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## A STUDY ON TEACHER'S COMMUNICATION STRATEGIES IN TEACHING AND LEARNING PROCESS

### Abstrak

Komunikasi penting bagi orang-orang di seluruh dunia. Tanpa komunikasi, manusia tidak akan dapat berkomunikasi satu sama lain. Dalam memahami beberapa bahasa yang berbeda, orang perlu mempelajari bahasa target untuk berkomunikasi, misalnya orang Indonesia belajar menguasai bahasa Inggris. Dalam konteks bahasa Inggris di Indonesia yang dianggap sebagai bahasa asing, hal ini menyebabkan pembelajar tidak hanya memahami bahasanya tetapi juga budayanya. Untuk menyampaikan pesan-pesan mereka dan tetap dalam percakapan sampai tujuan komunikasi mereka tercapai, pelajar ESL (Bahasa Inggris sebagai Bahasa Kedua) perlu menggunakan strategi komunikasi, yang telah didefinisikan secara umum sebagai perangkat yang digunakan oleh bahasa kedua oleh pelajar bahasa kedua untuk mencapai tujuan mereka. tujuan komunikasi tertentu. Penelitian ini bertujuan untuk menemukan strategi komunikasi guru selama interaksi kelas. Penggunaan strategi komunikasi tersebut mendasari dua alasan utama yaitu memecahkan masalah berbicara dan membuat situasi berbicara dan belajar menjadi interaktif. Guru menggunakan berbagai strategi komunikasi untuk merangsang peserta didik agar lebih aktif selama proses belajar mengajar.

**Kata Kunci:** Strategi Komunikasi, Pengajaran Bahasa Inggris sebagai Bahasa Asing, ESL.

### Abstract

Communication is important for people around the world. Without communication, people will not be able to communicate each other. In understanding some different languages, people need to learn the target language to communicate with, for instance Indonesian people learn to acquire English. In the context that English in Indonesia is considered as foreign language, it causes the learners understand not only the language but also the culture. In order to convey their messages and remain in a conversation until their communication goal is achieved, ESL (English as a Second Language) learners need to employ communication strategies, which have been defined generally as devices used by second language by second language learners to achieved specific communication goals. This study was aimed to find teacher communication strategies during classroom interaction. The use of those communication strategies is underlying two main reason which are solving the speaking problems and making interactive speaking and learning situation. Teachers used various communication strategies to stimulate learners to be more active during the teaching and learning process.

**Keywords:** Communication Strategies, Teaching English as a Foreign Language, ESL.

### INTRODUCTION

In Indonesia, English is considered as a compulsory subject for formal schooling. The goal of English teaching and learning is to produce and comprehend both the spoken and written language. Some people think that successful English learners are those who can speak English fluently. They do not even realize that the learners can be categorized as successful learners when they master all of the four skills, such as listening, speaking, reading, and writing.

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In teaching and learning process, most of teachers in Indonesia commonly have some problems: one of them is the teaching strategy. According to Aswan (2010), teaching strategy is a teacher’s plan in teaching and learning process to achieve a purpose which has been planned. In other words, teaching strategies are approaches to teaching students. The teachers have to apply the strategy to balance between the methods used and the way the teacher applies the material.

Language learning cannot be separated from its culture. Language is a clear manifestation of culture. A word can has both cognitive meaning and cultural meaning. Cultural meaning refers to words and expressions which represent cultural perception, values and behavior. At discourse level, the link between language, communication and culture is virtually inseparable.

Language teaching at school has traditionally been aimed at developing linguistic competence. Teachers tend to teach grammar and linguistic features without letting their learners practice and improve their communication in English. Probably this is one reason that cause some learners are good in English but they cannot use English orally. This problem may be solved by the teacher to introduce communication strategies to their learners in order to avoid them from some communication problems and equip them with strategies to overcome the problems of speaking that they are dealing with.

Communication happens to transfer the knowledge between teacher and learners during teaching and learning process. Classroom Communication happens for a reason. It happens in the class between teacher and learner, teacher and a group of students, and of course learner to learner.

**METHOD**

This research used descriptive qualitative design to investigate communication strategies used by an English teacher during teaching and learning process. The subject of this research was an English teacher who taught fourth grade students. Observation was conducted to gain the required data. Triangulation data was employed to ensure the validity of the collected data. Method of triangulation data was implemented to avoid data bias and ensure the data validity and reliability. To provide the better evidence, it should cover the combination of several data collection methods. Then, interactional strategies cover appeals for help, comprehension check, own-accuracy check, asking for repetition, asking for clarification, asking for confirmation, guessing, expressing non-understanding, interpretive summary, and responses. After the collected data were classified, the function of communication would be analysed.

Those data were collected by doing observation during teaching and learning process was ongoing. It was conducted five times. The following table presented the communication strategies employed by an English teacher during teaching and learning process.

Table. 1. Communication Strategies Employed by an English Teacher

Types of communication strategies (Dornyei & Scott, 1997)	Sub-type of communication strategies	Function
Direct Strategies	Code Switching	To facilitate students’ understanding about the message delivered by the teacher
	Self-rephrasing	To simplify the delivered message
Indirect Strategies	Use of fillers	For breaking ice and being friendly and gaining time to think what the next action is.
Interaction al Strategies	Asking for confirmation	To avoid misunderstanding between teacher and students

	Asking for clarification	To ensure students' understanding regarding with the delivered message by the teacher
	Asking for repetition	To get clear information from the students

Cook (2001) emphasizes that code switching should be extremely restricted in the classroom. Code switching was employed by English teachers five times during the learning process in the classroom. In fact, the use of code switching is not recommended in foreign language teaching and learning.

The use of self-rephrasing was identified in this study. English teacher employed it once during teaching and learning process. It was employed to simplify the delivered message. For instance, teacher said, "what is it? You write it on your notebook..." (writing on a notebook) to simplify the word "notebook". The use of fillers by English teachers was appeared during teaching and learning process. It was employed once by the teacher. Teacher employed fillers in order to gain time to think about what next action that should be done.

Asking for confirmation was employed by teacher to avoid misunderstanding between teacher and learners. For instance, "Do your answer use 'have'? Use 'have'?" said by teacher.

The use of asking for clarification aimed to ensure learners' understanding regarding to the message delivered by the teacher.

Then, asking for repetition was employed by teacher three times. It was employed to get clear information from the learners. For example, "Pardon? What is your question?... Your question?", said by teacher.

## RESULT AND DISCUSSION

### Communications Strategies

(Hedge 2000:52) stated that communication strategies are usually associated with spoken language and research has shown that students tend to use various communication strategies when they are unable to express what they want to say because of their lack of resources in their second language (L2).

In line with the explanation above, the researcher may say that communication strategies are the strategies of communication that someone of non-native speaker of one language should know how to avoid some problems that may occur during the conversation with the interlocutors. It is also important to know that culture and language cannot be separated, therefore, in the context of language teaching, the knowledge of language and its culture need to be taught as well to second language learners. By letting the learners know about it, they may solve their problems during communication and may choose properly which strategies of communication they are going to use. The role of teachers in introducing communication strategies to the learners could determine their learners' successfulness in facing problems of communication occur in real life situations.

Later, the study on communication strategies has been extended. Earlier studies on communication strategies focused on the definition and taxonomy of communication strategies. As the result, there are numerous definitions and taxonomies of communication strategies. Then, those various definitions and taxonomies can be distinguished into two perspectives; interactional perspective and psycholinguistic perspective.

Interactional perspective focuses on the interaction and the negotiation of meaning between speaker and interlocutor. In contrast, psycholinguistic perspective emphasizes on cognitive activities during the use of communication strategies

However, most studies on communication strategies generally have been focused on communication strategies used by L2 learners. Yet, it is not only L2 learners who have less adequate linguistics repertoire of target language but also the teachers as well.

**Taxonomy of Communication Strategies**

The taxonomy and the type of communication strategies may differ from one scholar to other scholars. The taxonomy in the table below is proposed by Bialystok (1990) and adapted from Varadi (1973), Tarone (1977), and Faerch and Kasper (1983).

Communication Strategies	Strategies	Explanation of Strategy
A. Avoidance or Reduction Strategies	a. Message abandonment	Leaving a message unfinished because of linguistic difficulties
	b. Topic avoidance	Avoiding topic areas or concepts which pose linguistic difficulties
B. Achievement or Compensatory Strategies	a. Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys)
	b. Approximation	Using an alternative term which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sail boat)
	c. Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing)
	d. word-coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)
	e. Use of non-linguistic means	Mime, gestures, facial expressions
	f. Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to L2
	g. Foreignizing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)
	h. Code switching	Using a L1 word with L1 pronunciation
	i. Appeal for help	Turning to the conversation partner for help directly or indirectly

C. Stalling or time gaining strategies	a. Use of fillers/hesitation devices	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see...)
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It can be seen that some types of communication strategies offered by different scholars are almost similar one another but may have different meaning on its applications. In addition, the uses of those strategies above are also varied from one another. The writer claims that only some strategies are used frequently by some people to overcome the problem they are dealing with during the process of communication.

However, most of the research on general communication strategy has been focused on a communication strategy that used by L2 learners. However, it's not only L2 students who have inadequate linguistics target language repertoire but also teacher too.

In addition, research on communication strategy used by the teacher remarkably rare. Considering its importance communication strategies used by EFL teachers, this needs to be known development on it. Therefore, this research conducted to investigate communication strategies used by English teachers during the teaching and learning process. This includes all types of communication strategy and function of the strategy used.

## CONCLUSIONS

The purpose of the research was to describe communication strategies used by English teacher during teaching and learning process. There were six types of communication strategies used by English teacher during teaching and learning process, they are code-switching, self-rephrasing, use fillers, asking for confirmation, asking for clarification, and asking for repetition. In general, the aim of using those strategies is to deliver the material effectively so that the learners can accept the material well during the learning process. Hopefully, after reading this research, teachers more aware of using communication strategies, because the usage of the communication strategies can encourage the learners to be more active in following the lesson and communication in the target language.

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