandatory subject in both schools and universities in Indonesia, often referred to as English as a Foreign Language (EFL) (Utami & Putra, 2023). Given that it is a foreign language, it is possible some communication challenges may arise during English classroom interaction (Rofiatun, 2018). The source of problem could be linguistic, due to lack of necessary knowledge of the language (Mariani, 2010). It is teachers responsibility to create an effective communication during

classroom interaction.

Communication is exchanging or sharing news, ideas, information, etc. with someone. Effective communication between the English teacher and the students plays a crucial role in the classroom. When communication is strong, it simplifies the learning experience for students, preventing confusion. Therefore, an English teacher is required to have good communication skills to convey their knowledge to the students. However, if there are communication challenges such as forgetting some words and lack of knowledge, an English teacher can use communication strategies to overcome them. Fahrinawati (2020) mentioned one common problem or challenge that English teachers often face during the classroom interaction is that students may have difficulty understanding the materials being taught. Other communication challenges that may occur because of teachers having difficulties in conveying their thought or student's lack of English proficiency include students being confused by the material, misunderstanding, and students are not confident in speaking English. Utami (2018) stated that communication strategies not only can be used to solve communication challenges but also can improve the effectiveness of interaction in the classroom.

There are several studies that have previously discussed the use of communication strategies. Most of the previous studies related to communication strategies primarily focus on the use of communication strategies to assist the speaker when encountering communication difficulties. This is because many experts stated the use communication strategies is to help the speaker to face

communication challenges. However, what sets this study apart is the this study also show how the use of communication strategies can help the listener to understand the information provided by the speaker. The phenomenon that occurred in this data source showed that not only can communication strategies help someone face communication challenges, but they can also help the hearer understand the intended message by the speaker. For example, the teacher used a communication strategy to help herself when facing communication strategy, but the use of that communication strategy was actually also helping the students the meaning of her intended message.

This study focus on the use of communication strategies by the teacher to assist herself when facing communication challenges within the context of the 6th-grade English classroom at SDN 2 Jatiluwih. In summary, this study aimed to provide valuable insights and knowledge regarding communication strategies, the types, the function and the effective use of communication strategies by an English teacher to help herself from communication challenges.

1.2 Problems of the Study

Based on the background information provided, two problems of the study can be formulated. These problems as follow:

1. What are the types of communication strategies used by a 6th-grade English teacher in SDN 2 Jatiluwih?
2. What are the functions of communication strategies used by a 6th-grade English teacher in SDN 2 Jatiluwih?

1.3 Objectives of the Study

Based on the problems of the study, two objectives of the study can be formulated. These objectives as follow:

1. To find the types of communication strategies used by a 6th-grade English teacher in SD N 2 Jatiluwih.
2. To analyze the functions of communication strategies used by a 6th-grade English teacher in SDN 2 Jatiluwih.

1.4 Limitation of the Study

This study focus on the communication strategies used by a 6th-grade English teacher in SD N 2 Jatiluwih. The analysis of this study was focused on finding the types and the function of communication strategies used by a 6th-grade English teacher. To support this study the theory of Dornyei (1995) was used to find the types communication strategies and the function of communication strategies.

1.5 Significances of the Study

This study encompasses two forms of significance: theoretical significance and practical significance. Theoretical significance encompasses the ways in which this study can assist other researchers in advancing their own investigations, while practical significance focuses on the benefits that this study can offer to the reader and society as a whole.

1.5.1 Theoretical Significance

This study is expected to provide new information regarding communication strategies, the types, and the function of communication strategies used by an English teacher, especially a 6th-grade English teacher in SDN 2 Jatiluwih. By using theories from various experts, this study is expected to provide definitions, explain the types, and describe the functions of communication strategies. Therefore, this study is expected to be useful for other writers or researchers who want to conduct a similar study in the future.

1.5.2 Practical Significance

People sometimes are not aware that they have likely used communication strategies at least once in their lives. With this study people is expected to increase their knowledge about communication strategies, the types, and the function. This study may also can encourage people to use communication strategies to solve their difficulties in speaking English or to help them create an effective communication in English. This study is expected to help people who are struggling in speaking English to keep their conversation going.

CHAPTER II

REVIEW OF RELATED LITERATURES, CONCEPTS AND THEORIES

This chapter discussed the review of related literature, concepts and theories. There are five previous studies to be reviewed and compared with this study. The concepts that were discussed include communication strategies, teachers, and SDN 2 Jatiluwih. The theory to be discussed are communication strategies, the types of communication strategies and the function of communication strategies according to Dornyei's (1995) theory.

2.1 Review of Related Literatures

Based on the previous chapter described, previous study is needed to enrich and support knowledge about communication strategies for this study. To support this study, there are five studies related to this topic, they are:

The first previous study is an article entitled "Communication Strategies Used by Students in English Learning-teaching" by Diobi & Nashruddin (2023), aimed to explore the communication strategies employed by students in the context of learning and teaching English as a second language. The previous study adopted a qualitative research approach, specifically employing an ethnographic methodology that centered on the spoken interactions of students as the primary source of data. The previous study involved 27 9th-grade students from Ifako International Secondary School as participants. Faerch and Kasper's theory was used to identify the communication strategies used by the students. Data for the previous study were collected through informal interviews and observation, and the

collected data were analyzed using performance analysis methods, including an analysis of naturally occurring speech and language proficiency. The previous study revealed that, during English learning activities, students used two primary communication strategies: verbal communication strategies and nonverbal communication strategies. According to the previous study, students use communication strategies with four key goals in mind: keeping the lines of communication open, expressing a certain aim, developing language proficiency, and developing specific types of strategic competency.

A notable similarity between the previous study and this study is the shared focus on the use of communication strategies. The previous study focused on how students used these strategies, this study was also focus on communication strategies, but from the perspective of the English teacher. Secondly, the previous study used interviews and observation as data collection methods, this study also used interview and observation as data collection methods. However, there are also significant differences between the previous study and this study. First, the previous study focused on students as its subject, whereas this study focused on English teacher as the subjects of study. Second difference relates to the theoretical framework. The previous study used Manan's theory, which categorized communication strategies into verbal and non-verbal strategies. In contrast, this study used Dornyei's (1995) communication strategies theory, which includes a broader range of 12 different communication strategies. Third difference is the main goal. The previous study aimed to investigate how communication strategies can help students improve their communication skills, while this study is intended to

explore how the English teacher's use of communication strategies can benefit students who are struggling to comprehend the materials provided by the teacher.

The second previous study is an article entitled "Communication Strategy Used by The Students of Vocational School on Speaking Class" by Prasetyowati (2023), explored the types of communication strategies employed by students in vocational school, specifically focusing on XI students specializing in tourism, during speaking classes. The previous study was a qualitative study, as the data collected were in the form of words. Data for the previous study were gathered through a semi-structured interview with the teacher to understand the communication strategies used by the students. Additionally, the students themselves were interviewed to obtain insights on the use of communication strategies in the class, and observations were made. The previous study revealed that several communication strategies were used by the students during speaking classes, including code-switching, facial expressions, gestures, fillers, comprehension checks, and self-repair. The previous study demonstrated that these communication strategies were instrumental in helping students overcome challenges they faced while speaking English. The previous study revealed various communication techniques employed by students in speaking classes, such as code-switching, facial expressions, gestures, filler words, comprehension checks, and self-correction. Significantly, the previous study showcased how the use of these communication strategies could aid students in addressing challenges when speaking English.

The similarities are the topic and the data collection method, which involved conducting interviews. The difference include the subject of study, the previous study focused on vocational students in class XI majoring in tourism. Additionally, the previous study incorporated multiple theories from various experts to identify communication strategies used by students, unlike this study, that would rely on a single theory. This approach was chosen because vocational students in class XI majoring in tourism were expected to exhibit strong speaking abilities and use a wide range of communication strategies. Lastly, the previous study concentrated on how communication strategies can aid students in overcoming English-speaking challenges, while this study is emphasized how a teacher use communication strategies to assist students in learning English.

The third previous study is an article entitled "Communication Strategies Used by Teacher " by Pangaribuan et al (2020) aimed to identify communication strategies used by a teacher during classroom interaction. The previous study took place in SMP Swasta Brigjend Katamso 1 Medan and focused on the English teacher as the subject. In the previous study, a qualitative method was used, specifically involving classroom discourse analysis. This approach was use to scrutinize the dataset, which encompassed the communication strategies used by the English teacher when engaging with students during English classroom interaction. The researchers recorded the English classroom interaction for data collection. Faerch and Kasper's theory was employed for data analysis. The previous study revealed that repetition and code-switching were the most frequently used strategies by the teacher during English classroom interaction followed by

interlingual transfer, cooperative strategy, non-verbal strategy, formal reduction strategy, and functional reduction strategy. The teacher used these strategies to overcome communication barriers, enhance student understanding, and facilitate better memorization of the materials. Interviews conducted with the students indicated that they had a positive perception of the teacher's implementation of communication strategies in the classroom interaction.

The previous study has some differences with this study. The first difference is the theory, the previous study used Faerch and Kasper's theory to analyze the data. The second difference is the subject of study, the subject of the previous study is an English teacher in SMP Swasta Brigjend Katamso 1 Medan. The previous study did not elaborate why the teacher use several communication strategies during the class, instead only showed the types of communication strategies used by the teacher without elaborating further.

The fourth previous study is a thesis entitled "Exploring Communication Strategies in Interpersonal Conversations" which was conducted by Adid (2020), had the objective of identifying and examining the communication strategies used by English Club in the Faculty of Math and Science members at Universitas Negeri Semarang (MEC). The previous study followed a qualitative research design, using observations and interviews as data collection methods. The previous study aimed to achieve two primary goals: (1) identifying communication challenges faced by MEC members and (2) Analyzing how well they use communication strategies to overcome these challenges. The previous study unfolded in a structured manner,

involving three key phases: recording, transcribing, and analyzing the gathered data. To analyze the utilization of communication strategies, the previous study applied the categorization method originally proposed by Dornyei and Scott. Additionally, interviews were conducted to pinpoint communication difficulties in conversations and elaborate the reasons behind the choice of specific strategies. The previous study's revealed that MEC members made use of a variety of communication strategies, with the most prominent strategies being those related to managing time constraints, such as the use of fillers (26.25%) and repetition (22.25%). Some strategies, such as message replacement, foreignization, and circumlocution, were not observed in the conversations. This suggests that when faced with vocabulary limitations, members often resorted to familiar phrases like "actually," "well," and "so" to buy time.

The first difference lies in the data source, the previous study relied on one-on-one conversations, whereas this study used an English teacher as the primary source of data. The second difference pertains to the primary emphasis: the previous study focused on using communication strategies to aid the speaker in communication, while the current study was concentrated on using communication strategies to assist the listener.

The fifth previous study is a thesis entitled "Communication Strategies Used by Autism Character in The Film I Am Sam : A Psycholinguistic Study" by Sari (2022) aimed to analyze the use of communication strategies, forms of verbal and nonverbal language, such as the symptoms shown by autistic individual in the film I Am Sam. To analyze the data the previous study used qualitative descriptive

method. The results of the previous study showed two data that fall into the category of communication strategies, namely verbal language and nonverbal language. Data is divided into 15 data on the use of verbal language, seven data on the use of nonverbal language, and nine data that shows behavioral symptoms of people with autism. The types of verbal language used are speaking, writing, and reading. As for the types of nonverbal language used namely, emblem, adapter, touch, affect displays, and illustrator. In addition, the symptoms of autism shown are conscientious to things that are small and patterned, apprehensiveness about various social situations or activities outside of routine, and difficulty understanding what other people are thinking or feeling.

The subject and the main goal of the previous study are very different. The previous study used a character from a film who has autism as their subject. The previous study had a main goal to show how an autistic person communicate and the types communication strategies he used.

2.2 Concepts

In conducting this study, there are several concepts that should be explained in order to understand about the context. The concepts are communication, teacher, and the importance of English in Bali.

2.2.1 Communication

Communication is an activity of giving information to another person. According to Chaturvedi P & Chaturvedi M (2011) the word communication

originated from the latin word “communis” meaning “common” this refers to humans natural activity to convey information, feelings, ideas, and opinions to others through body language, signs or words (spoken or written). Communication is the process by which a source or sender transmits a message that induces a receiver to respond in a desired manner (Wilbur Schramm, 1954). The purpose of communication could be to inform or persuade other people. The process of communication begins with an individual’s desire to exchange or share a thought, feeling or an idea with another person or persons. It involves a sender, a message, a medium, and a receiver. In summary, communication, which includes exchanging information, feelings, ideas, and opinions through a variety of channels such body language, signs, spoken or written words, is an essential component of human connection. The procedure involves four parties: a sender, a message, a medium, and a recipient. It begins with the goal of an individual to share ideas or sentiments. In both personal and professional contexts, mutual comprehension, relationship development, and goal achievement depend on effective communication.

2.2.2 Teacher

A teacher is an individual who imparts knowledge and instruction to others, serving as an educator or instructor. A teacher’s job is to help learner acquire knowlegde, competence, and virtue by the practice of teaching. According to Sopian (2016) a teacher has a unified role and inseparable functions, which include the ability to train, teach, guide, and educate. Teachers are important to younger generations, because teachers are the role model of society and, teachers are helpful

in providing a better understanding of the learner about the subject.

2.2.3 Strategy

Michael Porter (1996) defined strategy as a decision, making choices, and it's about deliberately choosing to be different. While according to Richard P. Rumelt (2011) Strategy can be described as a cohesive collection of analyses, concepts, policies, arguments, and actions designed to address a significant and challenging situation. In conclusion, strategy is a decision that was chosen by one through analysis to face a challenge.

2.3 Theories

A theory is important when doing a research. A theory can support and improve the sense of the study. Theory is used to help find answers to the problems in this study. Based on the study's problems, the theory needed is the theory of communication strategies. This study used theory by Dornyei (1995) to find the definition, types and function of communication strategies.

2.3.1 Communication Strategies

Dornyei (1995) stated that communication strategies are alternative ways of communicating used when there is a lack of knowledge in vocabulary or grammar in the target language. Communication strategies is communicate by using hand gestures, creating new words, explaining a word they don't know, mixing languages and imitating sounds or the movement of objects. Communication strategies are a set of strategies that can be used by someone who faces difficulties in

communication due to their limited knowledge of the target language.

2.3.2 The Types of Communication Strategies

According to Dornyei (1995) there are 12 different types of communication strategies, namely: message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose, word coinage, use of nonlinguistic means, literal translation, foreignizing, code switching, appeal for help, and use of fillers/hesitation devices.

1. Message Abandonment

Leaving a message incomplete due to language barriers (Dornyei, 1995). When a learner encounters unfamiliar grammatical structures, rules vocabulary in the target language, they may refuse to continue or extend a conversation related to that subject or field. This behavior is referred to as "message abandonment," for instance, when a learner begins discussing something but halts when faced with a linguistic obstacle.

2. Topic Avoidance

Steering clear of subject areas or ideas that present challenges in terms of language comprehension or expression (Dornyei, 1995). Brown (2000:129) claimed that topic avoidance is a more straightforward form of avoidance, where an entire topic of conversation (for instance, discussing past events if the past tense is unfamiliar) could be completely avoided.

3. Circumlocution

Explaining or providing an example of the object that is the focus of an action (Dornyei, 1995). According to Syahrial (2013) circumlocution plays a crucial role as a strategy for second or foreign language learners when they need to express themselves but lack precise vocabulary, particularly when speaking in the target language. For example:

“Uhhh he is.... his brother’s son”

“Uhhh... I don’t know.... she is catching fish with a.... stick with a wire”

“It has wings... and is scary”

4. Approximation

Utilizing an alternative term that conveys the meaning of the intended word as accurately as possible (Dornyei, 1995). According to Syahrial (2013) approximation refers to the utilization of a single vocabulary word or grammatical structure in the target language that learners are aware is not entirely correct. However, this chosen item bears sufficient semantic similarities to the desired item. The speaker's intention behind using approximation is to enable the listener to construct a mental image of the intended referent based on the speaker's description (Syahrial, 2013). For example:

“Boat for a cruise ship”

5. Use Of All-Purpose

Expanding a generic, blank linguistic element into situations where particular terms are absent (Dornyei, 1995). For example the excessive reliance on generic terms such as "thing" and "stuff," frequent use of "make" and "do," and resorting to placeholders like "what-do-you-call-it." or "thingie"

6. Word Coinage

Formulating a nonexistent word in the target language according to the target language rule (Dornyei, 1995). According to Pasila (2018) Word coinage is a strategy devised by speakers to invent a new word by selecting elements or features from the target language (TL) that are already familiar to them. This approach is employed when conveying a message to ensure that listeners can understand the speaker's intended meaning from the newly formed word. According Syahrial (2013) word coinage can be described simply as the act of learners creating a new word to convey a desired concept in communication. For example:

“Footballist for footballer”

7. Use of Nonlinguistic Means

Mime, gesture, facial expression, or sound limitation (Dornyei, 1995). The use of nonlinguistic means involves not speaking or communicating verbally but through non-verbal means. This is typically done when someone cannot say what they want to say, often due to a lack of proficiency in the language.

8. Literal Translation

Translating a lexical item, idiom, compound word, or structure directly from first language (L1) to a second language (L2) (Dornyei, 1995). According to Syahrial (2013) literal translation is a process in which a learner translates word for word from their native language to the target language, often without considering idiomatic expressions or linguistic nuances. This approach might not capture the intended meaning accurately in the target language and can lead to misunderstandings or awkward phrasing. It's often more effective to consider the context and cultural aspects when translating to ensure a more accurate and idiomatic representation in the target language. For example:

“Don’t run run! (jangan lari-lari)”

9. Foreignizing

Altering a word from language L1 to match the phonetic characteristics of language L2 (i.e., pronouncing it as in L2) and/or changing its structure, like appending an L2 suffix. (Dornyei, 1995). For example saying an Indonesian word but with an English pronunciation. The word “jujurly” is an example of foreignizing by adding “-ly” suffix after an Indonesian word.

10. Code-Switching

Employing a word from one's native language (L1) with its corresponding pronunciation, or a word from a third language (L3) with its native pronunciation while conversing in a second language (L2) (Dornyei, 1995). According to Brown (2000:129) code-switching is the act of integrating elements from a primary or

tertiary language into an uninterrupted flow of speech in the second language. This occurrence frequently takes place involuntarily when two proficient learners who have the same native language engage in conversation, even though it usually doesn't function as a compensatory technique in this situation. In contrast, early stage of language learner acquisition might resort to code-switching, using their first language to compensate for knowledge gaps, regardless of whether the listener comprehends their native language or not. For example:

“Aku suka makan nasi, because its so delicious.”

“I am hungry, aku butuh makanan!”

11. Appeal For Help

When learners encounter difficulty in finding a specific word or phrase, they may directly request the correct form from a native speaker, their teacher or someone else (Dornyei, 1995). Or, they could make a provisional estimation and subsequently verify its correctness by asking. For example:

“What is this called?...”

12. Use of Fillers/Hesitation Devices

Using filler words or conversational strategies to occupy pauses and create additional thinking time (Dornyei, 1995). This strategy is used to buy time to think about what to say when one forgets what they want to say. For example:

“Uhhhh.... I think it's funny”

“Well..... what is it called in English?”

2.3.3 The Functions of Communication Strategies

Dornyei (1995) stated the function of communication strategies splits into three categories, namely : avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies.

1. Avoidance or reduction strategies

Avoidance or reduction strategies encompass various ways in which learners deal with linguistic challenges. This can involve altering, reducing, or even completely abandoning the intended message. An example of this is when a learner encounters unfamiliar grammatical structures or rules in the target language, leading them to refuse to engage in or continue a conversation related to that subject or field. In such cases, the learner might change the topic of conversation or opt for silence. For instance, when a learner begins discussing a topic but halts due to a linguistic barrier, this is referred to as message abandonment.

2. Achievement or compensatory strategies

Achievement or compensatory strategies are approaches that individuals employ to achieve their intended communicative goals despite facing linguistic deficiencies. Achievement strategies involve actions taken by learners to directly enhance their language learning progress. Compensatory strategies are used by learners to compensate for gaps or challenges in their language proficiency. Examples of compensatory strategies include using gestures or body language to convey meaning, asking for clarification or repetition, paraphrasing when unsure of

a word or phrase, and strategically selecting simpler language or alternative words to express ideas.

3. Stalling or time-gaining strategies

Stalling or time-gaining strategies serve a distinct purpose, as they are not employed to compensate for linguistic deficiencies. Instead, their primary function is to buy time and maintain open communication channels during moments of difficulty. These strategies are often used to allow the speaker to gather their thoughts or navigate linguistic challenges without breaking the flow of the conversation.

