

**THE PROFILE OF COMMUNICATION STRATEGIES USED BY JUNIOR HIGH SCHOOL
ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS
IN SMP NEGERI 2 SUKAWATI**

I Gusti Ayu Indah Triana Juliari, Ni Nyoman Padmadewi, Putu Kerti Nitiasih

Program Studi Bahasa Inggris, Program Pascasarjana
Universitas Pendidikan Ganesha
Denpasar, Indonesia

e-mail: ayuindahtriana@yahoo.co.id, dewi@ninyomanpadmadewi.org,
titikjegeg@gmail.com

ABSTRACT

This study aimed at describing Communication Strategies used by Junior High School English teachers in SMP N 2 Sukawati. It includes kinds of Communication Strategies, the reasons of the use of Communication Strategies and the students' perception toward Communication Strategies used by the teachers. The subjects of this study were Junior High School English teachers of the seventh and eighth grades of SMP Negeri 2 Sukawati. The data were collected by using some instruments namely observation sheet, questionnaire and interview guide. The kinds of Communication Strategies were gathered by observing and recording the teacher during teaching and learning process, while the questionnaire was used to investigate the students' perception toward the Communication Strategies used by the teachers. The results of this study showed that there were 14 kinds of Communication Strategies used by the teachers. Code switching strategy was the most frequently used by the teachers. It occurred for 35 times in teaching and learning process. The reasons of the teachers used those strategies were to improve the students' speaking abilities during teaching and learning process, and made them understood the material. The data also showed that the teachers got positive perception from their students in applying Communication Strategies during teaching and learning process.

Key words: Communication Strategies, English teacher, teaching and learning process

INTRODUCTION

Learning is a process of gaining knowledge, exploring and sharing it to others. For learners, learning is a more than process of absorption of facts, but it is continuously developing as thinking, feeling and changing their behaviour (Scarino & Liddicoat, 2009). It also lets the students learn some information and communicate it through a conversation in the target language. The main objective of learning is to allow a learner to communicate orally and effectively.

In relation with this, communication takes important role in the learning

process. Communication is a process in which a message is sent from senders to receivers. In language learning, students communicate with their teacher and also their friends in order to get a new knowledge or some information.

Moreover, through communication, the teacher could share his knowledge and ideas to the students by applying some teaching strategies. Besides that, by having communication, the teacher could know the difficulties and problems that are faced by the students in the teaching and learning process. Therefore, by knowing the students' problems and difficulties, the

teacher will use the appropriate teaching strategies to help the students solve their problems.

Furthermore, based on the observation, the researcher found that the teacher in SMP Negeri 2 Sukawati had a good motivation in teaching and building students' desire in learning process. The teacher was trying to be a good English teacher. It could be seen when she explained about the material, there were some students who did not pay attention and did not understand with her explanation, she changed her way in explaining the materials to the students. For example, by giving them some questions related to the material or asking them to tell what they have learned from teacher's explanation.

However, based on the observation and interviewing the students in the learning process, especially in learning English as a foreign language, they usually faced some problems. Most of them thought that English is a hard subject. Hence, they lost their motivation and had low interest in studying. They also usually ignored their teacher's explanation. It caused that they did not understand with the topic and had low achievement in foreign language communication. Moreover, most students felt ashamed when the teacher asked them to communicate using English. Sometimes, when the teacher asks them some questions using English, they just kept silent and did not answer the teacher's question. It was because they did not understand with the utterances that is uttered by their teacher or they would feel embarrassed if the answer was wrong and did not have relation with the teacher's question. Therefore, they pretended to keep silent in order to avoid their misunderstanding in the communication.

By looking at the students' condition in teaching and learning process, it was hard for the teacher to teach the students and deliver her knowledge to them. It made the teacher could not use full English to communicate and explain the topic to the students. Sometimes, the teacher had to translate some words from English to

Bahasa Indonesia in order to make the students understood with the topic.

Regarding at the phenomena above, it is important for the teacher to update her teaching style and applying some strategies in the teaching and learning process. According to Brown (2000) style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. It is general characteristics of intellectual functioning and personality type that pertain to the teacher as someone who gives knowledge and information to the students. It also differentiates someone from someone else. Meanwhile strategies are specific method for approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

In addition, language learning styles and strategies become the most important variables influencing performance in a second language learning. Teachers could help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. By applying some strategies it is hoped that the teacher could encourages the students' motivation in learning, especially learning English as a foreign language. Therefore, strategies in communication is necessary used by the teacher in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to linguistics shortcoming (Poulisse, 1990 in Ellis, 1994).

Communication Strategies could be defined as strategy for solving someone's problem in reaching the purpose of communication. Beside that, it known as the strategies that are used by Foreign Language Learners (EFL) to overcome the communication breakdowns especially in teaching and learning process. Moreover, students use communication strategies when there is a problem to convey their ideas and thoughts in the second language (L2). It happens when the students could not select or use the

appropriate words, idioms, structures, and phrases. They face difficulties to communicate their thoughts in foreign language (FL), it is because they lack of communication competence. These strategies will help the speakers to reduce or remove their difficulties while transferring their thoughts and ideas to the others. It also supported by Canale (1983) which stated that communication strategies are helpful tools for both native speakers and foreign language learners to compensate for insufficient competence.

Considering that Communication Strategies could help the students in communication and also the teacher in the learning process, the researcher was interested to investigate and describe the profile of Communication Strategies used by Junior High School English teachers in SMP Negeri 2 Sukawati. Here, the profile covers the kinds of communication strategies and how it is used by Junior High School English teachers, the reasons in using those strategies and also the students' perception toward the communication strategies used by Junior High School English teachers in teaching and learning process. Moreover, SMP Negeri 2 Sukawati was chosen as a place of taking the data because this school is located in Singapadu village where surrounded by many tourism objects and communication strategies take most important part in teaching and learning process.

METHOD

This research was descriptive qualitative research. It concerned on the analysis of the relationships between non-manipulated variables and the development of generalizations (Riduwan, 2008). This research was aimed at investigating the kinds of communication strategies used by Junior High School English teachers in teaching and learning process which deals with interaction among students in particular situation.

The subjects of this study were Junior High School English teachers who teach English in the seventh and eighth grades students of SMP Negeri 2 Sukawati. The writer took class VIII A and VIII I that

consisted of 40 students in each class, and also VII F class that consisted of 41 students. All of them were the subjects of this study who were investigated to describe the kinds of Communication Strategies used by Junior High School English teachers in the teaching and learning process.

The object of this study was Communication Strategies. According to Faerch and Kasper (1983) in Brown 2000, it is as potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

This research used some instruments as a tool for collecting the data. They were observation sheet, questionnaire for teacher and students, and interview guide as a guidance to conduct an interview.

In order to avoid bias in the result of this present study the data should be verified. The purpose of verifying the data is to check the validity and the reliability of the data by using various methods of collecting or verifying the data. One way that is used in varying the data by using Triangulation. Triangulation is broadly defined as synthesis and integration of data from multiple source through collection, examination, comparison, and interpretation (Gillman, 2007). Data triangulation is a process of comparing and rechecking the reliability of the information gathered on different occasion which involve different devices.

In this study, the researcher conducted data validation by checking the research results obtained through observations and a questionnaire by conducting interviews with the teachers. In addition, the researcher had also checked and discussed the instruments used in this study with the supervisors and the experts' judges.

FINDINGS AND DISCUSSION

The findings of this study showed that there were 14 types of Communication Strategies used by Junior High School English teachers. The researcher got the data by observing three English teachers in teaching and learning process. The researcher recorded the

English teachers for two times during teaching and learning process. In this case, the researcher used an observation sheet in order to check types of Communication Strategies occurred in learning process. The observation sheet of Communication Strategies consisted of 32 statements with its indicators. Those statements based on Dornyei and Scott (1997) theory of Communication Strategies. All of them were written in English, and had been judged by two expert judges.

Besides that, the researcher also gave the questionnaire for each English teacher in order to compare and recheck the result of the Communication Strategies used by the teacher through observation. The questionnaire also consisted of 32 statements and the researcher gave the same questionnaire for each English teachers. The table below will show the result of Communication Strategies used by the English teachers in the teaching and learning process.

Table 4.1 The result of Communication Strategies used by Junior High School English teachers.

| Types of Communication Strategies | Dimension | 1 | 2 | 3 |
|-----------------------------------|--------------------------------|---|---|---|
| Direct strategies | Message Replacement | √ | √ | - |
| | Literal translation | √ | √ | √ |
| | Code Switching | √ | √ | √ |
| | Retrieval | √ | - | - |
| | Non-linguistic signals / Mime | √ | - | √ |
| | Self-rephrasing | √ | - | √ |
| | Self-repair | √ | √ | √ |
| Indirect Strategy | Use of fillers or time-gaining | √ | √ | √ |
| Interactional Strategy | Comprehension check | √ | √ | √ |
| | Asking for repetition | √ | √ | √ |
| | Asking for confirmation | √ | √ | √ |

| | | | | |
|--|----------------------|---|---|---|
| | Guessing | - | - | √ |
| | Interpretive summary | √ | - | - |
| | Responses | √ | √ | - |

The table above showed that the Communication Strategies used by English teachers were varied. From the transcriptions of the data, the researcher found some utterances that indicated the types of Communication Strategies. From 32 types of Communication Strategies, the teachers only used 14 types in teaching and learning process. There were 7 direct strategies, namely message replacement, literal translation, code switching, retrieval, non-linguistic signals/mime, self-rephrasing and self-repair. Furthermore, there was only 1 strategy of the indirect strategy used by the teachers, namely used fillers or time-gaining. Meanwhile, for the interactional strategy, the teachers used 6 strategies, namely comprehension check, asking for repetition, asking for confirmation, guessing, interpretive summary and responses.

In addition, by doing observation for two times, the researcher found that Teacher 1 used 7 strategies in direct strategies. It means she used all strategies in the direct strategy. Those strategy namely message replacement, literal translation, code switching, retrieval, non-linguistic signals or mime, self-rephrasing and self-repair. Moreover, in the indirect strategy, Teacher 1 only employed one strategy, namely use of fillers or time-gaining. Furthermore, in the interactional strategy, Teacher 1 used 5 strategies namely comprehension check, asking for repetition, asking for confirmation, interpretive summary and responses.

Moreover, Teacher 2 employed 4 strategies in the direct strategies. Those strategies were message replacement, literal translation, code switching, and self-repair. Teacher 2 also used fillers or time gaining in the indirect strategy. Then, there were 4 strategies used by the Teacher 2 in the interactional strategy, namely comprehension check, asking for repetition, asking for confirmation and responses.

Meanwhile, Teacher 3 used 5 direct strategies. Those strategies were literal translation, code switching, non-linguistics signals/mime, self-rephrasing, and self-repair. There was also 1 strategy used in the indirect strategy which was using of fillers or time gaining. Meanwhile, in the interactional strategy, Teacher 3 employed 4 strategies. Those strategies were comprehension check, asking for repetition, asking for confirmation and the last was guessing. The most types that used by all English teachers in teaching and learning process was code switching.

The second finding was about investigated the reasons of the English teachers used Communication Strategies in teaching and learning process. In order to get the data, the researcher interviewed the teachers. The researcher asked some questions based on the interviewed guide which consisted of 32 questions. The questions related to the Communication Strategies theory proposed by Dornyei and Scott (1997).

The first Communication Strategies used by the teachers in the direct strategies was message replacement. There were two English teachers used message replacement in teaching and learning process. They were Teacher 1 and Teacher 2. The reasons of the Teacher 1 used message replacement because the teacher felt confuse how to express some words in English to continue the utterance. Sometimes, if the teacher nervous in explaining the concept, she will replace her message. Meanwhile, Teacher 2 had different reason with Teacher 1. The reason of Teacher 2 used this strategy because the teacher wanted the students to understand quicker about the concept being explained.

The second strategy used by the teacher in direct strategy was literal translation. This strategy used by all English teachers during teaching and learning process. All teachers used this strategy in order to make the students more understand with the concept or teacher's explanation. By translating the words, the students could get the meaning clearly.

The third strategy was Code switching. This strategy also used by all English teachers. Each teacher had different reason in using this strategy. The reason of Teacher 1 used this strategy because she did not know how to say the word in English or she never heard that word in English before. Therefore, she used code switching in the learning process. Teacher 2 used this strategy because there were some students did not understand some words in English. It made the teacher used code switching. Meanwhile, Teacher 3 said that by using code switching, it would make the students easy to catch up the meaning that uttered by the teacher.

The fourth strategy used by the English teachers was retrieval. There was only Teacher 1 employed this strategy in teaching and learning process. The reason of the teacher used this strategy because the teacher wanted to find the appropriate or the correct word or sentence to complete the utterance during explain the concept. Besides that, the teacher thought by saying the correct form, the students will get the right concept and used it correctly for further education.

The fifth strategy was Non-linguistic signals or mime. This strategy used by Teacher 1 and Teacher 3. Teacher 1 used this strategy because it helped the teacher to make the students easier to understand what the teacher's mean. Meanwhile, the reason of Teacher 3 employed this strategy because it made the students pay attention to the teacher's explanation. By using gesture or mime, the teacher could attract the students' attention.

The sixth direct strategy was self-rephrasing. It also used by Teacher 1 and Teacher 3. The reasons of the two English teachers in using this strategy were quite similar. Teacher 1 said self-rephrasing used to make a sure that what the teacher caught was same with the students' intention. Besides that, the reason of Teacher 3 employed this strategy was to make the other students especially the low students' level to understand clearly with the concept. Therefore, it was important to have self-rephrasing during learning process.

The last strategy in the direct strategy used by the teacher was self-repair. This strategy used by all English teachers in teaching and learning process. The English teacher had the same reason in using this strategy. Teacher 1 used this strategy in order to make the students' know the correct one. Meanwhile, Teacher 2 and Teacher 3 had quite similar reason with Teacher 1 in using this strategy in order to give the students the correct concept and avoid misunderstanding. The use of self-repair was important in teaching and learning process. The teacher used this strategy in order to make self-initiated correction in one's own speech. Therefore, the students will use the correct word, form, structure or concept for their further education.

In addition, in the indirect strategy, there was only one strategy used by all English teachers in teaching and learning process. It was using fillers or time-gaining. Based on the table above, there were two teachers had same reasons in using this strategy. They were Teacher 1 and Teacher 3. They used this strategy because they still thought about the appropriate word that they will used to continue the utterance. Meanwhile, different reason came from Teacher 2. The teacher used this strategy because of her habitual in teaching the students. When she did not know how to express something in English, she used pause fillers and needed time to think.

Furthermore, in the interactional strategy, there were 6 strategies used by the teachers, namely comprehension check, asking for repetition, asking for confirmation, guessing, interpretive summary, and responses. The first strategy was comprehension check. In this research, all teachers used this strategy in teaching and learning process. Some teacher said the same reason in using this strategy. The reason of Teacher 1 employed this strategy because the teacher wanted to know the students' understanding of the concept. Besides that, Teacher 2 and Teacher 3 had the same reasons in using this strategy. They used it in order to check students' comprehension.

The second strategy was asking for repetition. Based on the result of the table above, all teachers used this strategy in the learning process. There were two reasons in using this strategy. Teacher 1 and Teacher 2 had the same reasons employed this strategy. They used it in order to understand clearly the students' question or intention. Therefore, the teachers could give the right answer or response. Teacher 3 had almost similar reason with two teachers. The reason of teacher 3 used this strategy in order to get the students' message clearly.

The third strategy in interactional strategy was asking for confirmation. All English teachers also used this strategy. Teacher 1 employed this strategy because the teacher wanted the students know that she heard their opinion or answers. Besides that, Teacher 2 and Teacher 3 had the same reason was to confirm about what the teacher thought was same with students' intention.

Moreover, the fourth strategy was guessing. There was only Teacher 3 employed this strategy in teaching and learning process. The teacher used this strategy in order to make the students become active and guess some word correctly.

The fifth strategy was interpretive summary. There was only Teacher 1 employed this strategy in teaching and learning process because the teacher wanted the students to know the content of the lesson. Meanwhile, the other reasons in using this strategy is to make the students remember and more understand with the lesson.

The last strategy of interactional strategy was responses. There were two teachers used this strategy. They were Teacher 1 and Teacher 2. The two teachers stated the same reason. They two teachers employed this strategy based on the situation. At that time, when a student did a story telling in front of the class, the other students did not ready yet. Therefore, the teacher employed this strategy to ask the student to speak slowly and repeat their story from the beginning in order to make the other students understand with the story. Besides that,

the students could said the clear and correct pronunciation in doing a story telling.

The third finding was about the students' perception toward the Communication Strategies used by Junior High School English teachers in teaching and learning process. Here, the researcher distributed the questionnaires for the students. The researcher distributed the same questionnaires for each class. The questionnaires consisted of 15 statements that should be completed by the students based on their own views. The statements were constructed based on Schiffman theory of perception in Sukmana (2003).

The result showed that the students in class VIII A had positive perception toward the Communication Strategies that used by Teacher 1 in teaching and learning process. Since they felt happy and liked the Communication Strategies used by the teacher in teaching and learning process could improve students' speaking ability. Moreover, the students in class VIII I also had positive perception toward the Communication Strategies applied by Teacher 2. They were happy when the teacher explained the topic by using two languages because it could make the students more understand with the topic. Meanwhile, the students in class VII F also had positive perception toward the communication strategies used by the teacher. Since the student felt happy when the teacher helped them to solve problem and offered some games to attract their attention.

This study were described and discussed about the kinds of Communication Strategies used by the English teachers in teaching and learning process, the researcher used theory of Communication Strategies proposed by Dornyei and Scott (1997).

The result showed the same Communication strategies employed by all English teachers during teaching and learning process. Three types came from direct strategies, namely: literal translation, code switching and self-repair. Dornyei and Scott (1997) defined literal translation was translating literally lexical item, an

idiom, a compound word or structures from L1 or L3 to L2. The result of the questionnaire said that Teacher 1 most often translated lexical item, an idiom, a compound word or structure from native language. Meanwhile, Teacher 2 said that she was often translated it from native language, and Teacher 3 said that she used literal translation most often in the teaching and learning process.

Moreover, the other same strategies used by all teachers was code switching. According to Dornyei (1995) classification, code switching occurred when using L1 word with L1 pronunciation or L3 word with L3 pronunciation while speaking in L2. In the other words, it used to switch the language to L1 without bothering to translate. The result showed that code switching was the most frequently used by the teachers in the teaching and learning process. The results of the questionnaire showed that Teacher 1 and 3 often used L1 and pronounce it in L1, if she did not know how to say some words in English. Meanwhile, Teacher 2 said that she sometimes used code switching in the teaching and learning process.

Furthermore, self-repair was a part of direct Communication Strategies that used by all teachers in the teaching and learning process. Self-repair used when teacher made self-initiated correction of the use of wrong word, pronunciation or utterances immediately (Dornyei and Scott, 1997). Meanwhile, the result of the questionnaire showed that when the Teacher 1 and Teacher 2 realized that she had use wrong words, phrases or pronunciation during teaching, she often corrected it immediately. Meanwhile, Teacher 3 said that she most often used self-repair in order to make the students knew the correct words, phrases, pronunciation, or concept of the study.

In addition, using fillers or time gaining was the only one of indirect strategy that applied by all teachers in the teaching and learning process. Using fillers means that using gambits to fill pauses, to stall and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty, Dornyei and Scott (1997). By

looking at the questionnaire, Teacher 1 seldom used pause fillers or hesitation devices in order to gain time to think. Besides that, Teacher 2 often used it, while Teacher 3 sometimes used it in the learning process. It could be said that all English teachers had different frequency in using this strategy.

Furthermore, in the interactional strategy, the result showed that there were three interactional strategies used by all English teachers. There were comprehension check, asking for repetition, and confirmation. The use of each types was different based on the situation of the students and classroom.

Dornyei and Scott (1997) stated that comprehension check used when the teacher wanted to check that the students could follow the teacher's explanation. This could be done by asking some questions related to the topic explained. Moreover, the result of the questionnaires showed that, Teacher 1 most often checks the students' understanding by asking some questions. She employed this strategy for 2 times during the teaching and learning process. Meanwhile, Teacher 2 and Teacher 3 said that they were most often check their students' understanding by asking some questions related to the topic. It could be summarized that all teachers had the same frequency in using comprehension check strategy. It was supported by the questionnaire which stated that the teachers most often used comprehension check during teaching and learning process.

Moreover, asking for repetition occurred if the speaker requesting repetition when she did not hear or understand something properly. The teacher would ask the students to repeat their utterance in order to get the clear message. The result of the questionnaire showed that all English teachers most often asked for repetition when they did not hear the students' message or utterances clearly. It showed that, the teachers wanted to responses the students' utterances correctly. If they did not catch the meaning clearly, it was important for the teachers asked the students to repeat their utterances. It was

done in order to avoid the teachers' misunderstanding toward the students' utterances.

Furthermore, asking for confirmation in this study was used when the teachers wanted to confirm what that she heard about the students' intention was correct. The questionnaire showed that Teacher 1 said that she seldom to ask the students to repeat their questions in order to confirm their intention. Besides that, Teacher 2 said that she was often asking for confirmation to her students. Meanwhile, Teacher 3 said she sometimes asked the students to repeat their questions in order to confirm their intention. It could be said that, the teachers used the same strategy in the different frequency.

Furthermore, in finding the reasons of the use of Communication strategies, the researcher interviewed the teachers' by using Dornyei and Scott (1997) theory of Communication strategies. By this theory, the researcher made an interview guide as the guidance to conduct the interview. The researcher asked some questions related to the finding and observation in the teaching and learning process. The interview guide consisted of 32 questions that should be answered by the teacher. However, besides using an interview guide, the teacher also asked the teachers directly toward the reasons in using communication strategies.

The result showed that there were some teachers stated the same reasons in applying communication strategies during teaching and learning process, and some of them stated the different reasons. Besides that, there were most of the teachers stated the same reasons in applying communication strategies.

The findings showed that, literal translation strategy used by all teachers. According to Tarone (1981), literal translation occurred when the learners uses a first language item or structure modified in accordance with the features of the target language. Based on the findings, the teachers had similar reason in using this strategy. The reasons of them using literal translation was to make the students understand with the concept or teachers' explanation. Based on the

observation, each teacher used this strategy based on the situation. When they felt their students difficult to understand the explanation, they used literal translation in which translating literally a lexical item, a compound word or structure. The result showed that, teacher 3 frequently used literal translation in learning process.

The next direct strategy that used by all teachers was code switching. Teacher 1 used this strategy because she did not know how to say some words in English and never heard that word in English before. Meanwhile, Teacher 2 used code switching because she felt that some of their students did not know and understand the words in English. In order to avoid misunderstanding, the teacher used code switching in learning process. Furthermore, the reason of Teacher 3 employed this strategy because when she did not know how to express some word in English for example "*penjor*", she said it to the students. Because for Teacher 3, the students will get the meaning of "*penjor*" clearly, besides she translated it with some description. The students will get confuse of it. Therefore, Teacher 3 used this strategy to transfer the correct concept to the students.

Self-repair also used by all teachers in the direct strategy. There were two reasons stated in the findings. Teacher 1 and 2 stated the same reason in which they used self-repair to make the students' knew the correct concept. Meanwhile, the Teacher 3 stated that she used self-repair to give the correct concept to the students. If the teachers gave the wrong or incorrect concept, they students will always use the wrong concept for their further education. Actually, the two reasons had the same meaning. All teacher used self-repair in order to make the students' knew and used the correct concept.

Moreover, the other same examples came from the indirect strategy. The result showed that all teachers used fillers or time-gaining in the teaching and learning process. Teacher 1 and Teacher 3 stated the same reasons in using this strategy. They used it when they thought

of the appropriate words that they will used to continue their utterances. The examples of fillers that frequently used by the teacher were "*well..., hmm..., ee...,*". They used it in the middle of explaining the topic. Meanwhile, the reason of the Teacher 2 used this strategy because of her habitual used pausing in explaining the topic to the students. When she felt difficult to state her intention, she will use pause fillers.

Furthermore, in the interactional strategy, the teachers used 3 same strategies, namely: comprehension check, asking for repetition and asking for confirmation. The first strategy was comprehension check. This strategy used by all teacher in the teaching process. Based on the interview, Teacher 1 and Teacher 2 stated the same reason in using this strategy because they wanted to know the students' understanding of the concept explained by the teachers. Meanwhile, the reason of Teacher 3 was to check the students' comprehension of the material given. Checking the students understanding was important in the learning process in order to know whether the students really understood or not with the teachers' explanation. In checking the students understanding, the teacher could give some questions to the students related to the topic given.

Asking for repetition was one of interactional strategy used by all teachers. This strategy occurred when teachers did not hear and understand the students' message properly. In this study, all teacher used asking for repetition in the teaching and learning process. Actually, all teachers had the same reasons in using this strategy, but they stated it in different ways. Teacher 1 and Teacher 2 stated the same reason in using this strategy. They wanted to understand clearly the students' questions or intention. Besides that, the reason of Teacher 3 used this strategy was to hear and get the students' message clearly. By asking for repetition, the teachers could hear the students' questions or intentions clearly and the teachers could response it well.

Meanwhile, asking for confirmation also used by all teachers in the learning

process. It was used in requesting confirmation that the teacher heard and understood the students' intention correctly. In the other words, asking for confirmation used in order to make a sure what the teacher caught was same with the students' intention. Teacher 1 employed this strategy in order to let the students' know that the teacher heard their utterances, opinion, or answers in the learning process. Besides that, Teacher 2 and Teacher 3 stated the same reason. They used it to confirm of what they heard and said were same with the students' intention.

Moreover, knowing the students' perception toward the communication strategies used by the teacher in teaching and learning process was important. In this case, the students gave their own views or perspectives toward the strategies used by the teacher in learning process. Furthermore, in finding the result of students' perception toward the communication strategies used by the teachers in the teaching and learning process, the researcher used theory of perception proposed by Schiffman in Sukmana (2003) which stated that individual perception is not only based on memories in the past and present experience with the ability to connect past experience alone, but also involves an element of feeling. In the other word, it could be said that individual perception was influenced by the process of cognition and also affection. Schiffman in Sukmana (2003) described two aspects of perception, namely: (1) Cognition aspect, include how to view or interpretation individual about social objects and events experienced by individual in a social environment, and (2) affection aspect, include of how individual feeling toward social objects and event experienced by the individual himself in the social environment.

Based on that theory, the researcher created the students questionnaire. It was consisted by 15 statements that should be completed by the students based on their own views. Based on the findings of the study, most of the students have positive perception

toward Communication strategies used by English teachers in teaching and learning process.

In addition, the theory that the researcher used in this study provided clear categorize. However, the result of this study showed that there were 14 types from 32 types of Communication strategies used by the teachers during teaching and learning process. It was because of the students' situation and the teachers' limitation.

Based on the observation, the teachers only employed 14 types of Communication Strategies because they felt comfort to use those strategies in teaching their students. By using those strategies, the teachers could control their students and made them more understand with the topic being explained, for example in using literal translation. All English teachers employed this strategy in teaching and learning process. The teachers decided to use this strategy because of the students' condition. The students would be more understood with the teachers' explanation if the teachers stated it in *Bahasa Indonesia*. Therefore, it made the teachers felt comfort to use *Bahasa Indonesia* in explaining the material to their students.

CONCLUSION, SUGGESTION AND IMPLICATION

There were 14 kinds Communication strategies used by all English teachers in teaching and learning process in SMP Negeri 2 Sukawati. From 14 Communication Strategies used by the teachers, Teacher 1 used 13 kinds of communication strategies. Meanwhile, Teacher 2 employed 9 Communication Strategies in teaching and learning process. Beside that, Teacher 3 only employed 10 strategies.

There were some reasons that employed by the teachers in using communication strategies in teaching and learning process. The result showed that, there was some teachers used the same reasons. It made each strategy only had 1 until 2 reasons.

The students' perception toward the use of Communication strategies is good. Each English teacher have good perception from the students in using communication strategies. However, there were only few students had different perception of the use of communication strategies in the teaching and learning process. It was because the students condition and classroom situation. Overall, most of the students were happy and like the communication strategies that applied by the teacher in teaching and learning process.

There were some suggestions that could be proposed in this research, as follows: 1). For the English teacher, it is recommended to plan their communication strategies to establish more effective learning process. Since this strategies offers some strategies in order to improve the students' speaking abilities and also their motivation in learning English. 2). For the School, knowing communication strategies as the helpful strategy for the teacher especially English teacher in conducting teaching and learning process, the school may need to implement peer-teaching for better reflection on Communication strategy use to support teaching and learning process. For example the facilities of the classroom should support the teaching and learning process. Such as, the use of LCD or notebook, and some books. It will make the teachers easier to explain or deliver the concept to the students. 3). For the further research, it is suggested that the other researcher to conduct more elaborate study on the use of Communication strategy in the teaching and learning process in different contexts or subjects and procedure more comprehensive empirical evidence of the Communication strategy profile.

The result of this study have implications in the field of Education of English Foreign Language (EFL) learning process, especially for the teachers. The teachers could shares their teaching experiences with the strategies used to their fellow teachers through a teacher group discussion (MGMP). Therefore, the other teachers could be made aware of

the kinds and the importance of Communication strategies in teaching and learning process or in L2 communication. This study is expected that the Junior High School English teachers could implement the Communication Strategies in teaching and learning process. These strategies could be used by all teachers in the different subject and level. Since, it offers some strategies that could be used by the teachers as the strategy and reflection in teaching their students.

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