The Use of Communication Strategies
by the Teacher in ESP Class
at University of Muhammadiyah Malang

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Abstract: Teaching in the classroom by using English has raised the problem. The students faced the problem to understand the teacher's talk because of lack of vocabulary. In order to solve this, the teachers are able to communicate to the students actively by using their hands, imitating sound, inventing new words, or describing what they mean. These ways of communicating are called communication strategies (CSs). EFL teachers are not always aware of the importance of teaching communication strategies to their students or, if they are aware, they do not explicitly train their students to use them. They do not use these strategies themselves to serve as a model to their students. This study investigated the communication strategies used by the teacher in ESP Class and the potential factors that influence the communication strategies they use in the class. The data came from three sources: (1) Transcription from audio recording of the teacher in teaching and learning process. (2) Interview with the teacher. (3) And observation note taking during the process of teaching. The results indicated that the most frequently communication strategy used by the teacher in class is code-switching, and learning activity, students' comprehending and teacher' habit are factors that influenced the communication strategies used.

232

Keywords: Communication Strategies, Teaching English as Foreign Language.

Abstrak: Mengajar di kelas dengan menggunakan bahasa Inggris telah mengangkat masalah tersebut. Siswa menghadapi masalah untuk memahami pembicaraan guru karena kurangnya kosakata. Untuk mengatasi hal tersebut, guru mampu berkomunikasi dengan siswa secara aktif dengan menggunakan tangan, menirukan bunyi, menciptakan kata-kata baru, atau mendeskripsikan maksudnya. Cara berkomunikasi ini disebut strategi komunikasi (CS). Guru EFL tidak selalu menyadari pentingnya mengajarkan strategi komunikasi kepada siswanya atau, jika mereka sadar, mereka tidak secara eksplisit melatih siswanya untuk menggunakannya. Mereka tidak menggunakan strategi ini sendiri untuk dijadikan model bagi siswa mereka. Penelitian ini menyelidiki strategi komunikasi yang digunakan oleh guru di Kelas ESP dan faktor-faktor potensial yang mempengaruhi strategi komunikasi yang mereka gunakan di kelas. Data berasal dari tiga sumber: (1) Transkripsi rekaman audio guru dalam proses belajar mengajar. (2) Wawancara dengan guru. (3) Dan observasi mencatat selama proses mengajar. Hasil penelitian menunjukkan bahwa strategi komunikasi yang paling sering digunakan oleh guru di kelas adalah alih kode, dan aktivitas pembelajaran, pemahaman siswa dan kebiasaan guru merupakan faktor yang mempengaruhi strategi komunikasi yang digunakan.

Kata kunci: Strategi berkomunikasi, Pengajaran bahasa inggris sebagai bahasa asing.

A. Introduction

English is the international language of communication, and it is a worldwide expansion which has increased the demand to acquire good communication skills. This is in line with Indonesia vision 2020 for education sector which aims to produce students who have knowledge and skills needed in the globalization era. It wishes to establish Indonesia as a developed nation-state in the year 2020. In the challenge of bringing the students to have English competence as international language, teacher must be ready to accept and adapt themselves with many kinds of changes that may happen around them.

One common problem that usually faced by the teacher in teaching and learning process of English is the students do not understand the main message in a conversation. The problem occurred because of lack of vocabulary. Because of this, the purpose of a conversation is not accepted and made the conversation break down. Sari (2014) said that one of the main communication problems for second language learners is the difficulty in understanding and getting the message across.[1] This is in line with Mei (2010) which stated that foreign language learners may encounter various communication problems when their interlanguage (IL) is limited.[2]

In teaching and learning process of English, the teacher needs to use communication strategy to communicate with the students to avoid the students' misunderstanding and to grow the students' understanding about the subject. Juan & Flor (2008) describe strategic competence which concerns with the

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[1] Fajariah Ratna Sari, *Communication Strategies Employed in Collaborative Reading And Speaking Activities Utilizing Movie Synopses,* (Malang: State University of Malang, 2014).

[2] An Mei, *Use of Communication Strategies by Chines EFL Learners. Chines Journal of Applied Linguistics (Bimonthly).* Volume 33, No. 3.

234

knowledge of communication strategies to handle hindrances in communication.[3] Juan & Flor's statement may indicate that the speaker of English need to have the knowledge on how to use communication strategies because by employing the communication strategies, the speaker will be able to surmount the problem which they encounter during oral communication. When language learners do not know how to say a word in English or they do not understand what the teacher say about, the teacher can communicate effectively by using their hands, imitating sounds, inventing new words, or describing what they mean. These ways of communicating are called communication strategies (CSs).

In addition, communication strategy is an endeavor that a speaker can use in order to get across the communicative goals to the interlocutor. Tarone (1983) defines communication strategies as mutual attempts of two interlocutor to agree on a meaning in situation where requisite meaning structures do not seem to be shared.[4] Supporting Tarone, Dornyei (1995) views communication strategies as the ways a person employs to cope problems and difficulties in oral communication[5]. Problem and difficulties here may be due to their deficits in linguistic knowledge or lack of content knowledge related to certain topics. In line with Tarone and Dornyei, Faerch and Kasper (1983) define communication strategies as the potentially conscious plans for solving what an individual presents it self as

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[3] Esther Uso Juan & Alicia Martinez Flor, *Teaching Intercultural Communicative Competence through the Four Skills*. Revista Alicantina de Estudios Ingleses, (Online), (http://docjax.com), retrieve on March 14th, 2016.

[4] Elaine Tarone, *Some Thoughts on the Nation of Communication Strategy. In Claus Faerch & Gabriele Kasper (Eds.)*, *Strategies in Interlanguage Communication* (p. 61-74). New York: Longman Inc, 1983.

[5] Zultan Dornyei, *On The Teachability of Communication Strategies*. Tesol Quartely Journal. Volume 29, 58. Retrieve on October 28, 2015.

a problem in reaching a particular communicative goal.[6] Supporting them, Corder (1981) defines communication strategies as systematic techniques employed by the speaker to express his meaning when faced with some difficulties.[7] Faerch & Kasper & Corder's perspective on communication strategies may be seen as the technique that the speakers take consciously in order to convey their ideas to the interlocutors.

There are several reasons that make communication strategies as the emphasis of this study. Firstly, using communication strategies as efforts to solve communication problems is a good way to improve the achievement of communication goals. Secondly, the usage of communication strategies by the teacher is served as a model for their students to achieve the communication goals. ***This study investigated the communication strategies used by the teacher in ESP class and the potential factors that influence the communication strategies used by the teacher.***

B. Literature Review

Based on Dornyei, communication strategies divided into twelve types:
Avoidance or reduction Strategies
1. Message Abandonment; Leaving a message unfinished because of language difficulties
2. Topic avoidance; Avoiding topic areas or concept which posse language difficulties

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[6] F. Faerch & G. Kasper, *Strategy in Interlanguage Communication*. Harlow: Longman, 1983.

[7] S.P. Corder, *Error Analysis and Inter-Language*. Oxford: Oxford University Press, 1981.

236

Achievement or compensatory Strategies

3. Circumlocution; describing or exemplifying the target object or action (e.g. the thing you open bottles with for corkscrew).

4. Approximation; using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sail boat).

5. Use of all-purpose words; extending a general, empty lexical item to contexts where specific words are lacking (e.g. the overuse of thing, stuff, make, do, as well as using words like thingie, what-do-you-call-it).

6. Word-coinage; creating non existing L2 word based on a supposed rule (e.g. vegetarianist for vegetarian).

7. Use of nonlinguistic means; mime, gesture, facial expression or sounds imitation.

8. Literal translation; translating literally a, an idiom, a compound word or structure from L1 to L2.

9. Foreignizing; using a L1 word by adjusting it to L2 phonologically (i.e. with a L2 pronunciation) and/or morphologically (e.g. adding to it a L2 suffix).

10. Code switching; using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.

11. Appeal for help; turning to the conversation partner for help either directly (e.g. what do you call…?) or indirectly (e.g. rising intonation, pause, eye contact, puzzle expression).

12. Stalling or Time-gaining strategies; Use of fillers/hesitation devices; using filling words or gambits to fill pauses and to gain time to think (e.g. well, now let me see, as a matter of fact).

C. Method

1. Context and Participant

In this study the design employed is descriptive qualitative. This is accordance with the objective of the study that is to describe the communication strategies used by the teacher in teaching and learning process and the potential factors that influenced the communication strategies used by the teacher. This study took place in economic management class of university of Muhammadiyah Malang and the class consists of 43 students. The data of the study was the teacher of English for Specific Purposes (ESP) and he taught English in this university about one and half year.

2. Data Sources

Data for this study came from: (1) transcription from audio recording of the teacher in teaching and learning process. (2) Interview with the teacher. (3) And observation note taking during the process of teaching.

3. Data Analysis

Once classroom interactions were audio-recorded and transcribed, the framework by Faerch and Kasper (1983) was adopted to code the communication strategies used. The framework was selected because the categories seemed clearly explained and appropriate for the characteristics of the language data collected (Rababah, 2002). A frequency form was designed to classify the communication strategies that occurred during the two hours of each class.

The interviews and the observation notes were examined using content analysis. A qualitative content analysis is a research method for the subjective interpretation of the content of text data through the systematic classification process of

238

coding and identifying themes or patterns (Hsieh & Shannon, 2005). This analysis goes beyond counting the words; it is rather focused on the examination of meaning occurring within a particular context.

D. Findings

Table1. The result of observation & Interview

Types of CSs	Utterances	Factors
Circumlocution	Entrepreneur is someone who easy to get rich and to get some money than someone who works in a company	The teacher **describes** the definition of entrepreneur and **giving an example** of argumentative sentences
Approximation	Yang pertama adalah *reason* text	The teacher **means argumentative text**
Use of nonlinguistic means	Saya minta anda lingkupnya di economic range (draw a circle using fingers)	**Emphasize** "economic range"
Literal Translation	1. Please take a paper, ambil sebuah kertas. 2. Saya minta anda, I ask you to.. 3. Apa yang anda tau tentang entrepreneur? What do you know about entrepreneur? 4. Tiga kalimat, three sentences minimal dalam satu paragraph	**To rise the students' understand** about the questions and the instructions given.
Code Switching	1. We have studied passive voice, modal dan lain sebagainya 2. Ekonominya ada but harus argumentative 3. So, I need you	a. **To minimize misunderstanding** about the questions and the instructions given. b. **Unconsciously** usage

	didalamnya harus ada passive voice plus modal. 4. Saya minta anda lingkupnya di economic range. 5. Jadi membuat argumentative text about entrepreneur. 6. Jadi kalau kita menjadi entrepreneur its will be better itu menurut anda. 7. Tapi belum tentu dengan pendapat orang lain being an entrepreneur will be the success one. 8. Iya silakan tulis sesuai dengan argument anda. It is free. 9. Three sentences minimal dalam satu paragraph. 10. You can share about pertambangan. It is ok. 11. Don't forget saya sudah menjelaskan tentang main mapping	
Appeal for help	1. What is entrepreneur? 2. What do you know about entrepreneur?	*Inviting &Activating* the students to speak.
Stalling or Time-gaining strategies	1. Mmm, ok well. 2. Ok, well now.. prepare a paper	*Thinking and preparing* the next sentences and activities

240

The result of observation shows that the teacher employed seven types of communication strategies such as:

1. *Circumlocution*

Circumlocution is describing or exemplifying the target object or action. Example from the teacher talk.

Tc: "*Entrepreneur* is someone who easy to get rich and to get some money than someone who works in a company".

In this case, the teacher describes the word *entrepreneur* using other words (sentences). The teacher did circumlocution because the students did not familiar with *entrepreneur* word.

2. *Approximation*

Approximation is using an alternative term which expresses the meaning of the target lexical item as closely as possible. For example:

Tc: "Yang pertama adalah *reason* text".

Reason text which mention by teacher means *argumentative text*, the teacher just missing the words argumentative text and change it into reason text.

3. *Use of non-linguistic means*

Use of nonlinguistic means; mime, gesture, facial expression or sounds imitation. For example:

Tc: "Saya minta anda lingkupnya di economic range". (draw a circle using fingers)

The teacher employed this strategy while he gave an instruction to students to make an argumentative text about entrepreneur and the example should in economic range. In order to emphasize the words *economic range* the teacher used his finger to draw a circle and it refers to economic range.

4. *Literal translation*

Literal translation is translating the language from L1 to L2 or vise versa.

Tc: "Please take a paper, ambil sebuah kertas".

Tc: "Saya minta anda, I ask you to".

Based on the result of the interview with the teacher, the use of literal translation is *to rise the students' understand* about the questions and the instructions given.

5. *Code-switching*

Code-switching means using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2. For example:

Tc: "We have studied passive voice, modal dan lain sebagainya".

The teacher said that code-switching strategy employed to minimize misunderstanding in communication (instruction, explanation). And also the used of code-switching happened unconsciously because it is frequently used.

6. *Appeal for help*

Appeal for help means turning to the conversation partner for help either directly or indirectly. For example:

Tc: "What is entrepreneur?".

Tc: "What do you know about entrepreneur?".

Before explaining what entrepreneur is, the teacher asked the students about entrepreneur to invite and activate the students to speak.

7. *Stalling or time gaining strategy*

Stalling or Time-gaining strategy is using of fillers/hesitation devices; using filling words or gambits to fill pauses and to gain time to think. For example:

Tc: "Mmm, ok well".

Tc: "Ok, well now.. prepare a paper".

Dornyei (1995) said that stalling or time gaining strategy is used to *gain time to think.* And this is in line with the teacher statement that the used of this strategy is to gain time to think the next word/ sentence that will be saying in the next activity.

242

E. Conclusion

Based on the investigating of communication strategies that used by the teacher in the process of teaching and learning in ESP class of economic management, there were seven of twelve types of communication strategies stated by Dornyei that used by the teacher such as circumlocution, approximation, use of non-linguistic means, literal translation and the last is code-switching.

The result of the interview showed that the factors of communication strategies chosen by teacher. Firstly, Circumlocution is used to describe the word which did not understand by the students. Secondly, Approximation is appeared when the teacher used the alternative term which express the meaning of the target word (reason text for argumentative text). Thirdly, used of non-linguistic mean. In this case the teacher used his finger to draw a circle in emphasizing the meaning of economic range. Fourthly, Literal translation is used by the teacher in order to put the students understanding about the question and the instruction given. Fifthly, code-switching is chosen unconsciously by the teacher because of habit and to minimize misunderstanding for the students. Sixthly, appeal for help is aimed to invite the students to speak in order to know their understanding about the material. And the last is stalling or time-gaining strategies to help the teacher to think and prepare the next words that will be saying or to recall the teacher's talk about the next activity.

Based on the result of the observation and interview, code-switching is type of communication strategies that the most frequently used by teacher in the classroom. One potentially factor is because code-switching strategy is frequently used by the teacher in daily teaching and learning process, so it is employed unconsciously.

243

F. RECOMENDATION
1. For the teacher
   a. The teacher should do more exposure about communication strategies to enrich the knowledge about communication strategies and the usage.
   b. Enriching the usage of communication strategies by the teacher in the process of teaching and learning will serve as a model for their students to achieve the communication goals.
2. For the next researcher:
   a. The deeper observation potentially shows the more findings and factors that influenced the teacher in using of communication strategies.
   b. Doing a research about communication strategies in classroom interaction between booth teacher and the students and the potential factor that influenced the use of communication strategies.

244

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