**CHAPTER IV**

**FINDING AND DISCUSSION**

This chapter presents the finding and discussion. The finding are presented as the point of description. Based on the data gathered on the classroom interaction conducted by English teachers of acceleration class MTs N Kanigoro. The researcher found that the English teachers used six kinds of communication strategies proposed by Tarone’s and Ellis.

In displaying transcribed data, the researcher used certain codes to indicate who the speakers are in the interactional conversation conducting in the classroom during the teaching learning process. The codes are the following :

|  |  |
| --- | --- |
| T | :Teacher |
| L | :Learner |
| LL | :Two learners |
| LLL | :More than two learners |
| AL | :All learners |
| M | :Unindentified Male learner |
| M1,2,3 | :Indentified male learner |
| F | :Unindentified female learner |
| F1,2,3 | :Indentified female learner |
| [1,2],[2,1] | :Indicate number of line of each data |
|  |  |

To have clear description and discussion on the findings of these communication strategies, these are the extract of them :

**A. DATA PRESENTATION AND ANALYSIS**

1. **Repetition**

In repetition, speaker repeats a part or whole sentences. In the context of this study, the teacher repeated a part or whole her utterance in order to make sure that students understand the interaction, information, or material given by teacher. By using this strategy, she also could provide the students with more chance to process the information given or follow her/his model.

**Data 1:**

T : ***Is there something wrong***? [1.1]

M1: what??? [1.2]

M2: something? [1.3]

T : ***Is there some thing wrong***? [1.4]

 ***Is the music getting trouble***? [1.5]

LLL : yes.. [1.6]

On the data 1, the teacher asked students to listen a song to refresh their mind. After a few minutes the song directly stopped, in line [1.1],the teacher asked to the students about that condition by asking “ is there something wrong?”. However, students still did not understand what the teacher meant. It’s known from the response of students “what???”(M1) and “something?”(M2). The teacher knew that her students did not understand her question, so that she repeated her question “***Is there some thing wrong***?”[1.4]. the teacher also repeated with other question “ ***Is the music getting trouble***? [1.5] ”instead of “***Is there some thing wrong***?”[1.1]. [1.4] to make clear her first and second question. After the teacher repeated her question [1.5], the students could understand what teacher meant and answer ‘’yes’’ [1.5].

**Data 2**

T : Please open your book, what lesson was our last meeting? [1.10]

F1 : Daily Expression. [1.11]

T : ***Have you memorized it?*** [1.12]

T: I asked you to memorize it, Iik, ***have you memorized it***? [1.13]

LLL: No.. [1.14]

M1: (just silent) [1.15]

T: memorize is menghafal ik, ***have you memorized it***? [1.16]

M1 : yes.. [1.17]

On the data 2, after greeting the students the teacher asked students what lesson in the last meeting [1.10]. in line [1.12] teacher asked whether the students have memorized the expression given in the previous meeting or not. The teacher saw one of her students still look confused, so that she repeated her question ‘‘have you memorized it?” to the student [M1] as in line [1.13].

**Data 3:**

T : ok, before you come forward to memorize the vocabularies, [1.16]

 I give you five minutes to memorize in your seat. [1.17]

T : (after five minutes) ok, come forward please. ***Time is up***. [1.18]

M3 : time up? [1.19]

T : ***Yes, time is up***. [1.20]

On the data above, the teacher give minutes for students to memorize in their seat before they one by one come forward to memorize in front of the class[1.16],[1.17]. After five minutes the teacher remind that time is up and the must come forward one by one in front of the class [1.18]. One student still doesn’t believe that the time given is over [1.19]. The teacher repeated her utterance to emphasize that the time for memorizing in the seat was over [1.20]. It was also used to make adjustment the word “*time is up*” instead of “*time up*” [1.20].

**Data 4 :**

T : Ok my students, today we will study about procedure text. [2.1]

But before it, ***do you still remember*** descriptive text? [2.2]

AL: (just silent) [2.3]

T : ***Do you still remember***? [2.4]

AL : (still silent, some of student still busy with their laptop) [2.5]

T: hello.. are you with me? I’m serious. [2.6]

On the data above, the teacher wanted to review the previous lesson. The teacher asked whether the students still remember with the lesson or not[2.2], but the students didn’t give response and they just kept silent. The teacher repeated her question “*do you still remember*?” [2.4] to make students more focus on the lesson.

**Data 5**:

T : hi.. ***how are you this morning?*** [3.1]

LLL : I’m fine.. and you? [3.2]

M2 : I’m good. [3.3]

T : Less spirit. Up your voice. ***How are you this morning?*** [3.4]

AL: I’m fine thanks. And you? [3.5]

On the data above the teacher tried to stimulate students to speak and tried to communicate with the students by greeting students and asking students health “***how are you this morning***?” [3.1]. The students answer in low voice [3.2]. The teacher repeated her utterance or question and asked students to answer in louder voice [3.4]. Here the teacher wanted to intrigue and brace students up.

**Data 6:**

T : ***Stand up***. [3.6]

LLL :(some students were still sitting) [3.7]

T : ***Stand up please***. [3.8]

On the data above, the teacher asked the student to stand up [3.6], but some students still enjoy sitting in their seat [3.7], the teacher wanted to emphasize that students understood her utterance, so teacher repeated her instruction until all students stood [3.8].

**Data 7 :**

T : Stand up, please. ***If you are girl clap one.*** [3.9]

AL : ???? [3.10]

T : ***If you are girl clap one***. [3.11]

AL :???? (students still confused) [3.12]

On the data above, knowing that her students looked so tired and un spirit, so the teacher gave refreshing activity (ice breaking) by asking students to stand up and to clap their hands as in line [3.9]. The students still confused and they didn’t give response to the teacher instruction. The students didn’t understand what the teacher meant. However, the teacher repeated her instruction in order students understood her instruction [3.11].

1. **Mime**

Mime is one of communication strategies using non-verbal communication or the action instead of the words. At this point, the teachers demonstrate the words by acting. They use non- verbal strategies in place of lexical item or action (E.g., clapping one hands to illustrate applause). The non-verbal behavior includes features such as physical space and interpersonal distance, called *proxemics*. While gestures, facial expression, eye gaze, directness of head, body orientation and posture called co-verbal behavior. Voice tone, rate of speech, pauses, disfluences (such as *um*, *uh*, and *err*, and non language sounds such as laughing and yawning called paralanguage. By using this strategy, students consciously evaluate the motives, intentions and attitudes of the teachers.

**Data 8:**

T : if you are girl clap one (***while clapping her hands***) [3.13]

LLL: (clapping their hand) [3.14]

On data 8, the teacher repeated her utterance as in line [3.9],[3.11],the teacher knew that her students didn’t understand with her instruction, so she repeated her utterance and clapped her hand to give example to the students [3.13].

**Data 9:**

T: Nauval, ***please move a bit***, give space to your friend. [4.1]

M1: what mom??? [4.2]

T : Ok. One step to the left ( ***while stepping to the left***) [4.3]

T : ***You too (gazed to other student)*** [4.4]

On the conversation above, the teacher wanted her student to move a bit [4.1], her student still did not give response, so that she directly acted by stepping to the left [4.3]. She also asked other student to move by gazing to him [4.4].

**Data 10 :**

T : Ok students, please make around, make a circle. (while make a gesture using her hand).

On data 10, teacher wanted to conduct a game with their students. Students did not directly give response to the teacher. Teacher knew that the students did not understand yet with her instruction, so that the teacher used her hand as gestures that indicate the students had to make a circle.

1. **Circumlocution**

Circumlocution is one part of paraphrasing strategy, in the circumlocution strategy, the speaker describes the characteristic of elements of the object instead of using the appropriate target language, and sometimes the speaker gives the student examples. In order to get students’ understanding, the teachers do not only repeat their sentences, also they describe the characteristic or elements of the object or action and some times they give student examples.

**Data 11:**

T : Who has ***scissor***, can I borrow? [4.5]

F4: What do you mean ? [4.6]

T : ***Something used for cutting paper and other things***. [4.7]

 ***It made from iron or steel***. Do you have it? [4.8]

F4 : this? (showing a scissor) [4.9]

T : Yup. Bring it to me. [4.10]

On the data above, the teacher needed a scissor to cut the paper used for conducting a game, she asked to her students who has scissor and wanted to borrow it, as in line [4.5]. her students did not know what the scissor is, so the teacher explained the characteristic of the object to make students understood as in line [47] and [4.8].

1. **Appeal for Assistance**

This strategy is used when teachers consult any sources of authority : a colleague, a dictionary etc. when the teachers forget the word, they ask for help to students. Sometimes teachers apply this strategy to know how far the students master in vocabularies. E.g.,What is this?, what is it called?, what do you call? How do you say…..?

**Data 12:**

T : Heri, come forward. Look at your friends. [4.12]

 Who is the most beautiful girl in this class? [4.13]

M3 : tak seorang pun [4.14]

T : Ok. Students, ***how do you say “ tak seorang pun” in English?*** [4.15]

F1 : no one, mom. [4.16]

T : yes. no one. [4.17]

On the data above, the teacher asked student’s opinion about the most beautiful girls in the class[4.12]. The student answered “tak seorang pun” because he didn’t know how to say it in English[4.14]. The teacher asked to other student to say the words in English. She used appeal for assistance by asking “***how do you say***….” as in line [4.15].

1. **Literal Translation**

Teachers translate their language words to words from the native language. Example : “he invites to drink” for “they toast one another”. In this strategy the teacher translate the word or sentence that students do not understand by using synonymy, another word or by giving more definition of the word. The teachers also translate a lexical item, idiom, compound word, or structure from L1 to L2. Translation in the student’s language is the last strategy if students do not understand after the teacher has used other strategies such as repetition, circumlocution etc.

**Data 2:**

T : please open your book, what lesson was our last meeting? [1.10]

S : Daily Expression. [1.11]

T : have you memorized it? [1.12]

T: I asked you to memorize it, Iik, have you memorized it? [1.13]

M1: (just silent) [1.14]

T : ***Memorize is menghafal ik***, have you memorized it? [1.15]

M1: yes. [1.16]

In the conversation above actually the teacher has repeated her utterance many times [1.12][1.13], but there was a student looked confused and did not understand what teacher asked. In line [1.15] The teacher translated the word “ *memorize*” into native student’s language. The teacher used this strategy after she used other strategy that was repetition.

1. **Language Switch**

In this strategy, teachers switch their English with the native students’ language, in this case Indonesian language. The teacher employed language switch when she wanted her students really understand about what she said. Teachers switch the language to avoid misunderstanding and to make sure that students received the teacher’s message.

**Data 13 :**

T: After you practice asking and answering [4.18]

 the question, you have known that English is not difficult. [4.19]

The main point, ***kuncinya adalah*** yourself. [4.20]

***Intinya ngomong bahasa inggris itu kuncinya pada dirinya sendiri***. [4.21]

**Data 14:**

T : if you like ***nasi goreng*** please stand up. [ 5.1]

 If you like ***nasi pecel*** sit down. [5.2]

 If you like meat ball clap two. [5.3]

 Who feel shy when speaking English please stand up. [5.4]

 No one stand up it means that all students are not shy. [5.6]

 It means that you are all good students. [5.7]

 Two thumbs for you, two thumbs or four thumbs?. [5.8]

 ***Klo four thumbs gimana caranya?*** He..he.. [5.9]

On the data above . the teacher used bahasa indonesia such as *nasi goreng* [5.1], *nasi pecel* [5.2]. she also switch English with bahasa Indonesia, “*Klo four thumbs gimana caranya?”*as in[5.9]. However besides the teacher did not want to have miss-communication with the students, she switched the language to make a joke to refresh the situation.

**B. DISCUSSION**

Communication strategies is one of essential aspects needed in interaction. By employing these communication strategies, teachers can overcome the communicate problems that occur during interaction in the class. Based on data gathered in the classroom. The researcher found out that The English teachers often only used several kind of communication strategies, proposed by Tarone’s and Ellis theory. Moreover, the researcher found other strategies that were not suggested in the theory. They were such as spelling the words and writing the words that cannot be understood by students on the white board to prevent uncovered messages. Thus, the use of media in the communication strategies was also important to be involved for supporting the communicative goal.

It is also found out that the communication strategies which is mostly used and regarded as most effective is repetition. By repeating the words or sentences, students can understand easily the words or sentences that is uttered by the teachers. Besides ,repeating the words or sentences will help the students to be able to imitate the utterance and improve the students comprehension. There are several ways of repetition that are used by teachers in repeating the word or sentences. The first is repeating utterance that was uttered by students, it was intended to make clarification with the students, whether they such kind of sentence or not. The second is repetition by linguistic adjustment that includes phonological adjustment, lexicon adjustment, syntax adjustment ,and discourse adjustment.

The second communication strategy that was found on the research is mime. Commonly, in the mime strategy the teachers do proxemics, co-verbal behavior and paralanguage. On the proxemics, the teachers will approaches the personality of the students when they had given the task, attend to their task to make sure whether they really understand the command or not. Moreover in the mime strategy the teachers also make gestures or eye contact. The teachers used gestures to help students comprehend the word or sentences. By applying this strategy, students can understand directly what the teachers want. In the mime strategy, the teacher also used paralanguage.

Another strategy used by teachers is circumlocution. In this strategy, the teacher did not directly explain the term that was new for students. However, they are rather describing the words or giving them examples than giving them the definition directly. By using this strategy, hopefully it is not only making the students understood the new word that was introduced by the teachers but also in can increase students’ comprehension.

Literal translation is also found in the classroom interaction. However in this strategy, the teachers did not directly translate the word or sentences in to the student’s language. The teachers often used this strategy after using another strategy such as repetition and circumlocution, if the students still difficult to understand the word or sentence, the teachers translate it in students’ language , in this case Indonesian language.

The researcher also found that teacher also used appeal for assistance strategy. The teacher used this strategy to know how far their students mastered in vocabulary. Besides , the teacher used this strategy when they forgot in vocabulary. Sometimes the teacher used this strategy when they did not understand what students’ meant.

Meanwhile , the teacher used language switch to avoid miss- understanding and make appropriate language between English and Bahasa Indonesia. However, sometimes the teachers switch the language just for make a joke to refresh the situation.

From the observation, it was found that the first and second teacher often join to conduct a lesson together in one class. One of them become the main teacher and other have role as assistant to help her. While the third teacher usually work alone in conducting the class but they still make a plan together with the first and the second teacher. Main teacher has role to lead the class and give material or lesson to the students. Further, the main teacher explains the material and give assignment to the students, while other teacher help the student who need more explanation. Both teachers here conduct a class together and they work as a team, they plan, conduct, and evaluate the lesson together. When they faced communicative problem they directly overcome the problem. For example, when the students did not understand the instruction or utterances the teacher they repeated the utterance many times as the firs strategy they used to overcome the problem. The teachers did not only repeated the same words or utterances but also repeated them into other words but still have the same meaning. However the use of repetition was to make grammatical or phonological adjustment as in data 3 (1.19, 1.20). The teacher also uses repetition strategy to intrigue and brace the students up. It happened when teachers found that their students less in motivation or spirit. Teacher repeated her questions and asked the students many times in order the students answer in louder voice, as we can see in data 5.

Mime is one of communication strategies using non-verbal communication or the action instead of the words. At this point, the teachers demonstrate the words by acting. They use non- verbal strategies in place of lexical item or action (E.g., clapping one hands to illustrate applause). In this study, researcher found that teacher used mime strategy to communicate with their students. When teacher found that her student still did not understand after she repeated her instruction or utterance, the teacher gave example by acting and gesturing. It can be known from data 8, 9, and 10.

Circumlocution was also used by the teacher as the communication strategy to make students understand the word that they did not know before. As in Tarone theory circumlocution is one of paraphrase strategy. It is wordy extended process in which appropriate target language structure. the learner describes the properties of the object or action instead of using the appropriate target language item or structure( e.g., it’s oval and shiny, or she is, uh, smoking something…that’s uh, Persian, we use in Turkey, a lot of). It is used by teachers to rewords the messages or information in an alternate acceptable target language construction in situations where the appropriate form or construction is not known or not yet stable to learners (Tarone in Bialystok: 1990). In this research, the researcher found that the teacher used this strategy as in data 11 (4.7). Teacher applied this strategy to give more understanding the word ‘scissor’ by describing the characteristic of that element.

It was found that the teacher used appeal for assistance as the communication strategy to overcome communication problem in the class. This strategy is used when teachers consult any sources of authority : a colleague, a dictionary etc. when the teachers forget the word, they ask for help to students. Sometimes teachers apply this strategy to know how far the students master in vocabularies. From data 12, it was found that one of the students did not know the word “tak seorang pun” in English. Here teacher did not directly translate the word, but she asked other students to translate the word in English. This strategy was intended to know how far the students mastered in vocabulary. Besides teacher wanted her students were more active and made the interaction in the class more alive.

It was also found that teachers also used translation strategy in their classroom interaction. According to Tarone theory, in literal translation, Teachers translate their language words to words from the native language. Example : “he invites to drink” for “they toast one another”. In this strategy the teacher translate the word or sentence that students do not understand by using synonymy, another word or by giving more definition of the word. The teachers also translate a lexical item, idiom, compound word, or structure from L1 to L2. However, translation in the student’s language is the last strategy if students do not understand after the teacher has used other strategies such as repetition, circumlocution etc. It was known from data 2 that the teacher used repetition strategy, in her classroom interaction. In this case her student still did not understand what she said. She translated the word in native students’ language as we can see in data 2 (1.15).

Language switch was also used by the teachers. In this strategy, teachers switch their English with the native students’ language, in this case Indonesian language. The teacher employed language switch when she wanted her students really understand about what she said. Teachers switch the language to avoid misunderstanding and to make sure that students received the teacher’s message. From the observation, it was found that teacher wanted to motivate her students by encourage her students in order they have high self confident related the students’ ability in speaking. Teacher stressed that English is not difficult thing to learn. It was proved by the students’ ability in the conversation they employed in the classroom, as we can see in data 13. In data 14, teacher wanted to give rewards to the students for their ability in speaking class. However, teacher also switch the language to make a joke with her students to refresh the situation in the class.

Based on the interview and the observation that conducted by the researcher in the classroom, the researcher found that every teacher faced communicative problem when they have interaction with their students in teaching- learning process. They applied communication strategy to overcome the problem. They employed the strategies based on the problems thy faced in the classroom interaction. The researcher also found that the three teachers have different strategies when they communicate with the students. The use of the strategies was based on the teaching technique that they employ. Furthermore, it could be due to the different ability of the students in comprehending the lesson that the teachers taught. Sometimes the teacher applied several strategies in one utterance jointly. However , during the observation, the researcher found that the most frequent strategies that was used by the teacher was repetition.