

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.