



**COMMUNICATION STRATEGIES USED BY A TEACHER
IN COMMUNICATING WITH HER SECOND GRADE
STUDENTS OF SMA NEGERI 1 KENDAL
IN THE ACADEMIC YEAR OF 2010/2011**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Tatik Hastiti Nourmalitasari

2201407107

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

2011

APPROVAL

This final project has been approved by the Board of Examination of English department of languages and Arts Faculty of State University of Semarang on 16th August 2010.

Board of Examination

1. Chairman

Prof. Dr. Agus Nuryatin, M.Hum.

NIP 196008031989011001

2. Secretary

Dr. Dwi Anggani Linggar Barati, M.Pd.

NIP 195901141989012001

3. First Examiner

Drs. Ahmad Sofwan, Ph.D.

NIP 196204271989011001

4. Second Supervisor as Second Examiner

Sri Wuli Fitriati, S.Pd., M.Pd.

NIP 197510262005012001

5. First Supervisor as Third Examiner

Dr. Djoko Sutopo, M.Si

NIP 195403261986011001

Approved by

Dean of Faculty of Languages and Arts,

Prof. Dr. Agus Nuryatin, M.Hum.

NIP 196008031989011001

PERNYATAAN

Dengan ini saya,

Nama : Tatik Hastiti Nourmalitasari

NIM : 2201407107

Prodi/Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project berjudul:

“Communication Strategies Used by A Teacher in Communicating with Her Second Grade Students of SMA Negeri 1 Kendal in The Academic Year of 2010/2011”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan pengarahan / ujian.

Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dan penulisan karya ilmiah.

Dengan demikian walaupun tim penguji dan pembimbing skripsi / tugas akhir / final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Kendal, 20 Juni 2011

Yang membuat pernyataan,

Tatik Hastiti Nourmalitasari

NIM 2201407107

“Ada diriku dalam dirimu. Kau dalam aku. Yang melihat di diri yang dilihat, yang dilihat di diri yang melihat,”- Abdul Qadir Jailani

“Tetaplah seperti air laut yang akan tetap asin meskipun air sungai dan air hujan tercurah di dalamnya.”- Habib Muhammad Luthfi bin Yahya

“Do the best, God will do the rest.”



To:

My beloved mother and father

My lovely sisters

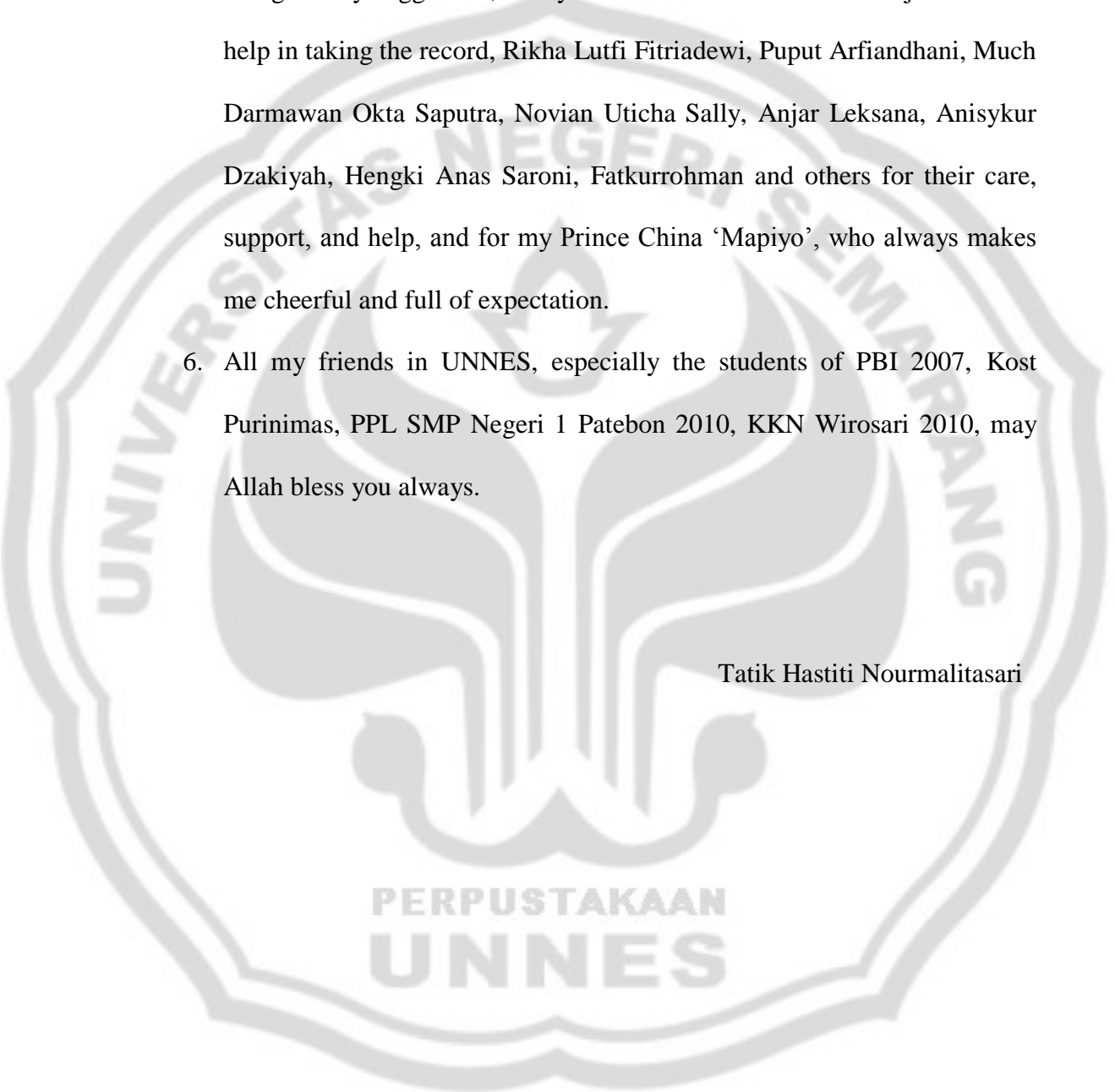
My mentors, all of my dear
friends, and my Mapiyo

ACKNOWLEDGEMENT

First and foremost, I would like to give my greatest gratitude to Allah SWT, the Almighty for the blessing and mercy which leading me to complete this study.

I realize without any help, I would never be able to complete this research. Therefore, I would like to express my gratitude and appreciation to:

1. Dr. Djoko Sutopo, M.Si. - my first advisor and Sri Wuli Fitriati, S.Pd., M.Pd. – my second advisor, and Drs. Ahmad Sofwan, Ph.D. – my first examiner for their patience in providing continuous and careful guidance and wise advice so that I could finish this study.
2. The Headmaster, Drs. Iskandar, the English teacher, Tutik Huma, S.Pd., the XI Science 3 of SMA Negeri 1 Kendal in the academic year of 2010/2011, and all of the teachers and staffs for their cooperation.
3. All of my teachers and lecturers of the English Department of Semarang State University, who have given knowledge and experience during my study.
4. My beloved mother – Ibu Basiyah, my father – Bapak Sukamto, my sisters – Destya Dwi Mahargiyani and Karina Tri Sukmawati, who always give the never ending love, prayer, and sincere support for finishing my study. I am speechless to express my feelings towards you all, but I thank you very much.

- 
5. My 8 mentors – especially for Lettu. (Tek) Bima Damar Nugraha and wife, Alm. Fahrian Nurdiansyah, Rangga Permana for the time to discuss and give any suggestion, Wahyu Setia Budi and Reni Sri Harjanti for the help in taking the record, Rikha Lutfi Fitriadewi, Puput Arfiandhani, Much Darmawan Okta Saputra, Novian Uticha Sally, Anjar Leksana, Anisykur Dzakiyah, Hengki Anas Saroni, Fatkurrohman and others for their care, support, and help, and for my Prince China ‘Mapiyo’, who always makes me cheerful and full of expectation.
6. All my friends in UNNES, especially the students of PBI 2007, Kost Purinimas, PPL SMP Negeri 1 Patebon 2010, KKN Wirosari 2010, may Allah bless you always.

Tatik Hastiti Nourmalitasari

ABSTRACT

Nourmalitasari, Tatik Hastiti. 2011. *Communication Strategies Used by A Teacher in Communicating With Her Second Grade Students of SMA Negeri 1 Kendal in The Academic Year of 2010/2011.* Final Project. English Education Program, Faculty of Languages and Art, Semarang State University. Supervisors: I. Dr. Djoko Sutopo, M.Si., II. Sri Wuli Fitriati, S.Pd., M.Pd.

Keywords : Communicative Competence, Communication Strategies, Teachers' Talk, Classroom Discourse Analysis

Teachers' talk has an important role in English teaching learning activity. Hence, they must be able to communicate as effective as possible in order to make his students easier to learn English. Nevertheless, most English teachers sometimes face some difficulties when delivering English material. This is due to their insufficient communicative competence knowledge. They still lack of knowledge in making the teaching learning activity runs smoothly.

The objectives of this study are to reveal what communication strategies used by an English teacher in communication with her second grade students of SMA Negeri 1 Kendal and to find out the dominant type of communication strategies which appear when she delivers English material.

I used qualitative approach, more specifically classroom discourse analysis in analyzing this study since the source of the data were communication strategies which are used by an English teacher in communicating with her students during an English teaching learning activity. I took the data by recording 90 minutes of English lesson. Then, I described the data and gave interpretation about the communication strategies used by the teacher in communication with her second grade students. The subject of this study is an English teacher of SMA Negeri 1 Kendal and one of her class, XI Science 3 in the academic year of 2010/2011. I used Celce Murcia et al (1995) as a framework for this data analysis, for the reason of its specification and newness.

The results showed that communication strategies used by the teacher were: 4.34% nonverbal signals, 0.65% literal translation from L1, 77.4% code switching, 5.86% fillers, hesitation devices and gambits, 10.20% self and other repetition, 0.22% self initiated repair, 0.43% self rephrasing, and 0.87% meaning negotiation.

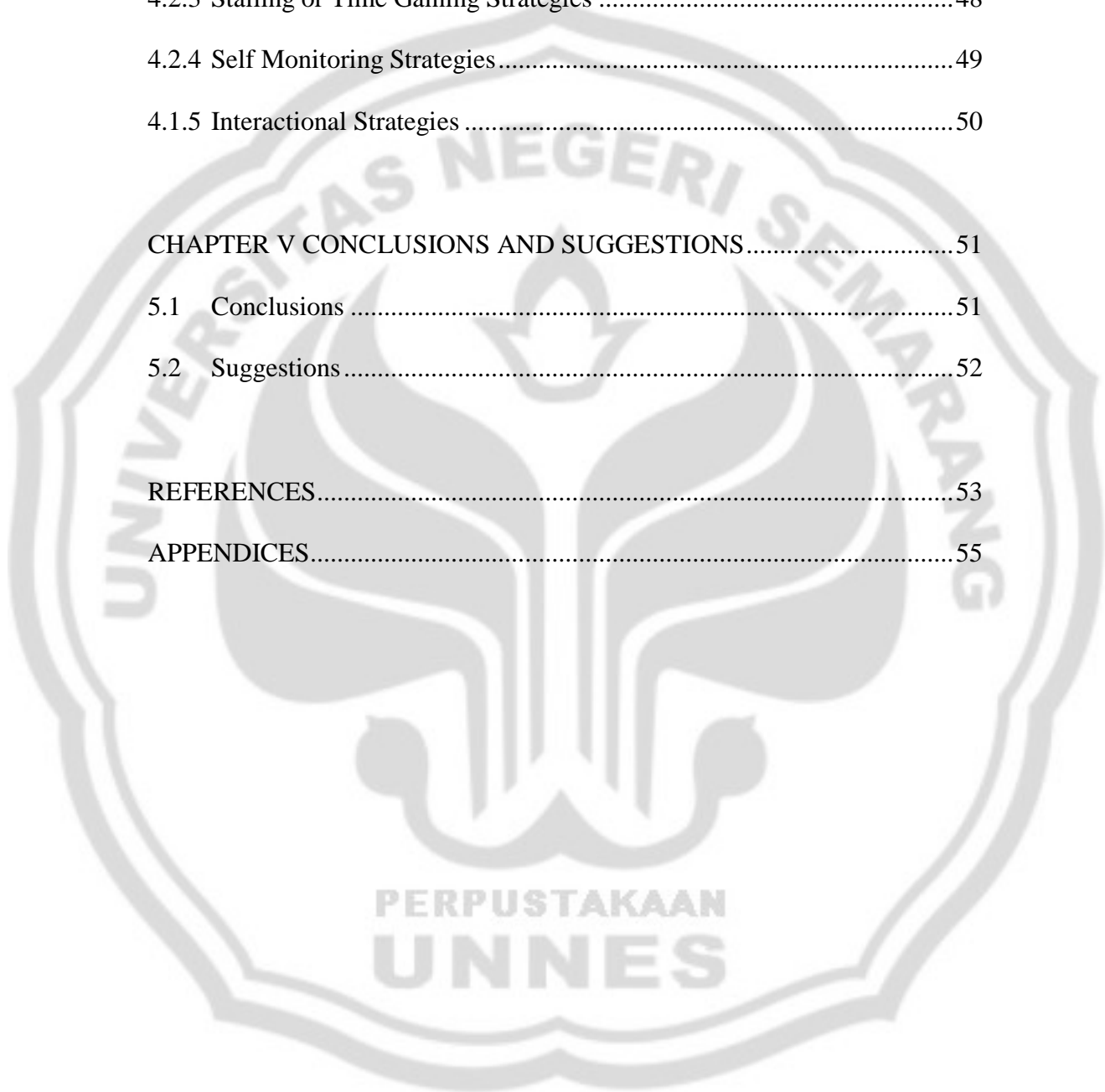
Based on the results of the study, the teacher often uses code switching more than other strategies. This is due to the fact that students still have less knowledge of English and the teacher adapts the situation by following them using much L1 in order to make them easier to learn English. In contrast, the avoidance or reduction strategy does not appear during the conversation. It could happen because the topic of the teaching learning activity was discussing English exercises from a textbook.

TABLE OF CONTENTS

APPROVAL.....	ii
PERNYATAAN.....	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic.....	4
1.3 Statements of the Problems	5
1.4 Objectives of the Study.....	5
1.5 Significances of the Study	6
1.6 Limitations of the Study	6
1.7 Outline of the Report	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Interlanguage	8

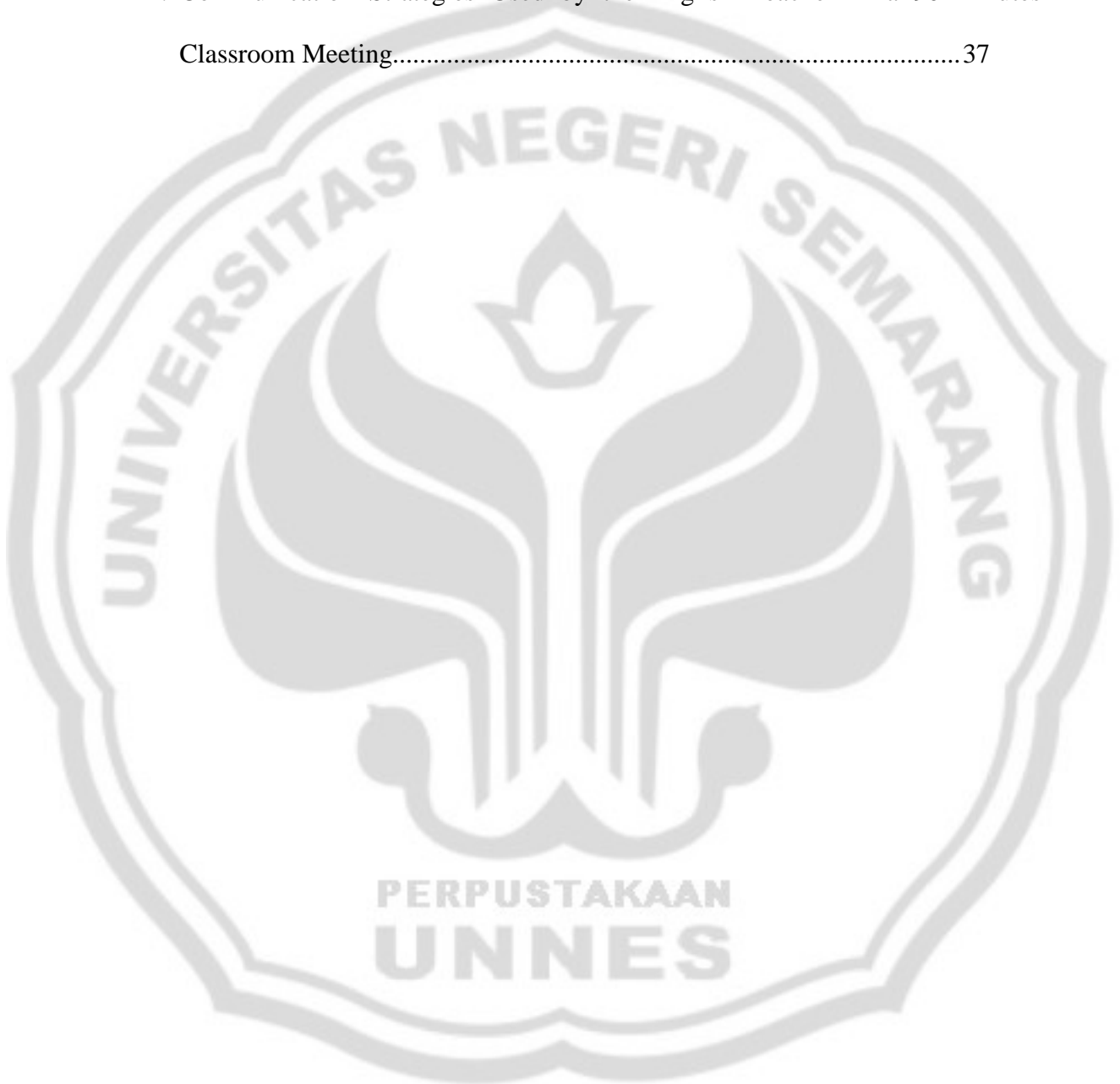
2.2	Communicative Competence.....	10
2.2.1	Definition of Communicative Competence	10
2.2.2	Components of Communicative Competence	11
2.3	Communication Strategies.....	15
2.3.1	Definition of Communication Strategies	15
2.3.2	Models of Communication Strategies	17
2.4	Teachers' Talk	27
CHAPTER III METHODS OF INVESTIGATION		29
3.1	Research Design	29
3.2	Types of Data.....	30
3.3	Instruments	31
3.4	Procedure of Collecting Data.....	32
3.5	Method of Analyzing Data	32
CHAPTER IV RESULTS AND DISCUSSION.....		36
4.1	Research Results.....	36
4.1.1	Avoidance or Reduction Strategies	39
4.1.2	Achievement or Compensatory Strategies.....	39
4.1.3	Stalling or Time Gaining Strategies	41
4.1.4	Self Monitoring Strategies.....	43
4.1.5	Interactional Strategies	44
4.2	Discussion.....	46

4.2.1 Avoidance or Reduction Strategy.....	46
4.2.2 Achievement or Compensatory Strategies.....	46
4.2.3 Stalling or Time Gaining Strategies	48
4.2.4 Self Monitoring Strategies.....	49
4.1.5 Interactional Strategies	50
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	51
5.1 Conclusions	51
5.2 Suggestions.....	52
REFERENCES.....	53
APPENDICES.....	55



LIST OF TABLES

1. Communication Strategies Used by the English Teacher in a 90 minutes
Classroom Meeting.....37



LIST OF FIGURES

1. Tarone's Communication Strategies.....21
2. Celce Murcia et al's Communication Strategies.....26



LIST OF APPENDICES

1. Transcription of 90 minutes Classroom Meeting



CHAPTER I

INTRODUCTION

Chapter one presents the background of this study, reason for choosing the topic, statement of the study, significances of the study, limitation of the study, and outline of the report.

1.1 Background of The Study

Nowadays we have entered the globalization era. English is an international language that is used by many countries. Brumfit (1981: 1) states that “English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact.”

In Indonesia, English is learnt as a foreign language. English is learnt in formal school, start from Junior High School, even nowadays many Elementary Schools in Indonesia have taught English. Teacher talk plays an important role due to the fact that most Indonesian students still depend on their English teachers. Regarding with this situation, it is important for the teachers to master English well. The teachers must be able to pronounce English words clearly and correctly during teaching. They should be able to arrange the sentences

grammatically correct in conveying the messages in order to avoid misunderstanding.

On the other hand, most of the teachers sometimes get difficulties to communicate in English. They sometimes cannot find appropriate words to express their ideas and feelings. They often cannot use appropriate utterances in delivering their messages. When they get stuck on this situation, communication will break down. The main problem in oral communication, especially for the second language learners might coincide with insufficient knowledge in that language. They often avoid the utterances which they do not know how to say in the target language; even they switch the difficult words into their native language to avoid misunderstanding.

There are some aspects that influence us in learning English as a second language. One of the aspects is psycholinguistic aspects of interlanguage. Psycholinguistics is the study of the mental structures and processes involved in the acquisition and use of language. Some issues in psycholinguistics aspects are L1 transfer, the role of consciousness, processing operations, and communication strategies.

Communication strategy is one of the components of communicative competence that relates to the way both speaker and interlocutor maintain and sustain communication. Tarone (1980: 65) gives the definition of communication strategies that emphasize on the communication between the interlocutors and the speakers, "It is a mutual attempt of two interlocutors to agree on a meaning in

situation where requisite meaning structures do not seem to be shared. (Meaning structures include both linguistic and sociolinguistic structures).”

Faerch and Kasper (1983: 36) define communication strategies as “Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.” Communication strategies are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding.

According to that situation, communication strategies have to be taught to the second language learners. As teacher candidates, we will teach speaking. In teaching speaking, we should involve our students in real communication, not only ask them to memorize some expressions. The learners have to learn how to negotiate meaning in conducting conversation in order to make the interlocutor understand the message. If the learners face some problems in communication, they will try how to avoid the problems by applying some strategies.

In this study I will emphasize on teachers’ talk, particularly on communication strategies used by an English teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011. Generally, most Indonesian English teachers are also second language learners. Such the other second language learners, the English teachers will also face some problems during teaching-learning activities. Hence, they will probably apply communication strategies. The communication strategies which are used will also be various from each teacher. I think it is interesting to be observed and

analyzed. I would like to use Celce Murcia et al. (1995: 28) as a framework of my study due to the newness and the most specific one.

1.2 Reason for Choosing the Topic

I have two reasons for choosing communication strategies as the topic of my study. First, communication strategies are the most common ways which are used by second language learners to sustain communication between speaker and interlocutors. If a speaker gets difficulties in saying something, she will use any effort to make the interlocutors understand what she means or she wants to say. Therefore, I think it is interesting to be analyzed because everyone has different communication strategies which are dominantly employed.

Second, by analyzing the communication strategies used by a teacher in communicating with his/her students, I think it can be a guidance for the teacher itself and other teachers to use the communication strategies as appropriate as possible towards the native English. Moreover, the teaching-learning process in classroom will be more effective if the teacher uses communication strategies as adequate and proper as possible in order to make his/her students understand what he/she actually means.

Here in this study I select an English teacher and her second grade students of SMA Negeri 1 Kendal because nowadays SMA Negeri 1 Kendal is the best Senior High School in Kendal Regency. The school has accreditation A based on SK No. Ma. 006593 Prov-03 and belongs to SBI, a school which uses English as an additional language during teaching-learning activities (i.e. English as the

instructional language), since the academic year of 2008/2009. Furthermore, according to the Indonesian Ministry of Education statistics of the national final exam in the academic year of 2009/2010, the percentage of the school leavers reached 100%. The school leavers of science program achieved third position in Central Java province and got fourth number for the social program. Those reasons will support the validity of the data analysis.

1.3 Statements of the Problems

The statements of problems that will be discussed in this study are:

- (1) What communication strategies are used by the English teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011?
- (2) Which types of communication strategies are used and which is dominantly used by the English teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011?

1.4 The Objectives of the Study

The objectives of the study are:

- (1) To find out the kinds of communication strategies which are used by the English teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011.

- (2) To find out which types of communication strategies used and which is dominantly used by the English in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011.

1.5 Significance of the Study

This final project is expected to give some benefits for both theoretical and practical ones for readers and writer. Theoretically, the result of this study hopefully would be an additional knowledge for English teachers to master and learn more about communication strategies.

For practical point of view, the study will help English teachers to apply the best types of communication strategies in teaching English as a foreign language in order to be able to use English as maximum and communicative as possible.

1.6 Limitations of the Study

I limit this study to the following things:

- 1) The communication strategies analyses used for this study is based on Celce Murcia et al (1995: 28) categories.
- 2) The observation is only conducted to an English teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011.

1.7 Outline of the Report

This thesis consists of five chapters. Chapter I discusses introduction which is divided into (1) background of the study, (2) reasons for choosing the topic, (3) statements of the problems, (4) objectives of the study, (5) significances of the study, (6) limitations of the study, and (7) outline of the study. The second chapter presents review related of literature. This chapter explains some theories of communicative competence and communication strategies that relate to the study. Chapter III deals with the method of investigation. This chapter consists of (1) research design, (2) types of data, (3) instruments, (4) procedure of collecting the data, and (5) the procedure of analyzing the data. The fourth chapter describes the result of the study and the discussion of the data. Finally, chapter V takes the point of conclusion and suggestions which are made based on the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of literature related to the topic of the study, namely communication strategies used in teaching-learning activities in an English classroom. Firstly, the term of interlanguage will be overviewed. Secondly, the chapter shows the literature of communicative competence, and then it is followed by communication strategies. The last is teacher talk.

2.1 Interlanguage

Selinker (1972) as quoted by Ellis (1994: 710) coined the term ‘interlanguage’ to refer to the systematic knowledge of an L2 which is independent of both these learner’s L1 and the target language. The term has come to be used with different but related meanings: (1) to refer to the series of interlocking systems which characterize acquisition, (2) to refer to the system that is observed at a single stage of development, and (3) to refer to particular L1/L2 combinations. Interlanguage is the type of language produced by second and foreign language learners who are in the process of learning a language (Richard, Jack C et al, 1992: 186).

Based on the theories above, I assume that interlanguage is a language made and used by speakers which is neither the L1, nor the target language, with its own grammar, its own lexis, and so on. It is speakers’ attempt language to

communicate in the target language if they do not know how to say some words in the target language.

Ellis (1997: 33-34) elaborates that the concept of interlanguage involves premises about L2 acquisition as follows:

- 1) The learners construct a system of abstract linguistic rules which underlies comprehension and production of the L2. This system of rules is viewed as an 'mental grammar' and is referred to as an 'interlanguage'.
- 2) The learners' grammar is permeable. That is the grammar is open to influence from the outside and the inside.
- 3) The learners' grammar is transitional. It means that the learners change their grammar from one time to another by adding rules, deleting rules, and restructuring the whole system. This result in an 'interlanguage' continuum, which is learners construct a series of mental grammar or interlanguage as they gradually increase the complexity of their L2 knowledge.
- 4) Learners employ various learning strategies to develop their interlanguages. The different kinds of errors that learners produce reflect different learning strategies.
- 5) The learners' grammar is likely to fossilize.

An interlanguage is naturally made according to learners' experience with the target language. The learners create an interlanguage using different learning strategies such as language transfer, overgeneralization, and simplification. Language transfer refers to the situation when the learners use their own L1 as a resource. Overgeneralization refers to the situation when the learners use an L2 rules in situations in which a native speaker would not. This can occur at a number of levels. They are at the phonetic level, grammatical level, the lexical level, and the discourse level. Simplification refers to the situation when the learners use speech that resembles that of very young children or of pidgins. This may be either because they cannot, in fact, as yet produce the target forms or because they do not feel sure of them.

2.2 Communicative Competence

2.2.1 Definition of Communicative Competence

Communication strategy is one of the components of communicative competence. It is important for every speaker to own the competence in order to smooth the conversation and both speaker and interlocutor understand each other. I will give some definitions of communicative competence.

The term of communicative competence was coined by Dell Hymes in 1972. As quoted by Widdowson (1978), communicative competences are rules of language use without which rules of grammar are useless. Johnson and Johnson (1998: 64) states that communicative competence is essentially as competence in language use or as language abilities of speaker and listener. He also defines communicative competence is the knowledge which enables someone to use his knowledge for communication. Apart from the definition above, Canale and Swain (1980: 34) affirm that communicative competence was understood as the underlying systems of knowledge and skill required for communication (e.g., knowledge of vocabulary and skill in using the sociolinguistic convention for a given language). It is understood that the communicative competence refers to knowledge and skills in using this knowledge when interacting in actual communication. Knowledge refers to what a person knows and skills refer to the extent one is capable to implement his or her knowledge in real communication or not. Furthermore, the knowledge here is the language knowledge, how to arrange a good sentence, that can be understood and decoded easily by the interlocutors in the actual communication. In addition Celce-Murcia et al's defines

communicative competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets (1995: 9).

From the definitions above, I conclude that communicative competence is knowledge which both speaker and interlocutor have to master in order to make conversation runs smooth, not break down. In my opinion it is important to be mastered although grammar is slightly ignored.

2.2.2 Components of Communicative Competence

There are some components of communicative competence. According to Canale and Swain (1980), the components of communicative competence are:

- 1) Linguistic competence – the knowledge of the language code;
- 2) Sociolinguistic competence – the mastery of the socio-cultural code of language use;
- 3) Discourse competence – the ability to combine language structures into different types of cohesive and coherent texts
- 4) Strategic competence – the knowledge of verbal and non-verbal communication strategies which can enable us to overcome difficulties when communication breakdown occurs and enhance the efficiency of communication.

The first component is linguistic or as known as grammatical competence. It concerns with mastery of the language code. This type of competence directly focuses on the knowledge and skill required to express accurately the literal meaning of utterances. Linguistic competence consists of features and rules of the

language such as vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics.

Sociolinguistic competence deals with the mastery of the socio-cultural code of language use, such as appropriate application of vocabulary, register, politeness, and style in a given situation. Canale and Swain as quoted by Mc Roy and Hirst (2002: 2) say that sociolinguistic competence included both socio-cultural rules of use, and rules of discourse, and also the extent to which utterances are produced and understood appropriately in different context.

The next component is discourse competence. It concerns the mastery of how to combine grammatical forms and meanings to achieve unified and acceptable spoken or written texts in different genres or text types such as narrative, procedural text, expository text, and others. Tarone (1984: 422) argues that discourse competence is the knowledge of what acceptable usage within the speech community.

Strategic competence consists of the ability to employ strategies of language use in the attempt to reach communicative goals. It is a set of strategies which are used when the communication starts to get stuck.

The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), includes four competences under the heading of communicative competence: grammatical competence (i.e. knowledge of the language code), sociolinguistic competence (i.e. knowledge of the sociocultural rules of use in a particular context), strategic competence (i.e. knowledge how to use communication strategies to handle breakdowns in communication), and discourse

competence (i.e. knowledge of achieving coherence and cohesion in a spoken or written text). Pragmatic competence is essentially included in this model under sociolinguistic competence, which Canale and Swain (1980: 30) described as 'sociocultural rules of use'. However, it was not until Bachman that pragmatic competence came to be regarded as one of the main components of communicative competence.

Bachman's (1990) model of communicative language ability included three elements, namely language competence, strategic competence, and physiological mechanisms. Language competence comprises two further components: organizational and pragmatic competence. On the one hand, organizational competence consists of grammatical and textual competence, thereby paralleling Canale's (1983) discourse competence. On the other hand, pragmatic competence consists of illocutionary and sociolinguistic competence, the former referring to knowledge of speech acts and language functions, and the latter referring to the knowledge of how to use language functions appropriately in a given context. Apart from language competence, the model also includes strategic competence and physiological mechanism. The former refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place, whereas the latter refers to neurological and psychological processes that are involved in language use.

Meanwhile, Celce-Murcia et al (1995: 12) divides communicative competence into five components. They are discourse competence, linguistic competence, actional competence, socio-cultural competence, and strategic

competence. The first competence is discourse competence. It deals with the selection, sequencing, and arrangement of words, structures, sentences, and utterances to achieve a unified spoken or written text. Discourse competence itself consists of cohesion, coherence, generic structure, and conversational structure.

The second competence is linguistic competence. It comprises the basic elements of communication, the sentence patterns, and types the constituent structure of sentence to realize communication as speech or writing. The next is actional competence. It is defined as competence in conveying and understanding communicative intent. The competence is divided into knowledge of language function and knowledge of speech act sets.

The fourth competence is socio-cultural competence which refers to the speaker's knowledge of how to express messages appropriately within the overall and cultural context of communication. It is divided into four categories. They are (1) social contextual factors, which concern about the participants and the situation, (2) stylistic appropriateness factors, (3) cultural factors, and (4) non-verbal communicative factors.

The last competence is strategic competence. It is the knowledge of communication strategies that may be called into action. The strategies are used for two main reasons: to compensate for breakdown in communication due to limited condition in actual communication and to enhance the effectiveness of communication.

From the discussion above, it can be drawn that communicative competence includes not only the mastery of grammar and lexicon, but also the rules of

speaking. For example, knowing the proper time to open a conversation and how it should be done, what topics is suitable to particular speech event, which forms of address are to be used to whom and in which situations, and how such speech acts as greeting, compliment, apology, invitation, and complaint are given to.

2.3 Communication Strategies

2.3.1 Definition of Communication Strategies

Communication strategies are often used in dealing with conversational problems in second language learning due to learners' limited knowledge of the second language. Speakers from the second language sometimes get stuck during conversation and it can cause misunderstanding. In real communication, speakers do not only use their mastery of grammar, vocabulary, and some useful expressions, but they need to learn to use some tactics when they meet difficulties in transferring meaning and expressing feeling. They react and communicate not only through words, but also through facial expressions, gestures, and non-verbal sounds (such as "mmm", "hm", "eer", "oh", etc.). The statements above suggest that communication strategies have important function in spoken communication.

Bialystok (1990: 3) mentions four definitions relating to the strategies of second language learners:

- 1) A systematic technique employed by a speaker to express his meaning when faced with some difficulty (Corder, 1977);
- 2) A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone, 1980);
- 3) Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983a);

- 4) Techniques of coping with difficulties in communicating in an imperfectly known second language.

Tarone's definition of communication strategies, which has been used productively by many researchers are one that view.....conscious communication strategies are used by an individual to overcome a crisis which occurs when language structures are inadequate to convey the individual's thought (Tarone: 1980: 194). In the statements above, Tarone points out that communication strategy is a systematic attempt by the learners to express or to code meaning in the target language rules have not been formatted.

Bachman as quoted by Inuzuka (2002: 1) and McRoy and Hirst (2002: 3) says that communication strategies are composed of the mastery of verbal and non-verbal that can be used into actual communication for two main reasons, they are to compensate for breakdown in communication and to enhance the effectiveness of communication. Hence, to bridge the gap that may occur between speaker and interlocutor, they expected to be able to apply both verbal and non-verbal language properly, in order to download one of messages which can be understood by other interlocutors successfully.

Based on the explanation above, I conclude that communication strategies are conscious attempts which are used by speakers to transfer what the speakers intend to express when they face language problem due to their limited linguistic competence. They are commonly used when speakers face lexical and grammatical problems. For example, speakers will probably say 'a place for paintings' instead of 'gallery'. For grammatical problems, speakers usually avoid certain forms that they do not master well.

Communication strategies have typically three functions from different perspectives (Celce-Murcia et al, 1995: 26). They are (1) psycholinguistic perspective—communication strategies are verbal plans used by the speaker to

overcome problems in planning and execution stages of reaching a communication goal; (2) interactional perspective—communication strategies involve appeals for help as well as cooperative problem solving behaviours which occur after some problems have surfaced during communication; and (3) communication continuity or maintenance perspective—communication strategies are a means of keeping communication channel open in the face of communication strategies.

The use of communication strategies affects the result of communication. There are four major effects which influence the choice of strategies. They are effects of proficiency level, effects of problem source, effects of personality, and effects of learning situation. The effects of proficiency level means that the proficiency level of participants influences the choice of strategy. The effects of problem source means that is likely that avoidance depends on the grammatical structure involved. The effect of personality means that personality factors of the speaker may highly correlate with the strategy preference. One learner may speak quickly in retelling story, whereas another elaborate and appeal for instance. Then, the effect of the learning situation means that situation can affect the communication strategies and the type of strategy used. Second language learners will use strategy fewer in classroom than in natural environment.

2.3.2 Model of Communication Strategies

After reading some definitions of communication strategies, I will begin this section by examining Tarone's communication strategies categories. Based on

Tarone as quoted by Bialystok (1990: 39) communication strategies are classified into five parts. They are:

(1) **Avoidance**

Avoidance is speakers' deliberate decision not to speak because they expect communication problems to arise. This avoidance is a common strategy for second-language learners, causing them to remain silent when they would otherwise contribute to a conversation simply because some aspect of vocabulary or grammar is not known. It is one way to assure that communication continues.

Avoidance consists of :

a) **Topic avoidance**

Topic avoidance occurs when learners manage to prevent the occurrence of topics that are certain to present difficulties.

b) **Message abandonment**

Message abandonment refers to communication strategy that is used by speakers when they stumble into a topic that is too difficult and simply give up and go on to another.

(2) **Paraphrase**

Paraphrase is restatement of a text giving meaning in another form. Tarone (1977: 198) defines paraphrase as 'the rewording of the message in an alternate, acceptable target language construction, in situations where the appropriate form or construction is not known or not yet stable'. There are three components in paraphrase. They are:

a) **Approximation**

The first is approximation, which is defined as ‘the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the learner’. Approximation, then, includes virtually all word substitutions that the learner knowingly employs to serve in place of the more accurate term. For example, “*worm*” for “*silkworm*” and “*pipe*” for “*waterpipe*”.

b) **Word coinage**

The second paraphrase strategy is word coinage. Learner makes up a new word in order to communicate a desired concept (Tarone, 1977: 198). For example, speakers say “*airball*” to refer to the word “*balloon*”.

c) **Circumlocution**

The final paraphrase strategy, circumlocution, ‘is a worldly extended process in which the learner describes the characteristics or elements of the object or action instead of using the appropriate target language structure’. For example, a speaker does not know the word “*waterpipe*”, then he says some words to his interlocutor “*She is, uh, smoking something. I don’t know what’s its name. That’s, uh, Persian, and we use in Turkey, a lot of.*”

(3) **Conscious Transfer**

The next strategy is conscious transfer. It has two manifestations.

a) **Literal translation**

The first is in the literal translation of words or phrases, and the second in the interspersals of words from another language (language switch). Literal translation is an attempt of the speakers to translate word for word from the native language. For example, “*He invites him to drink*” for “*They toast one another*”.

b) **Interspeals translation or language switch**

Interspeals translation or language switch is that the speakers employ the native language term without bothering to translate. For example, Indonesian speakers may say “*balon*” for “*balloon*”.

(4) **Appeal for Assistance**

Appeal for assistance occurs when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary. The strategy is often smuggled into other more verbal efforts, however, by such prosodic features as rising intonation which implicitly elicits some assistance or validation from the listener. For example, “*What is this?*”

(5) **Mime**

The final strategy is mime. It includes all non-verbal accompaniments to communication, particularly those that serve in the place of a missing target language word. For example, clapping one’s hands to illustrate applause or raise the eyebrows to show non-understanding.

The following shows the diagram of Tarone’s communication strategies (1984: 429).

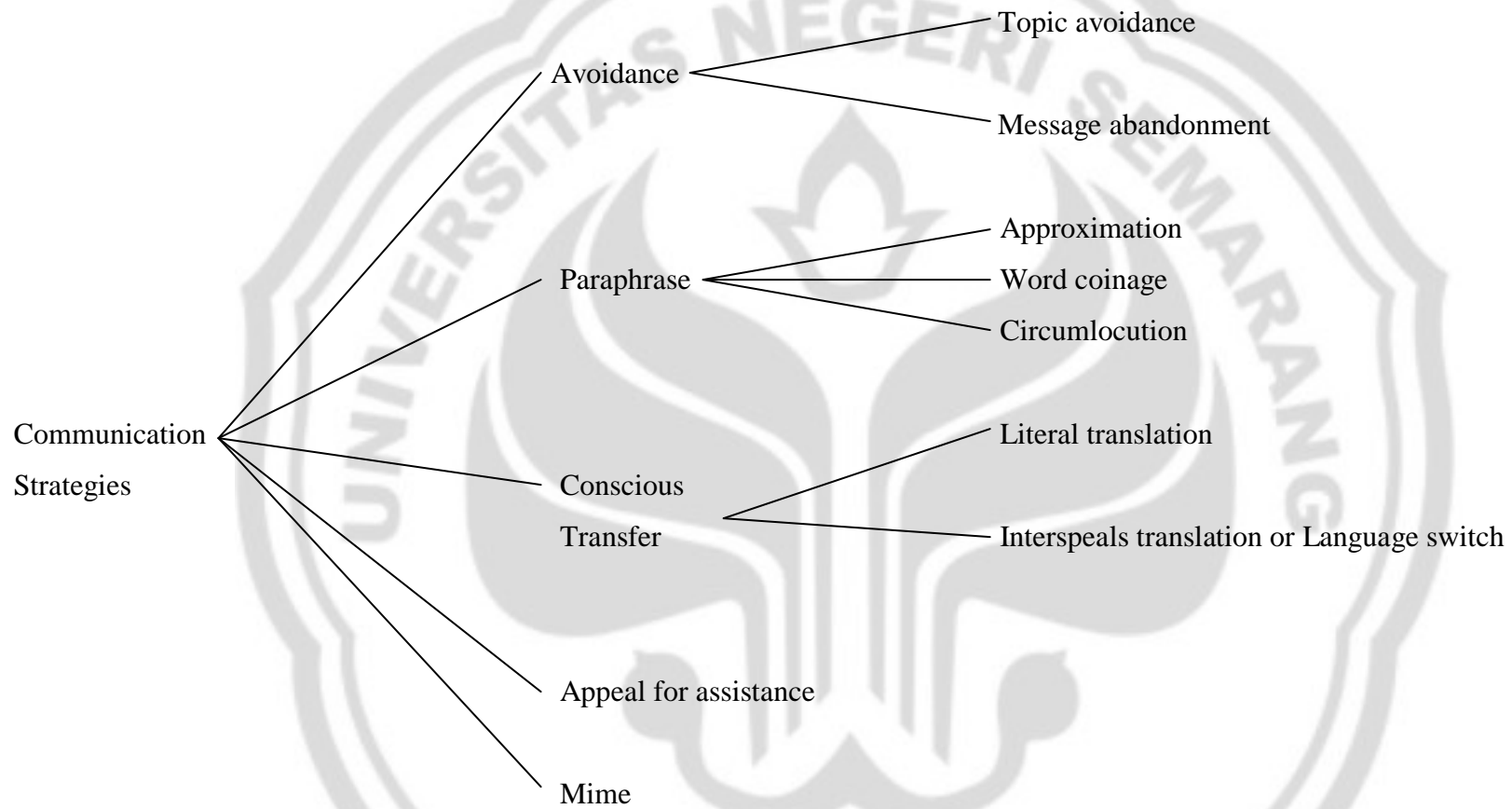


Figure 2.1
Tarone's Communication Strategies (1984: 429)

However, Tarone's categories of communication strategies explained above are not enough. I would like to add some other categories from Celce-Murcia, et al (1995: 28). They suggest components of strategic competence as follows:

(1) **Avoidance Strategies:**

- a) **Message replacement:** Replacing a topic with the new one in order to avoid communication breakdown.
- b) **Topic avoidance:** Avoiding topic areas or concepts that pose language difficulties. Example:
 - pretending not to understand
 - changing the topic
 - not responding
- c) **Message abandonment:** Communication strategy that is used by speakers when they stumble into a topic which is too difficult and simply give up and go on to another.

(2) **Achievement or Compensatory Strategies**

- a) **Circumlocution:** Describing or exemplifying the target object. Example:
 - Saying "*the thing you put your money in*" when you want to say *wallet*
 - Uttering "*what you use to wipe your hands clean*" for *towel*
- b) **Restructuring:** An effort to reconstruct sentences without changing the message that speakers want to convey. Example:
 - Yes, *he is come from...he is studying at SMP 2 Kendal...*
- c) **Word coinage:** Creating a new word in order to communicate a concept.
 - Example:

vegetarianist for *vegetarian*

airball for *balloon*

ice cabinet (or *ice box*) for *freezer*

- d) **Nonverbal signals:** mime, gestures, facial expressions, or sound imitation.

Example:

clapping one's hands to illustrate applause

raising eyebrows to show non-understanding

- e) **Literal translation:** Translating literally a lexical item, idiom, compound word, or structure from L1 to L2. Example:

(from Tagalog to English)

“Suntok sa buwan” is literally translated as “A punch to the moon”

“She *fell* because she had a fever.” to mean “She *collapsed* because she had a fever.”

- f) **Foreignizing:** Using a naïve word by adjusting it to the second-language phonology (i.e., with the second language pronunciation) and/or morphology (e.g., adding it a second language suffix). Example:

“*shiros*” used by some Japanese-Americans to refer to “*whites*” because the Japanese for the colour white is “*shiro*”.

- g) **Code switching or language switching:** Using native language term, without bothering to translate in a second language sentence. Example:

“I went to buy shoes but I found that *saya tidak punya uang lagi* (I had no more money)!”

“My puppy is so *kawaii* (cute), I want to hug it.”

(3) Stalling or Time Gaining Strategies

a) Fillers, hesitation devices, and gambits

Example:

uh (er)

as a matter of fact

well

actually

- b) **Self and other-repetition:** Repetition of self or other participant. It is happened when speakers know about L2 items, but they need time to recall the items from the memory. Example:

You know actually, *me...me...e..*

(4) Self-monitoring Strategies

a) Self-initiated repair

Example:

I mean.....

I think.....

- b) **Self-rephrasing:** Over elaboration. Example:

This is for students...pupils...when you're at school.

(5) Interactional Strategies

- a) **Appeals for help:** Speaker asks addressee to help in recalling L2 item so that he/she will still use the L2 item. Example:

But they just like a...*you know what is it?*

hand dancing (indirect)

b) **Meaning negotiation:** Strategy that is used by speaker in delivering meanings with other participants during a conversation. Example:

huh?

See?

The following shows the diagram of Celce-Murcia et al's communication strategies (1995: 28)



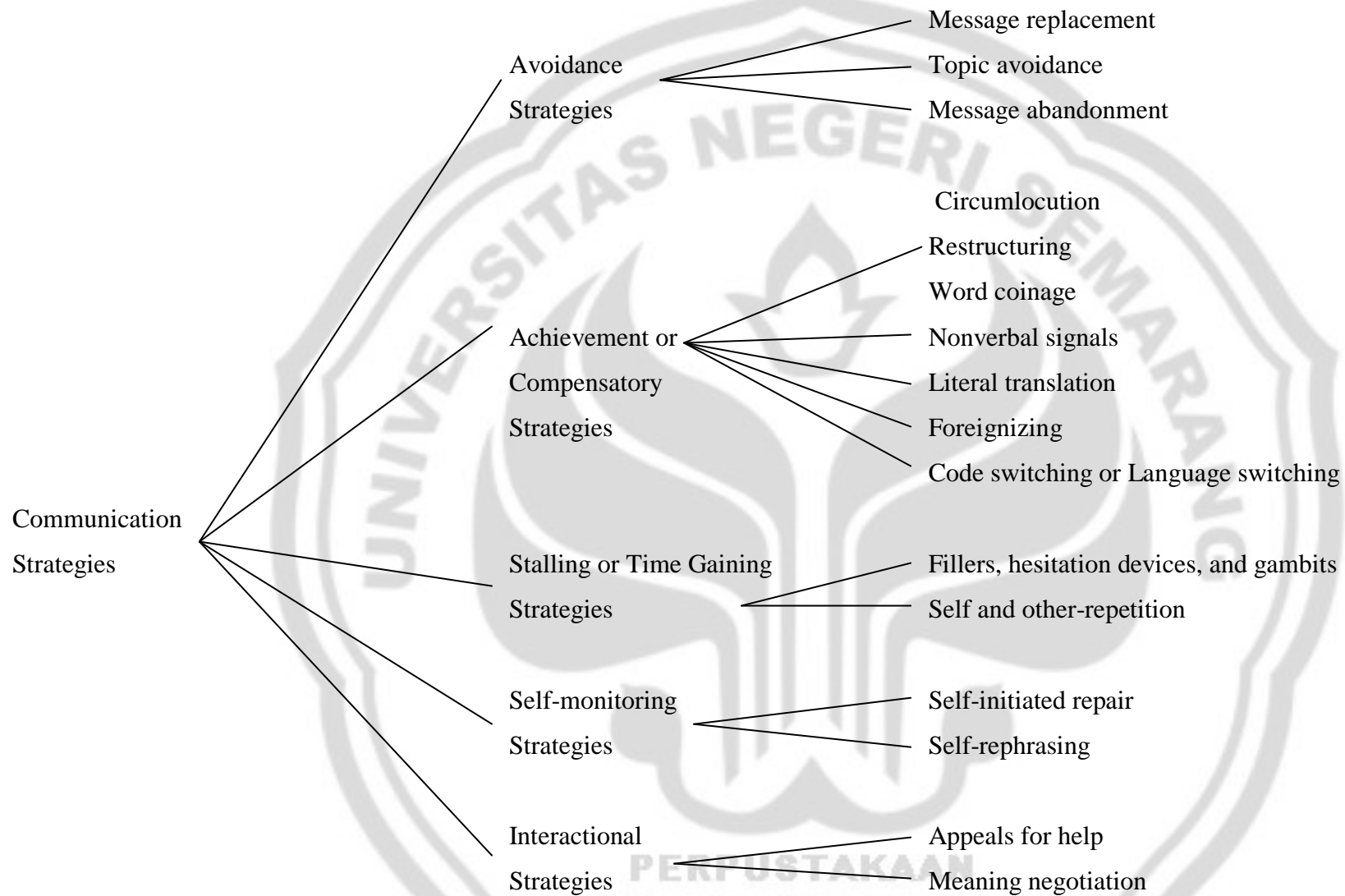


Figure 2.2
Celce-Murcia et al's Communication Strategies (1995: 28)

Based on some explanation above, I conclude that basically the categories of communication strategies are similar one towards each other. In this study I would like to use Celce-Murcia, et al (1995: 28) categories as a framework to work out how teacher and students conduct their conversations during an English class.

2.4 Teachers' Talk

Teacher plays a very important role in teaching and learning activities in the classroom. A teacher is the center of the students to ask and share everything.

What teacher says in order to convey lesson during class is called teachers' talk.

Longman Dictionary of Language Teaching and Applied Linguistics defines the term teachers' talk as "that variety of language sometimes used by teachers when they are in the process of teaching, in trying to communicate with learners, teacher often simplify their speech, giving it many of the characteristics of foreigner talk in other simplified styles of speech addressed to language learners" (Richards, 1992: 471).

Teachers' talk, which is often heard by students during teaching and learning process, can be interaction of language model, which is needed inside and outside classroom. Without existence of teacher talk that shows how English has to be used in everyday context, the students will get difficult to expect in communicative interest. In addition, according to Ellis (1994), teachers' talk means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teacher talk plays important role for both classroom teaching organization and students' language learning in the process of second language acquisition due to its function as an instrument of implementing teaching plan.

There are a number of characteristics of teacher talk based on Thornbury

(1996). Some of these are:

- (1) The use of 'referential' questions, where the teacher asks the class something (e.g., 'What did you do at the weekend?') to which he or she does not know the answer, and which therefore has a genuine communicative purpose. This is in contrast to typical 'display' questions (e.g., comprehension question on a reading text) to which the teacher already has the answer, and only asks so that the class can display their understanding or knowledge.
- (2) Content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says – the message – rather than on the form (e.g., the correctness of the grammar or pronunciation).
- (3) The use of speech modifications, hesitations, and rephrasing in the teacher's own talk, e.g., when explaining, asking questions, giving instructions, etc.
- (4) Attempts to negotiate meaning with the students, e.g., through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

According to the explanation above, I conclude that teacher talk plays an important role in teaching learning activities. It is the reason why I choose teacher talk in Senior High School to be my object of research.

CHAPTER III

METHOD OF INVESTIGATION

To achieve the goals which are specified in chapter I, I conducted research in a Senior High School classroom. The research method I used will be described in the subsequent section of this chapter, which includes research design, types of data, instruments, procedure of collecting data, and method of analyzing data.

3.1 Research Design

This study was designed to investigate the communication strategies used by an English teacher in communicating with her students of the second grade of SMA Negeri 1 Kendal in the academic year of 2010/2011, I only took 2x45 minutes of the teaching learning activity as the sample of the whole data. The data which are utilized for analysis are oral communication. Before taking the data, I followed some important suitable requirements for research such as systematic, well planned, and conducting the scientific steps.

I conducted a descriptive qualitative approach for this study, more specifically classroom discourse analysis. Qualitative research is a type of scientific research that seeks answers to a question from the perspectives of the local population it involves (Denzin, 2000). Therefore, I did not use numeral statistics, but I gave most attention to the way the teacher interacted orally with her students and how they used communication strategies in their conversation.

The activities I did to take the data were recording the conversation between the teacher and her students and observing the performance of them.

The observation was conducted to find out the communication strategies used by the teacher and the students. I focused more on the teachers' talk because the success of a class depends on the way teacher teaches. Formerly, the study was supposed to be conducted at speaking class. The conversational topic was based on the teacher's lesson plan, which was going to teach *Expression of Annoyance*. Nevertheless, due to certain reason, the teacher changed her lesson plan and she finally discussed some exercises on book, which is usually called learning experience. I kept taking recording on that day and then transcribed it. Then I interviewed the teacher and her students why they chose to employ each strategy. Finally I gave interpretation about the communication strategies used by the teacher in communicating with her students by looking at each utterance of the transcription. I used Celce-Murcia et al., (1995: 28) as a framework of my study because of the newness and the most specific one.

3.2 Types of Data

I took an English teacher of Senior High School of the second grade of SMA Negeri 1 Kendal and one of her classes, that is XI Science 3, as the participants of my study based on the following reasons. First, she can be considered as a new teacher. She has been teaching for four years. As the new one, she has a lot of desire and reasonable visions. Second, senior high students are supposed to have been able to speak English better and more fluent than junior high students. I

asked a permission from both the teacher as well as the students to record the conversation. The conversation was the interaction between teacher talk and responses from the students. The topics were based on teacher lesson plan. The study was conducted in the classroom.

It was a natural conversation during teaching learning activity that I observed. There was no interruption during communication. What appeared in the transcription was the real data. The study was conducted on April 27, 2011.

3.3 Instruments

In doing the study, I used some instruments to support the process of collecting the data. The instruments are some digital cameras. They are needed for recording the conversation both visual and audio.

The conversation I recorded was 90 minutes of English class. The conversation was long enough to make strategies appear during the communication. As stated by David and Derek (1975: 1) “As one might expect, we had to record many hours of conversation before we could make a final selection which preserved this balance between spontaneity, recording quality, and interest.” Therefore, I decided to take 90 minutes as a sample to represent the whole teaching learning activity.

Digital camera played important part in collecting the data. It was used to record the participants’ voice and performance during the conversation between teacher talk and the students. It was also used when I analyzed the data. The

analysis of the conversation could be replayed so that I can analyze the data more accurately.

3.4 Procedure of Collecting the Data

The first thing I did was asking permission from the teacher and the students who were the participants of the study to make recordable conversation. The conversation was conducted without any interruption by the researcher.

The procedures employed are:

- 1) providing the instruments for collecting data,
- 2) recording their conversation using some digital cameras,
- 3) transcribing the recorded conversation in a written form,
- 4) analyzing and interpreting the data qualitatively, and
- 5) drawing the conclusion.

3.5 Method of Analyzing the Data

To find out the data required, I did some methods. Firstly I recorded the conversation between teacher talk and her students. Then I listened to the record for many times carefully in order to make them into a transcription text. After transcribing in form of written language, this data source was analyzed and identified based on communication strategies categories by Celce Murcia et al (1995: 28).

The next step was classification of the data. I classified the data according to the different communication strategies, such as; avoidance or reduction strategy,

achievement or compensatory strategy, stalling or time gaining strategy, self monitoring strategy, and interactional strategy.

In order to make the easy reading of the communication strategies used in teacher talk and her students, I made a data card. The form of data card is as follows:

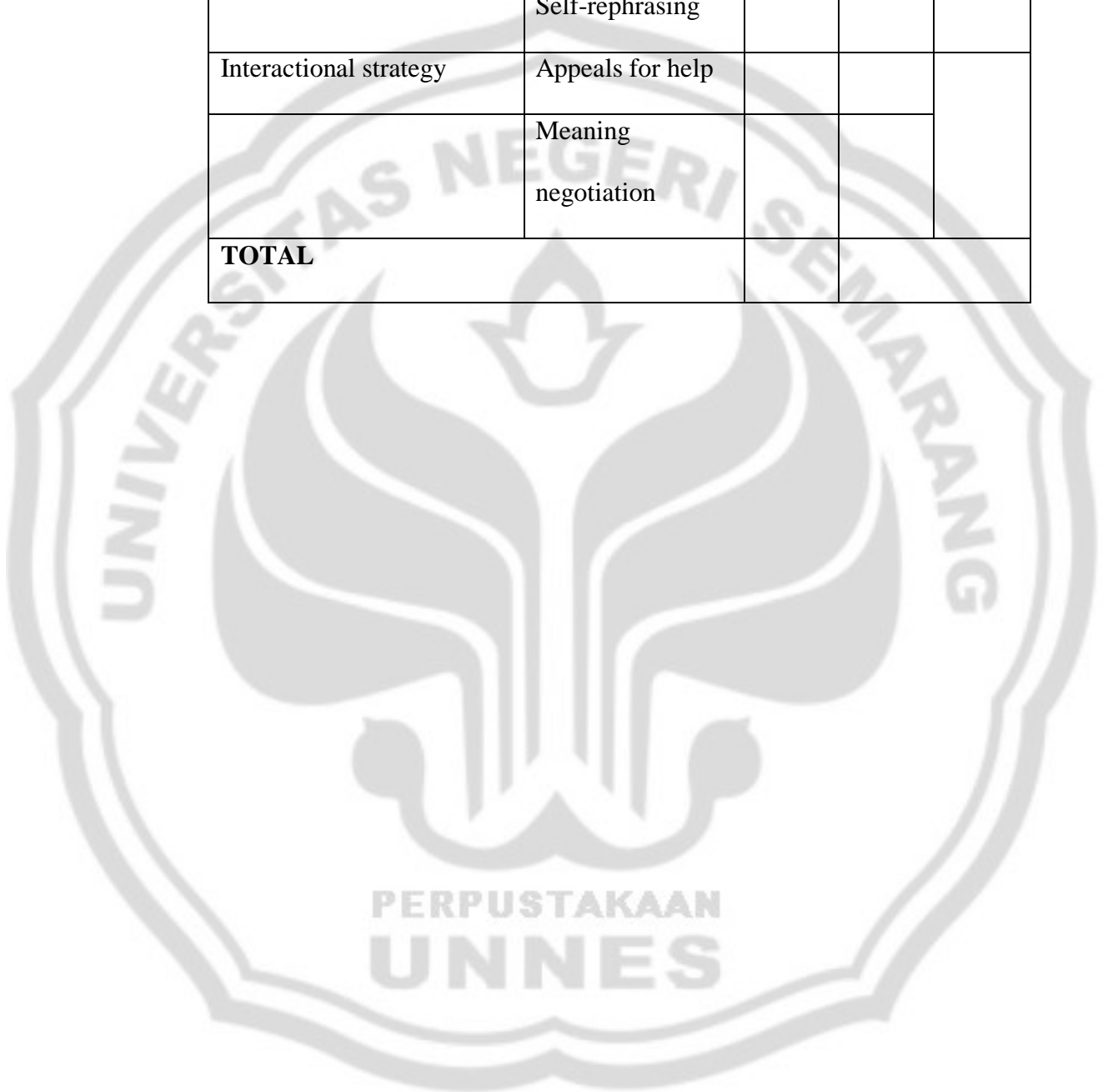
Strategies	Number	Data
Avoidance or Reduction Strategy a. Message Replacement b. Topic Avoidance c. Message Abandonment Achievement or Compensatory Strategy: a. Circumlocution b. Restructing c. Word coinage d. Nonverbal Signals e. Literal translation from L1 f. Foreignizing g. Code switching Stalling or Time Gaining Strategy: a. Using gambits, fillers or hesitation device b. Self and other repetition Self Monitoring Strategy: a. Self initiated repair b. Self-rephrasing Interactional Strategy: a. Appeals for help b. Meaning negotiation		
	Total	

The data card above consisted of three columns: (1) strategies, to record the number of strategies used in the data, (2) number, to record the amount of utterances which are supported the strategies, (3) data, to record the characteristics of the utterances which are supported the strategies. After the data were analyzed

in the data card, then I grouped them into five groups based on the number of communication strategies. Finally I summarized the communication strategies used in the conversation between teacher talk and her students, including the frequency and percentage as recorded in the table below:

Communication Strategy	Sub-Categories	Total	Percentage	
Avoidance or Reduction Strategy	Message			
	Replacement			
	Topic avoidance			
	Message abandonment			
Achievement or Compensatory Strategy	Circumlocution			
	Restructing			
	Word coinage			
	Nonverbal signals			
	Literal translation from L1			
	Foreignizing			
	Code switching			
Stalling or Time Gaining Strategy	Using gambits, fillers or hesitation device			
	Self and other repetition			

Self Monitoring	Self-initiated repair			
	Self-rephrasing			
Interactional strategy	Appeals for help			
	Meaning negotiation			
TOTAL				



CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes the result of the analysis of communication strategies used by a teacher in communication with her second grade students of SMA Negeri 1 Kendal. The data is just a sample of daily teaching learning. I only took the 90 minutes of the teaching learning activity from a class that the teacher takes care, that is XI Science 3. The data transcription was then analyzed according to the strategic competence presented by Celce-Murcia, et al. (1995). There are five categories of strategic competence. They are avoidance or reduction strategy, achievement or compensatory strategy, stalling or time gaining strategy, self monitoring strategy, and interactional strategy. The data analysis includes any non-verbal strategy. The data were analyzed sentence by sentence. For the sake of convenient, the teacher is coded with an initial (T), student with an initial (S), and students with an initial (Ss).

4.1 Research Results

The data analysis is presented on the table. Table 4.1 below is the general finding of using communication strategies according to the theory of Celce-Murcia et al (1995). All percentages on the elaboration of communication strategies as the result of the data analysis may refer to this table. The following pages will be the display of the result of data analysis.

Table 4.1

**Communication Strategies Used by the English Teacher
in a 90 minutes Classroom Meeting**

Communication Strategy	Sub-Categories	Total	Percentage	
Avoidance or Reduction Strategy	Message	-	0%	0%
	Replacement			
	Topic avoidance	-	0%	
	Message abandonment	-	0%	
Achievement or Compensatory Strategy	Circumlocution	-	0%	82.39%
	Approximation	-	0%	
	Use of all-purpose words	-	0%	
	Restructuring	-	0%	
	Word coinage	-	0%	
	Nonverbal signals	20	4.34%	
	Literal translation from L1	3	0.65%	
	Foreignizing	-	0%	
	Code switching	357	77.4%	
Stalling or Time Gaining Strategy	Using gambits, fillers or	27	5.86%	16.06%

	hesitation device			
	Self and other repetition	47	10.20%	
Self Monitoring	Self-initiated repair	1	0.22%	0.65%
	Self-rephrasing	2	0.43%	
Interactional strategy	Appeals for help	-	0%	0.87%
	Meaning negotiation	4	0.87%	
TOTAL		461	100%	

On the following pages, I describe each strategy employed by a teacher in communicating with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011.

4.1.1 Avoidance or Reduction Strategy

This strategy consists of message replacement, topic avoidance, and message abandonment. In the conversation transcription, all those strategies are not employed by the teacher as well as her students. In my opinion, it is caused by the topic of the teaching learning activity that was done. The teacher preferred to talk about exercises on the book. Consequently, the students' speaking ability is not well explored.

4.1.2 Achievement or Compensatory Strategy

By using this strategy, the L2 learner tries to keep the original communicative goal, but compensates for insufficient means or makes an effort to retrieve the required items. Three of nine categories of strategic competence in achievement or compensatory strategies appear in the conversation script. Those strategies are nonverbal signals, literal translation from L1, and code switching. They will be discussed and analyzed based on their definition.

a. Nonverbal signals

Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they really do not know lexis or utterance they want to say. There are some nonverbal signals found in the conversation as follows:

(1) T : “Yeah, really makes me depressed. What does it mean?”

Depressed...depressed...”(**moving hands**)

S : “Stress...”

In the sample above, the teacher intends to tell the meaning of the word ‘depressed’ by saying nothing, but either using her hands. Students can read the hand dancing and finally they can guess the meaning of ‘depressed’ appropriately.

b. Literal Translation from L1

Literal translation is a kind of strategy in which the learners translate the word for word from the native language. Here the teacher and also her students learn English as a foreign language. However, it is inevitable that learners sometimes make a mistake, including when speakers only translates the Bahasa Indonesia into English literally so that the utterance sounds weird. The example below is utterances which contain the strategy found in the conversation:

(2) T : “Half past six or...”

Ss : “**Six point thirty...**”

Sample (2) shows that there is a mistake when students answer the teacher’s question. The students say *six point thirty* to substitute *half past six*. They translate the Bahasa Indonesia into English literally, from 6.30 becomes *six point thirty*, and it sounds not common in English. It should be replaced with *six thirty*.

c. Code Switching

Code switching may happen in non-native speaker, when they speak in target language (English), they sometimes mix their mother tongue language. It can be happened without their consciousness or it is their

willingness to avoid conversation breakdown. In this study the teacher and her students' first language is Javanese and the second one is Bahasa Indonesia. English is learnt as their third language. Therefore, there are so many utterances in Javanese and Bahasa Indonesia used here. We can see in the conversation below:

(3) T : “Yeah, the italicized...the italicized...the italicized...the italicized should be...’Gosh! What a mess!’...Yeah, the italicized, it means...the italicized. **Jadi disitu yang dicetak miring seharusnya apa? Yang Gosh itu ya?** The italicized. So, Mr. George’s expression should be...So, both a mess and gosh, and now you ask for something. So, so, those expressions, in this case, **apa kira-kira?** Annoyance...annoyance? Anxiety, what is anxiety? Anxiety...anxiety...”

Ss : “**Gelisah...**”

Sample (3) inferred that Bahasa Indonesia still affect them in having conversation in English even in English class which is nota bene dominated by English. The use of L1 items is dominant here, reaches up to 45% of all the conversation. They use the strategy to avoid breakdowns in the conversation when they could not recall L2 items.

4.1.3 Stalling or Time Gaining Strategies

Stalling or time gaining strategy is the strategy which speaker employs to make use of given time maximally. Gambits, fillers, hesitation devices, and

repetition belong to this kind of strategy. They are often used when speaker needs more time to convey the message.

a. Using Fillers, Gambits, and Hesitation Devices

Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to their mind. The strategy can be seen in the utterances as follows in conversation number 4:

(4) T : “Had...finished...had finished...past participle. **Aha...**the assignment Mr. Han...Mr. Han...”

Ss : “Give...”

Gambit is something that is commonly said in English. It can be in form of word or phrase which helps speaker convey some message. We can see in the conversation number 5 below:

(5) T : “**Okay**, he is also keen on...keen on reading. Keen on...”

S : “Keep...”

Hesitation device is strategy in which speakers hesitate while they are thinking about the next message they want to present. There is no hesitation device used by speakers in the conversation.

b. Self and Other Repetition

After using gambits, fillers, and hesitation devices, moreover we can use repetition of self or other participant. Repetition is done when speaker knows about L2 items, but he needs time to recall the items from his memory. Here are the findings of repetition found in the conversation number 6:

(6) T : “So, yeah? **Displeasure...displeasure? Is he angry...is he angry?**

You know he is mess and you ask for something...”

Ss : (mumbling)

In sample (6) the main possible reason for speaker using repetition is that she really needs to emphasize on the message in order to be more convincing. The second possible reason is to compensate the long pause they are going to make if they face any difficulty in conveying the next message.

4.1.4 Self Monitoring Strategy

Self monitoring strategy is speaker’s effort in correcting mistakes she have made during conversation lasts. She is aware of and will to make the message becomes more obvious to the addresses.

a. Self Initiated Repair

This kind of strategy reflects speaker’s awareness of the mistakes she has made. She is initiated to repair those mistakes to avoid misunderstanding between speaker and addresses. It appears when speaker presents an utterance but she feels unsatisfied with her utterance. We can see the strategy below:

(7) T : “**Does Mr. George sad? Is Mr. George sad?**”

Ss : “No...”

In sample (7) the speaker repairs *Does Mr. George sad* into *Is Mr. George sad* as stated in the example due to her consciousness in using incorrect grammatical order.

b. Self-Rephrasing (Over Elaboration)

Over elaboration is the strategy in which speaker is not really sure about what she has said before. She is worried that she cannot get the message across. In the case of self rephrasing strategy, speaker believes that certain message is very important to be emphasized in the form of elaborating the message itself. If it is in the form of word, the self rephrasing strategy can be by giving a synonym of the word. If it is a sentence, self-rephrasing strategy can be by constructing a new sentence containing similar message to uphold the former message. The utterances bellow show the self-rephrasing strategy:

(8) T : “**Is Mr. George mad, angry?** Yes?”

Ss : “Annoyance...”

In the sample above, speaker over elaborates the message by constructing the synonym of the adjective *mad* that is *angry*. She constructs a new elaboration which is made to support the message itself.

4.1.5 Interactional Strategy

The interactional strategy is a way to cooperate with others to know the understanding or appealing for help. It involves other participant to support, because without any other participant, this strategy cannot be done. The strategy is divided by two, appeals for help and meaning negotiation. In the data there is no appeals for help appears. So, I will discuss the meaning negotiation.

a. Meaning Negotiation

It is called a strategy which is used by speaker in conveying the meanings to other participants during the conversation. Meaning negotiation strategy is separated into various types, but there is just one type appears in the transcription:

(a) Indicators of non/Misunderstanding

It can be presented as request, expression of non-understanding and interpretive summary. According to the transcription, we can find that there is expression of non understanding in form of word and how to pronounce it. We can see in the conversation number 9:

(9) T : “Is Mr. George mad, angry? Yes?”

Ss : “Annoyance...”(in low voice)

T : “**Yeah?**”

In the sample above the word *yeah* indicates that teacher may not well hear what the students have said. Consequently, she asks again by using the word *yeah*, and students finally can answer well.

This is the last category of communication strategies used by a teacher in communication with her second grade students of SMA Negeri 1 Kendal. It is possible to find two or more strategies in an utterance spoken by the participants of the conversation. In sustaining conversation, the participants spontaneously produced the utterances. Some grammatical errors can be ignored as it is spoken language.

I did not find all types of communication strategies proposed by Celce Murcia et. al (1995: 28) in my study. The strategies appear are only achievement or compensatory strategy, stalling or time gaining strategy, self monitoring strategy, and interactional strategy. Achievement or compensatory strategy is the most frequent strategy used by the speakers in conveying their message. This strategy is the most possible way to compensate the lack of L2 knowledge.

4.2 Discussion

Based on the results above, I will give more explanation why both speaker and addressee chose the communication strategies they use in the conversation. I took the data by interviewing them after they conducted the conversation.

4.2.1 Avoidance or Reduction Strategy

This strategy did not appear during the conversation. I have interviewed the teacher and she said that it is caused by the topic of the teaching learning activity which was conducted, that is discussing some exercises on book. The conversation is rather awkward and dominated by the teacher. The teacher reread the question from the book and her students directly answered, without trying to give any elaboration if the teacher did not ask them to do so. Therefore, there is no avoidance or reduction strategy appeared during the conversation.

4.2.2 Achievement or Compensatory Strategy

Three of nine categories which belong to the achievement or compensatory strategies are employed in the conversation. Those strategies are nonverbal

signals, literal translation from L1, and code switching. They will be discussed one by one.

a. Nonverbal signals

Mime, gestures, facial expressions, and sound imitations belong to the nonverbal signals. There are some nonverbal signals found in the conversation as I have mentioned in conversation number (1). In the conversation, the teacher showed hand gesture to explain the meaning of 'depressed' without saying anything. She preferred to use gesture in order to make her students easier to guess the synonym of the word 'depressed'.

b. Literal translation from L1

Literal translation happens when speaker translate an utterance in Bahasa Indonesia literally to English so that the utterance sounds weird. Conversation number (2) is the example of literal translation from L1. Students say *six point thirty* as the synonym of *half past six*. The utterance *six point thirty* came up because they literally translate 6.30, which includes the word 'six' 'point' and 'thirty'.

c. Code switching

This strategy is the most dominant of all communication strategies used in the conversation. Both speaker and addressee mix their mother tongue language in saying English. In this study the teacher and her students mix Javanese and Bahasa Indonesia in communicating one to others.

Conversation number (3) is one sample of code switching. The teacher said *Jadi disitu yang dicetak miring seharusnya apa* instead of *The italicized*

should be because students did not answer the question immediately. Furthermore, the teacher employed many code switching strategy to emphasize some utterances like keyword of the question or the synonym of certain word.

4.2.3 Stalling or Time Gaining Strategies

Gambits, fillers, hesitation devices, and repetition belong to this kind of strategy. They are often used when speaker needs more time to recall L2 items.

a. Using fillers, gambits, and hesitation devices

Fillers can be said as an utterance that may be said while speaker gaining time until the L2 items come up to their mind. The example can be seen in conversation number (4). The speaker uses the word *aha* before she said the main sentence which she actually wanted to deliver. She needed more time to guess the last part of the sentence which belongs to the question of the exercise.

Gambit is something that is commonly said in English. We usually use it before saying a sentence to make a conversation not awkward. We can see the example of gambit in conversation number (5). The speaker used the word *okay* before she said 'he is also keen on...'. In some parts of the conversation, she also used another gambit like *yeah*. The speaker used those gambits in order to make the conversation sounds nice.

b. Self and other repetition

Repetition is employed when speaker knows about L2 items, but he/she needs time to recall the items from his/her memory. One sample of

repetition can be seen in conversation number (6). The speaker repeated '*Is he angry...is he angry?*' in order to emphasize the keyword of the question which should have been answered. She did it because she assumed that her students did not know yet the main purpose of the question.

4.2.4 Self Monitoring Strategies

This strategy consists of self initiated repair and self-rephrasing (over elaboration). The following sentences are the discussion of each strategy.

a. Self initiated repair

The strategy appears when speaker presents an utterance, but he/she feels unsatisfied with the utterance. The example of self initiated repair has been mentioned in conversation number (7). The speaker repairs *Does Mr. George sad* into *Is Mr. George sad* due to her consciousness in using incorrect grammatical order.

b. Self-rephrasing (over elaboration)

Self-rephrasing can be done by giving a synonym of a word or by constructing a new sentence containing similar message. The example of self-rephrasing strategy is appeared in conversation number (8). The speaker said '*Is Mr. George mad, angry?*'. The word 'mad' has the same meaning as the word 'angry' and she said both words. She did that strategy to make her students easier to guess the answer from the context.

4.2.5 Interactional Strategies

The strategy is divided by two, they are appeals for help and meaning negotiation. There is no appeals for help appears in the data. So, I will discuss the meaning of negotiation.

a. Meaning negotiation

It can be presented as request, expression of non-understanding, and interpretive summary. According to the transcription of the conversation, we can find that there is expression of non-understanding in form of word and how to pronounce it. We can look back in conversation number (9). The teacher used the word *yeah* which indicated that she did not hear well what her students had said. Consequently, she asked them to say again and the students finally can answer correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The previous chapters described the overall analysis of communication strategies used by a teacher in communication with her second grade students of SMA Negeri 1 Kendal. It gives result in an understanding and interpretation of what strategies that are employed to overcome the problems that the teacher and students face during their communication in daily teaching learning activity and how they construct the strategies to cope with those problems.

5.1 Conclusions

Based on the results of the research, below are the conclusions:

- 1) The result of the study shows that there are four of five communication strategies proposed by Celce-Murcia et al., (1995) which are appeared in the teaching learning communication. They are achievement or compensatory strategies, stalling or time gaining strategies, self monitoring strategies, and interactional strategies. The strategy which was not found in the transcription is avoidance or reduction strategy.
- 2) The type of communication strategies which is dominantly appeared in the communication used by a teacher in communication with her second grade students of SMA Negeri 1 Kendal in the academic year of 2010/2011 is achievement or compensatory strategies, especially the code switching. This

is due to the fact that students still have less knowledge of English and the teacher adapts the situation by using much L1 in order to make her students easier to learn English.

5.2 Suggestions

Communication strategies are the best way to solve problems in communication. The use of communication strategies can make either teacher and students are able to speak in English smoothly. Unfortunately, in education field they are not provided with the rich input they need to move forward in their acquisition of English for speaking. For the teacher, she has to learn more about communication strategies outside the classroom. She has to be a good model for her students in speaking English. Teacher should also make a communicative classroom that provides the learners to communicate one another and serve to develop speaking skills. For the students, they should also be active to learn communication strategies either from their teacher as well as English native speakers or English movies in order to be more fluent in speaking English.

REFERENCES

- Bialystock, Ellen. 1990. *Communication Strategies: A Psychological Analysis of Second-Language Use*. London: Basil Blackwell.
- Brumfit, Christopher. 1982. *English for International Communication*. Los Angeles: Persamon Press.
- Canadian Social Science. Vol. 6, No. 3, 2010, pp. 45-50. www.cscanada.org
- Canale, M and Swain, M. 1980. *Theoretical Basis of Communication Approaches to Second Language Teaching and Testing*. *Applied Linguistics*. 1/1, P. 1-47
- David, Crystal and Derek, David. 1975. *Advanced Conversational English*. New York: Longman.
- Denzin, Norman K and Lincoln, Yvonna. *The Landscape of Qualitative Research: Theories and Issues*. California: Sage Publications, Inc.
- Dornyei, Z and Scott, M. L. 1997. *Communication Strategies in A Second Language: Definitions and Taxonomies. Selected Article from Language Learning*. Michigan: Blackwell, 47/1 P. 173-210
- Ellis, Rod. 2003. *Second Language Acquisition*. Oxford: Oxford University Press.
- Faerch, Claus and Kasper, Gabrielle. 1983. *Strategies in Interlanguage Communication*. New York: Longman.
- Haryani. 2007. *Final Project: Communication Strategies Used by Students in A Conversation Class at Lembaga Pendidikan Alfabank-Semarang*. Semarang State University: English Department.
- Inuzuka, Akio. 2002. *How Students Acquire Communication Strategies: Analyzing Conversation between Japanese Junior High School Students and on ALT*. www.yahoo.com
- Johnson, Keith and Johnson, Helen. 1998. *Encyclopedic Dictionary of Applied Linguistics*. Massachuttes: Blackwell Publisher, Inc.
- Longford, David. 1994. *Analyzing Talk*. London: The MacMillan Press.
- Mc Roy and Hirst. 2002. *Competencia Communicative*. Ala' lisis de sus Components. www.yahoo.com

Murcia, Celce et. al. 1995. *Issues in Applied Linguistics (Communicative Competence: A Pedagogically Motivated Model with Content Specifications)*. Los Angeles: University of California Press. Vol 6/2 P. 3-35.

Mujiyanto, Januarius. 2007. *Petunjuk Penulisan Skripsi*. Semarang: UNNES Press.

Nunan, David. 2003. *Practical English Language Teaching: First Edition*. New York: Mc Graw Hill Companies, Inc.

Richard, J. C and Schmidt, R. W. 1992. *Language and Communication*. New York: Longman, Inc.

Rohana, Zulfa. 2008. *Final Project: Communication Strategies Used by The Radio Announcers and Their Participants in "Pro 2 English Time" Program on RRI Semarang*. Semarang State University: English Department.

Sadtono, E. 1991. *Language Acquisition and The Second/Foreign Language Classroom*. Singapore: Regional Language Center.

Tarone, Elaine. 1980. *Communication Strategies, Foreigner Talk and Repair in Inter language Learning*. 34/2

Thornbury, Scott. 2006. *Conversation: from Description to Pedagogy*. Cambridge: Cambridge University Press.

Wiraswati, Nofita Dian. 2010. *Final Project: Communication Strategies Applied by Public Speaking Class of English Literature Program at English Department, Semarang State University*. Semarang State University: English Department.

www.fhi.org/nr/rdonlyres.../datacollectorguideenrh.pdf

www.eltj.oxfordjournals.org

TRANSCRIPTION

- Teacher : Greet them...*kasih salam pada mereka.*
 Open page one hundred and...sixty two. Twenty...twenty...five.
 Have you tried to read all the problems? Yes or no? (smiling)
- Students : Yes...
- Teacher : Yes? How many if you did? (pausing) Sudah dibacakah semua?
- Students : Belum.....
- Student : Yet...yet.
- Teacher : Okay, yes or no?
- Students : No...no...no! Yes...yes!
- Teacher : Ya...ya...ya! Never mind, just read right here, right now. twenty five...(looking around for seeking one student who volunteers himself to read)
 Wafa...ya!
- Student : (reading the exercise)
- Teacher : Yeah. The italicized...the italicized...the italicized...the italicized should be...(pausing) “Gosh! What a mess!” Yeah, the italicized, it means...the italicized. *Jadi disitu yang dicetak miring seharusnya apa? Yang “Gosh” itu ya?* The italicized. So, Mr. George’s expression should be.....So, both a mesh and Gosh, and now you ask for something. So, so, those expressions, in this case, *apa kira-kira? Annoyance...annoyance? anxiety, what is anxiety? Anxiety...anxiety...*
- Students : Gelisah...
- Teacher : Gelisah...resah...gundah...
- Students : Galau...
- Teacher : Galau...Ya...ya. Next, agreement. What is agreement?
- Students : Persetujuan...
- Teacher : Yeah. Displeasure? Pleasur *lawannya?*
- Students : Displeasure.

- Teacher : Displeasure. Yeah. Sadness?
- Students : Sedih...
- Teacher : Does Mr. George sad? Is Mr. George sad?
- Students : No...
- Teacher : So, yeah? Displeasure...displeasure? Is he angry? Is he angry? You know he is mess and you ask for something (pausing) No way...no way...no way! (shaking head)
Pulang-pulang semua berantakan, terus anake njaluk oleh-olehnya mana? Terus...terus?
- Students : (mumbling)
- Teacher : Is he mad?
- Students : No way...
- Teacher : *Ya, kenapa?* Huh? (smiling and looking around for some seconds). *Wes berantakan kabeh, jek njaluk oleh-oleh...he? jo ngasi...berarti apa?* Is he mad? Is he mad? Is Mr. George mad, angry? Yes? *Kalau angry berarti apa? Ya?*
- Students : Annoyance (on low voice)
- Teacher : Yeah?
- Students : Annoyance.
- Teacher : Yeah...is closest to annoyance...annoyance. So, Mr. George was annoyed at the situation. Annoy...annoyance. Twenty six...twenty six...Chikita.
- Student : (reading the exercise)
- Teacher : Yeah, really makes me depressed. What does it mean? Depressed...depressed... (showing hands movement)
- Students : Stress...
- Teacher : Stress. *Apa itu stress?* What's the matter? I've got a bad heartchache. Where is he? I haven't seen for a month. He is in the hospital. He is in the hospital. He is badly sick...badly sick *berarti...*
- Student : *Sakit...*

- Teacher : *Sakitnya?*
- Student : *Parah...*
- Teacher : What do you feel when your friend...your friend or your boyfriend, your family, your relative is sick. What do you feel?
- Student : Sad.
- Teacher : It really makes me depressed means?
- Student : Sad.
- Teacher : Sad. What about apology? What does it mean? Apology...
- Students : *Minta maaf...*
- Teacher : *Minta maaf...minta maaf...permintaan maaf.* What about *member maaf?*
- Students : Forgive...
- Teacher : *Iya kalau minta maaf?*
- Students : Apologize...
- Teacher : *Kalau memberi maaf?*
- Students : Forgive...
- Teacher : Next, twenty seven (looking around) Rosita...
- Student : (reading the exercise)
- Teacher : The book...on the table is mine. Relative pronoun, still remember? Book...book...book...is something or someone? *Kalau* something *berarti* you will use...
- Students : Which...
- Teacher : Which. *Ada tiga* which *disitu*. *Ada* which *tok*, *ada* which is, *ada* in which.
- Students : Which *tok*...
- Teacher : *Rak ana t o k ne.* *Ada* which, *ada* which is, *ada* in which. *Yang mana?*
- Student : Which *tok*...
- Student : Which is...
- Teacher : Which is *apa* in which?
- Students : Which...

- Teacher : Which *tok*? He...he...A, D or E? *Ni ka nada dua kalimat. Mboknya mana mboknya?*
- Students : *Mbok...itu...*
- Teacher : *Itu ndi? Kan ada dua kalimat kan? Yang pertama apa?*
- Students : The book is mine.
- Teacher : The book is mine...(writing on the whiteboard) *dan...*
- Students : The book on the table.
- Teacher : (writing on th whiteboard) *Mboke mana mboke?*
- Students : The book is mine.
- Teacher : *Anaknya...anaknya? Anaknya ndesel-ndesel. Anak kan senengannya ndesel-ndesel, iya? Dua lapan...dua lapan...twenty eight. (pausing for some seconds and looking around). You...*
- Student : *Haduh...(reading the exercise)*
- Teacher : Okay! He is also keen on...keen on reading. (pausing for some seconds, looking at the students). Keen on...
- Student : Keep...
- Teacher : *Bener keen kok disalahke keep...*
- Students : *Huuu...*
- Teacher : *Bener keen kok disalah-salahke. Nggak tau keen on itu apa? Buka kamuse...*
- Student : *Kamusnya disini, bu...(pointing head)*
- Teacher : *Oh, kamusnya disini? (pointing head) Try to guess from the context...try to guess from the context. Disitu ada...hobi. Ada hobi. What is hobby?*
- Student : *Kegemaran...*
- Teacher : So you can say that hobby is something that you...like to do. *Jadi pa kira-kira, disitu juga ada keen on reading. He likes doing experiment in laboratory, he is also keen on reading. Berarti apa? Gemar kan? Ya...(pausing for a few seconds) Next. Well, have you tried some experiments? Mbedah kodok...ekstrak hati...(showing hands movement)*

- Students : Uдах...
- Student : *Pipis...*
- Teacher : *Oh, pipis. Ora mbok kekke ning botol aqua to? Engko ngertine extra joss.*
- Students : Ha..ha..ha..
- Teacher : Yeah. *Ada denial disitu. Denial apa berarti? Denial...*
- Student : *Menolak.*
- Teacher : *Ya. Dari kata apa?*
- Student : *Deny...*
- Teacher : *Yeah...deny...menolak. Denial jadinya apa?*
- Students : *Penolakan.*
- Teacher : *Choice?*
- Student : *Pilihan...*
- Teacher : *Pilihan. Kalau memilih?*
- Students : *Choose...*
- Teacher : *Pride? Pride?*
- Students : *Kebanggaan...*
- Teacher : *Proud of...be proud of... Next, dua sembilan. Silakan point one girl!*
- Student : *A girl?*
- Teacher : *Ya iyalah. Atau kamu mau milih cowok?*
- Students : *Hii...maho...*
- Teacher : *No way...jo ngasi.*
- Student : *She...she.*
- Teacher : *She sapa? Mention the name.*
- Student : *Ida.*
- Teacher : *Maulida. Okay, you read!*
- Student : *(reading the exercise)*
- Teacher : *Yeah. Okay, next problem. So, you have to find the keyword. Apa kira-kira keywordnya disitu?*
- Students : *Yesterday...*

- Teacher : So, you have to choose...
- Student : Past...
- Teacher : The past verb. *Apa kira-kira?* Find the subject. Is it singular or plural? The victim...the victim...
- Student : Singular...
- Teacher : Singular. So? So, you have to choose what be? *Be nya apa?*
- Student : Was...
- Teacher : Was...*Sing was mung siji tok. Ketemu ya...* The victim in the accident yesterday was helped by the pedestrian passing by on the pavement. Pedestrian, what is pedestrian?
- Student : *Pejalan kaki...*
- Teacher : Yeah. Passing by...passing by...*orak passing nggone voli.* Passing by *itu yang berlalu lalang* (hand movements). Yeah, next. (pausing and looking at student)
- Student : *Cowok...Kuncoro...*
- Students : *Kuncoro..ha..ha..ha.*
- Student : (reading the exercise)
- Students : *Ha...ha...ha...*
- Teacher : (taking boardmaker and smiling) Guess...guess.
- Students : Half past six.
- Teacher : Half past six *atau...*(looking at students, showing motivating face) *Sing paling gampang tinggal maca angkane. Enam tiga puluh...*
- Students : Six point thirty.
- Teacher : *Rak sah diwaca point ne.*
- Students : Six dot thirty.
- Teacher : Six dot *ngono?* *Nek kowe bingung ana half, ana quarter pa apa, nek bingung nganggo ki wae. Pake ni aja ya. Enam tiga puluh...six thirty. Misalkan enam lima puluh ya six fifty. Tujuh lima belas berarti seven fifteen. Sing gampang ya...*(pausing for some seconds and looking at clock). So, what time is it right now? Kuncoro...

- Student : *Sembilan...*
- Students : *Bahasa Inggris...*
- Student : *Ten five.*
- Teacher : *Yeah. Lha bisa kok nyatanya, ya nak ya? Itu juga masih past keyword nya apa?*
- Students : *Yeserday.*
- Teacher : *Berarti? At six thirty. Past simple atukah past perfect? Mana yang bisa dieliminasi dulu? Sing rak mungkin...*
- Students : *A...*
- Teacher : *A, jelas. A itu present...berarti nggak mungkin. Terus?*
- Students : *E...*
- Teacher : *E. E juga tidak mungkin karena itu juga present. Berarti B, C, D...B, C, D...*
- Students : *C...C...*
- Teacher : *Is it an active or passive construction?*
- Student : *Active.*
- Teacher : *Active pa passive? Aktif apa pasif? Aktif apa pasif?*
- Student : *Aktif.*
- Teacher : *Aktif. Kalau aktif berarti...kalau aktif berarti...berarti tidak mungkin yang...yang...tidak mungkin yang...B. B itu kan pasif were swept. Mosok siswane disapu...mosok siswane disapu?*
- Students : *Ha...ha...ha...*
- Teacher : *Mau bareng-bareng semangat milih were. Simple past...aktif po pasif? Sing nyapu siswane, mosok siswane disapu? Berarti apa?*
- Student : *Swept.*
- Teacher : *Kenapa diditu swept? Karena disitu...(pausing) time signalnya...(pausing) at a particular time. Sudah, tak ulang maneh mbiyen pas kelas sepuluh udah, SMP y owes. Jam semono kan? Atau kemarin tok, itu ya? Tadi malam, itu ya, tidak ada durasinya. (taking the book and moving hands) Next, thirty one. Ayo, Kuncoro!*

- Student : Mifta...
- Teacher : Mifta, *ayo*, Mif!
- Student : (reading the exercise)
- Teacher : Quire...quire...
- Students : Khoir...khor...
- Teacher : (smiling) *Kae pas ngangkat wong mati ya. Jadi yang mana yang harus dicetak miring?*
- Student : That's too bad.
- Teacher : That's too bad, yeah. That's too bad. I met Vega in the library this afternoon. I greeted...ted...ed *nya dibaca, berarti apa kalau ed nya dibaca?* Wanted, needed, *opo maneh?* (pausing for some seconds, looking around)...looked...and so on and so for. Yeah. I greeted her, but she said nothing. She said nothing *berarti...berarti apa? Apa?*
- Students : (keeping silet)
- Teacher : Yeah. *Meneng wae.* Said nothing...*ngomong tidak ada, berarti...*
- Students : Ha..ha..ha..
- Teacher : *Ngomong tidak ada, berarti kan meneng.* Said nothing, do nothing *berarti...* What's happened...what has happened? She's been down...*shes itu bukan she is tapi she has.* Present...perfect...(mumbling). She's been down in the dumb these days. Dumb...*apa sih dumb? He? Maksudnya apa?* These days...these days. *Ada these days...*
- Student : *Akhir-akhir ini...*
- Teacher : *Akhir-akhir ini...mosok akhir-akhir iki ning tempat sampah terus?* She's been down in the dumb these days. *Berarti apa? Apa? Itu yang ditanyakan. Seluruh dari yang ditanyakan.*
- Student : (mumbling)
- Teacher : *Ya. Kenapa she's been down in the dumb these days? Karena she's been failed to join the school choir. Berarti apa maksude?* She's down, *berarti apa? Apa berarti?*

- Student : *Jatuh di tempat sampah.*
- Student : *Sedih...*
- Teacher : *Yeah..yeah..yeah..yeah! Berarti expression apa? Situasinya bagaimana sih? Situasinya bagaimana sih? Sedih kan? Kenapa sedih? Karena...failed join the school choir. Berarti...Oh, that's too bad. That's too bad. Apa? That's too bad, expression of...*
- Student : *Sympathy.*
- Teacher : *Sympathy...*
- Student : *Aku XL...*
- Teacher : *Aku XL.(smiling) That's too bad nya...That's too bad nya...sangat sedih. Yang sedih siapa yang sedih? Yang sedih si...*
- Student : *Vega...*
- Teacher : *(nodding) Next, thirty two. Mifta, yeah?*
- Student : *Dimas...(pausing quite long)*
- Student : *(reading the exercise)*
- Teacher : *Apa sih itu? Berarti apa? Tentang apa? He? (nodding to encourage students) Direct indirect speech...kelas satu...(pausing for some seconds)...kelas satu. Yang di dalam ada petik ada apa? Question word, ada question...mark. Ada question mark. Ada question marknya kan? Tanda tanya kan? Nggak ada question wordnya kan, tapi yes/no question. Kalau yes/no question berarti...apa conjunctionnya?*
- Student : *If...*
- Teacher : *If atau whether? If atau whether? If atau whether?*
- Student : *If...*
- Student : *Whether...*
- Teacher : *If apa whether? (pausing and looking around) Bisa if bisa whether. Bisa if bisa whether, tapi...disitu kita pakai apa?*
- Student : *If.*

- Teacher : *Kenapa if? Bisa if bisa whether...(pausing for some seconds)
Kalau pertanyaan bisa if bisa whether, tapi disitu tapi disitu
yes/no question kita pakai apa?*
- Students : If...
- Teacher : *If apa whether? Pakainya...if...Kalau ada pilihannya pakainya
whether. Ya apa ya?*
- Students : Ya...
- Teacher : *Ya apa ya?*
- Students : Ya...
- Teacher : *Uh uh? If apa whether?*
- Students : *Whether...*
- Teacher : *If...(pausing) setelah if apa? (looking around) Subjeknya...sapa
subjeknya?*
- Students : *She...*
- Teacher : *Uh uh? She...Anne...Anne...Anne disitu she. Berarti if...if she...*
- Students : *Had...*
- Teacher : *Karena past...karena past berarti? Had...finished...had
finished...past participle. Aha...the assignment...Mr. Han...Mr.
Han...*
- Students : *Give...*
- Teacher : *Had given...a week before. Berarti jawabannya apa?*
- Students : *Nggak ada jawabannya...nggak ada jawabannya.*
- Teacher : *Kalau nggak ada jawabannya...*
- Students : *F...*
- Teacher : *F...alhamdulillah. Jadi rumusnya itu kalau ada pertanyaan bisa
pakai whether bisa pakai if, tapi biasanya kalau ada pilihannya
yang dipakai whether. Bukan berarti kudu nganggo if, ngerti rak?
Dilihat option, tidak saklek. Orak kudune kaya ngene, if harus
kaya ngene bentuke...tidak mesti ya...Jadi jawabannya...A.*
- Students : *F...*

- Teacher : *Oh, ditulis dhewe berarti (writing on the whiteboard) F ditambahi sendiri ya...Next!*
- Student : (reading the exercise)
- Teacher : *Yeah. Subjectnya siapa? Subjectnya di kalimat itu...subjectnya...*
- Students : *Kate...*
- Teacher : *Objectnya?*
- Students : (mumbling)
- Teacher : *Berarti kalau kalimat pasif objeknya jadi subject. Jadinya...*
- Students : *What were...*
- Teacher : *What? What...were...*
- Students : *Gary and Kate invited for...*
- Teacher : *Invited for. Apa sih tensenya? Past...past?*
- Students : *Simple...*
- Teacher : *Simple. past simple pa past perfect?*
- Students : *Simple.*
- Teacher : *Past...simple. Berarti apa to be nya?*
- Students : (keeping silent)
- Teacher : *Apa to be nya? Kalimat pasif kan ada to be nya. Apa to be nya?*
- Students : *Was...*
- Teacher : *Was atau were? Lha disitu subjectnya?*
- Student : *She...*
- Teacher : *Gary and Kate ya? Berarti?*
- Students : *Were...*
- Teacher : *Were. Berarti what...*
- Students : *Were...*
- Teacher : *Were. Gary and Kate invited for. Themselvesnya dimana? Rak penting. Jawabannya apa?*
- Students : *C.*
- Students : *C...*
- Teacher : *Bukan had ya. Bar mau nggarap direct indirect sekarang nggarap pasif terpengaruh. Kalau tadi past simple jadi past perfect, kalau*

sekarang...(pausing) past dengan to be nya, nggak berubah jadi past perfect (opening the book). Next, thirty four.

- Student : (mentioning his friend)
- Student : (reading the exercise)
- Teacher : Indirect *menjadi* direct. Bono asked...Miss...Miss...*ana* Miss *e kabeh, terus...*
- Students : To...
- Teacher : To? Mention...
- Students : My name...
- Teacher : My name *pa* his name?
- Students : My name...
- Teacher : So, the best answer is...
- Students : C.
- Teacher : *Ya. Ikhsan, yang sana san!* (waving hand)
- Student : Sasti...Sasti.
- Teacher : *Ya. Sas, ayo Sas! Sat set, Sas!*
- Student : (reading the exercise)
- Teacher : Indirect *lagi. Tapi disitu ada...ada...*
- Student : (keeping silent)
- Teacher : Question word. *Ada wh...kalau wh berarti penghubungnya...*
- Students : (keeping silent)
- Teacher : *Wh-nya itu. Jadi, the police wanted to know...(pausing) the police wanted to know...what...what...(waiting for the answer)...what...*
- Students : Mr. Larson...
- Teacher : Mr. Larson...
- Students : Had been...
- Teacher : *Menjadi past kan?*
- Students : Had been waited...
- Teacher : Had been waited in a chamber when the burglar...past *menjadi...(pausing) Uh uh? Yang mana?*
- Students : D...

- Teacher : *D? Kok had grow tok ya? Nggak ada n nya, tambahin dhewe ya. Chamber...chamber...chamber of secret. Lonesome, apa sih lonesome? I'm so lonesome, I could die...*
- Student : *Sunyi...*
- Teacher : *Sunyi, sepi, sendiri...lonesome. Yeah, next! Thirty six. Ayo, Sas!*
- Student : *Iqbal...*
- Teacher : *Ayo, Bal! Speak up!*
- Student : *(reading the exercise)*
- Teacher : *Mikael?*
- Students : *Ha..ha..ha..*
- Teacher : *Jibril, Mikail...Yo...yo.*
- Student : *Mikel...*
- Teacher : *Piye kok Mikel...Michael...(pausing) Yes, that...apa? Yang A? it will be used by Rachel...(pausing) It has been using by Rachel in her room, logis nggak? Yang B...yang B? It has been using...it has been using. Itu aktif pa pasif?*
- Student : *Pa...sif...pasif.*
- Teacher : *Aktif pa pasif?*
- Student : *Pasif.*
- Teacher : *(showing disappointed face) Kata kerja ke-tiganya mana?*
- Students : *Been...*
- Teacher : *Been? Iya? I have been studying. Aktif pa pasif? I have been studying for an hour. Aktif pa pasif?*
- Student : *Aktif...*
- Teacher : *Aktif? Lha nek it has been using, aktif pa pasif?*
- Student : *Aktif...*
- Teacher : *Aktif. Lha nek aktif masuk nggak jawabannya? Mosok komputere menggunakan? Komputere menggunakan awake dhewe ngono? Laptape menggunakan awake dhewe ngono? (pausing) It's being used by Rachel in her room...*
- Student : *Nah yang ini...*

- Teacher : *Yang mana? Yang ditekankan apa sih? Sekarang kan sekarang? Jadi, it is being used...karena...pasif. Bal...Bal, tunjuk!*
- Student : Muti...
- Teacher : Muti, ayo, Mut!
- Student : (reading the exercise)
- Teacher : Yeah? When was the jewel stolen...when was the jewel stolen...when...was...the jewel stolen. Question *lagi*, ada question word *lagi* berarti yang dipakai question word juga...When...Luke asked Lola when...the jewel...
- Student : (mumbling)
- Teacher : Uh uh? When...the jewel...has stolen *menjadi*?
- Students : Had been...
- Teacher : Had been stolen ya. *Jadi jawabannya apa?*
- Students : D...
- Teacher : Next, thirty eight.
- Student : WC...
- Teacher : WC...
- Students : Ha...ha...ha...
- Teacher : *Kalau tidak ikhlas boleh nanti saya kasih Muti ngulang manggil kamu.*
- Student : *Tidak.*
- Teacher : *Ikhlas? Ikhlas nggak ni?*
- Student : (smiling and then reading the exercise)
- Teacher : *Iya? Last night...last night. Sany told me that...berarti pasif kan? Pasif kan disini? Berarti?*
- Student : Would...
- Teacher : The party would...would?
- Student : Hold...
- Teacher : *Aktif apa pasif?*
- Student : *Pasif.*
- Teacher : *Pestanya...diadakan atau mengadakan?*

- Students : *Diadakan...*
- Teacher : *Berarti...it would...be...held...would be held...*
- Students : *Tonight...*
- Teacher : *Tonight. Berarti...*
- Students : *C...*
- Teacher : *C, ya. Ayo, Wah! Bingung kon milih cewek semono akehe?*
- Student : *Aska...*
- Teacher : *Ya, Aska. Ayo, As!*
- Student : *(reading the exercise)*
- Teacher : *Conjunction...showing effect. Sudah pernah ulangan, apa?*
- Student : *(mumbling)*
- Teacher : *It had been raining all day long yesterday. Had been raining all day long yesterday, berarti apa? Well, Jakarta is flooded yesterday and gets even worse than the previous year. Yeah? Consequently...Furthermore, apa furthermore? Bukan voldemort, furthermore, apa?*
- Student : *Selain itu...*
- Teacher : *Selain itu, furthermore selain itu. However? Bagaimanapun juga. Moreover? Selain itu. Jadi moreover sama dengan furthermore, sama juga dengan...besides. Ora beside me, tapi besides. Terribly? Dari kata...*
- Students : *Terrible...*
- Teacher : *Consequently. Kalau consequently sama dengan? Apa temannya consequently kemarin? Ada...begin with t...kemarin...*
- Students : *Therefore...*
- Teacher : *Therefore. Ada therefore, consequently. Kemudian ada apa lagi? Thus...thus.*
- Student : *So...*
- Teacher : *So...boleh. (pausing) Ada apa lagi? Begin with h. H depannya h...apa? h-e-n...hence. Duh lali padahal wes ulangan. Next, empat puluh.*

- Student : Najib...
- Teacher : Najib, *ayo, nang!*
- Student : (reading the exercise)
- Teacher : I will not stop searching. *Apa?* I will not stop searching?
- Student : Until.
- Teacher : Until...*tak akan pernah berhenti mencarimu. Ayo, Naj!*
- Student : Wulan...
- Teacher : Wulan...*ya!*
- Students : (cheering)
- Teacher : *Ayo, Lan! Ayo, Lan!*
- Student : (reading the exercise)
- Teacher : Cyntia is now on the way *dicetak miring. Berarti Cyntia ki saiki...
Coba...by the time Cyntia arrived there, the meeting had been
over...*
- Students : *Tidak...*
- Teacher : *Tidak akan pernah bisa. Berarti jawabane...*
- Students : *C...*
- Teacher : Okay, next. (looking at the clock) What time is it now?
- Students : *Pas, bu, pas...*
- Teacher : (smiling) Okay...okay. that's all for today.