

**COMMUNICATION STRATEGIES USE BY ENGLISH TEACHER AND
STUDENTS TO COPE WITH THE PROBLEMS OF ENGLISH
SPEAKING CLASSROOM ACTIVITY AT THE ELEVENTH GRADE
MA TARBIYATUL MUSLIMIN DASAN MA'ALAN EAST LOMBOK**

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Abstract

This study investigated the kinds of communication strategies used by English teacher and Students to cope with the problems of English speaking classroom activity and the factors which influenced the user use of communication strategies. Two instruments were used in this study (questionnaires and interview), the questionnaire consist of two section for the students, the first questionnaires was adopted from Nakatanies' theory about 8 categories of strategies for coping with speaking problems and the second section was about the students factors which influenced the use of communication strategies. It was found that from all over of the eight strategies that the students use to cope with the speaking problem of English class room activities. The students tend to use Attempts to Think in English Strategies with the highest percentage (100%) and the lowest percentage was Accuracy Oriented Strategies (40%). In the students' factor which influenced the use of communication strategies were the students' self-perception of speaking capability (64 %), Frequency of speaking English inside or outside the classroom (52 %), Vocabulary mastery (60%) and motivation (62%). Those percentages indicated in the level of lower.

The result of interview, the strategy that the English teacher used to cope with the speaking problem was similar to *social affective strategies, message reduction and alteration strategies, and negotiation for meaning while speaking strategies*. While the factors which influenced the English teachers used of communication strategies were the teacher's lack of experience in teaching learning process and his lack of conversing in English inside or outside of classroom. The teacher also used particular communication strategies in order to help the students to understand easily about the teachers' expression, to develop students' motivation to study English, and to check the students' understanding about his explanation as well

Keywords: Communication Strategies, Communicative Competence, Speaking Classroom Activity

INTRODUCTION

Communication always occurs in daily activity as a medium of transformation of ideas or thoughts whether in the form of spoken or written language. The global status and function of English as a foreign language has made English as important as the first language to be used in daily communication in many countries especially for Indonesian. Hamer (2002, p. 18) pointed out, English is spoken at least by a quarter of the world's population. This means that a lot of people from Indonesia are may be able to speak with it. However the English teacher and students in performing their communication, they sometimes get any difficulties to express their utterances with their interlocutors. According to Long (1980), a lack of understanding causes a disruption in the conversational flow and ultimately results in an abandonment of further conversations.

Speaking is one of the basic skills that require communicative competence which emphasize on the Communicative Language Teaching (CLT) approach. The first communicative comprehensive model of communicative competence were introduced by Canale and Swain (1980, pp.1-47). This model posited four component of communication competence those are: Grammatical competence, Sociolinguistic competence, Discourse

competence, Strategic competence' and Celce-Murcia (1995, pp.2-27) developed this competence into Actional competence. Harmer (2000, p.14) communicative competence involves not just language competence (grammar, vocabulary, etc) but also knowledge of how language is used appropriately and how language is organized as discourse. So when the English teacher and students get a trouble to express their message or fail to understand it, they may use a strategic competence to maintain a certain level of mutual understanding through different types of strategies and tactics which are considered as a part of competence or as a means to avoid conversational trouble

The main purpose of communicative competence used by English teachers and their students in English speaking classroom activity is to increase their communication or to compensate communication breakdown through communication strategies in communicate the message primarily in spoken form. Communication Strategies (CS) have been interesting issues to be discovered between English teachers and their students in speaking classroom activity by hoping that communication strategies will overcome the English teacher and the students' problem in speaking skill so that they are able to

develop their capability of speaking English.

Nakatani (2006) developed the Oral Communication Strategy Inventory for EFL students. According to Nakatani (2010,p.118). Oral communication strategy is used to “highlight interlocutors’ negotiation behavior for coping with communication breakdowns and their use of communication enhancers”. So in this study Nakatani’s taxonomy about oral communication strategies will be used to analyze the strategies that the user use to cope the problem of English class room activity at Eleventh Grade of Ma Tarbiyatul Muslimin Dasan Ma’lan where an English teacher and the students are expected to be able to communicate the messages in various communicative situations fluently.

STATEMENT OF THE PROBLEMS

The aims of this study are to find out:

1. What kinds of Communication Strategies are used by English teacher and Students to cope with the problems of English Speaking Classroom Activity at the Eleventh Grade of MA Tarbiyatul Muslimin Dasan Ma’alan East Lombok?
2. What factors influence the user use of communication strategies?

METHOD

1 Participants

The participants of this study were an English teacher and 32 (12 males and 20 females) of students at the Eleventh grade of MA Tarbiyatul Muslimin Dasan Ma’alan East Lombok. The English teacher as the participant here was the teacher who teaches at the eleventh grade while the students were selected through random sampling.

2 Instrument

The instruments were used in collecting the data namely, questionnaire and interview. The questionnaire which is used in this study was divided into two parts. The first part was about communication strategies used by students to cope with the problems of English speaking classroom activities and the second part was about the students’ factors which influenced the use communication strategies. To eliminate the language problem, the students were required to answer multiple choices in Indonesian form, so that the students could fully understand what the questions intended to investigate. The first questionnaire consists of eight factors about strategies for coping with speaking problem and the second questionnaire consist of four factors about the users’ factors which influenced the use of communication strategies. The first part

of questionnaire, the students were asked to rate themselves based on five point Likert scale ranging 5 (always), 4 (very often) 3 (often) 2 (almost never) 1 (never), while the second part of questionnaire the students were asked to rate themselves too on the five point likert scale ranging 5 (always) 4 (very often) 3 (often) 2 (ever) 1 (never). The first questionnaire model of data collection procedure in this study was adopted from Nakatani's designed (2006) of Oral Communication strategies Inventory (OCSI). While an interview was used to find the data in order to know further clarify and elaborate information about what kind of communication strategies by English teacher to cope the speaking problem in the classroom activity and factors which influence the use of communication strategies in English speaking classroom activity. In this technique, several questions were delivering to the English teacher in order to get appropriate responds relating to those research questions.

PROCEDURE

The study was conducted during the class hours of English subject. At the beginning of the experiment, the English teacher and students were told the purpose of study. Then the students were given an explanation as detail as possible about the questionnaire and were asked to answer it

by cross check what they thought as the strategies that they did to cope with the problem of English speaking classroom activity and factors which influenced them used communication strategies. While for the English teacher, he was asked for his readiness to answer the questions truly about the strategies that they did to cope with the problem of English speaking classroom activity and factors influenced him use particular communication strategies

DATA ANALYSIS

Data analysis techniques used in this study were quantitative and qualitative. Quantitative data was taken from questionnaire. The questionnaire data then was scored and calculated. Qualitative data was taken from interview. The data recording of interview was transcribed and categorized according to the research question.

RESULT

1. Questionnaire Data

Based on the students' responses of the questionnaire, all eight strategies that the students use to cope with the speaking problem of English class room activities the students tend to use Attempts to Think in English Strategies with the highest percentage (100%) Followed by Message

Abandonment Strategies (90 %), Message Reduction and Alteration Strategies (80%), Social Affective Strategies (62%), Non Verbal Strategies While Speaking (60%), Negotiation for Meaning While Speaking Strategies (59%), Fluency-Oriented Strategies (47%) and the lowest percentage was Accuracy Oriented Strategies (40%).

Table 1. The Percentages of Communication Strategy Categories

NO	Strategies for Coping Speaking Problem	Total score	Percent age	Rank
1	Social Affective Strategies	599	62%	5
2	Fluency-Oriented Strategies	472	49%	7
3	Negotiation for Meaning While Speaking Strategies	378	59%	6
4	Accuracy Oriented Strategies	320	40%	8

5	Message Reduction And Alteration Strategies	384	80%	3
6	Non Verbal Strategies While Speaking	207	64.7%	4
7	Message Abandonment Strategies	608	90%	2
8	Attempts to Think in English Strategies	320	100%	1

In addition the most often strategies that the Students use in *Attempt to Think in English Strategies*, like I think first of what I want to say in my native language and then construct the English sentence, and I think first of a sentence I already know in English and then try to change it to fit the situation. In *Message Abandonment Strategies While Speaking*, I leave a message unfinished because of some language difficulty, I abandon the execution of a verbal plan and just say some words when I don't know

what to say. In *Message Reduction and Alteration Strategies*, the students most often use strategy such as *I use words which are familiar to me*. In *Non Verbal Strategies While Speaking*, I try to make eye-contact when I am talking, was frequently used by students while speaking activity take place. In *Social Affective Strategies*, to handle their nerves the students tend to use strategy like, I always try to relax when they feel anxious. In *Negotiations for Meaning While Speaking*, I make comprehension checks to ensure the listener understands what I want to say, dominate the first position then *I repeat what I want to say until the listener understands*. In *Fluency Oriented Strategies*, I try to speak clearly and loudly

to make myself heard, took the highest percentage followed by I take my time to express what I want to say, In contrast, I pay attention to my rhythm and intonation, was the lowest. *Accuracy-Oriented Strategies*, I try to emphasize the subject and verb of the sentence was frequently used by students, but the least frequently used was, I talk like a native speaker.

To answer this second research question, the students were required to answer four kinds of communication strategies consists of 29 items in the form of multiple choice. The students' responses of the questionnaire are then analyzed and presented in the form of tables.

Table 2. The students' score on the factors which influenced the use of communication strategies

No	Initial	A	score	B	score	C	score	D	score
1	AA	18	1.9	24	1.5	15	1.9	23	1.8
2	AY	21	2.2	25	1.6	15	1.9	25	2
3	AH	21	2.2	28	1.8	14	1.8	29	2.3
4	AAN	18	1.9	24	1.5	14	1.8	22	1.7
5	DK	19	2	25	1.6	14	1.8	24	1.9
6	EM	21	2.2	28	1.8	14	1.8	26	2
7	FS	21	2.2	27	1.7	14	1.8	24	1.9
8	HH	18	1.9	24	1.5	14	1.8	23	1.8
9	HHJ	18	1.9	25	1.6	13	1.6	22	1.7
10	H	19	2	25	1.6	12	1.5	22	1.7
11	HY	19	2	26	1.6	14	1.8	24	1.9
12	HK	18	1.9	26	1.6	15	1.9	24	1.9
13	IN	20	2.1	27	1.7	16	2	27	2.1
14	JS	18	1.9	27	1.7	15	1.9	23	1.8

15	LA	20	2.1	26	1.6	15	1.9	25	2
16	MRH	17	1.8	25	1.6	13	1.6	23	1.8
17	MR	18	1.9	25	1.6	15	1.9	21	1.6
18	MH	19	2	26	1.6	15	1.9	25	2
19	MHS	19	2	26	1.6	14	1.8	22	1.7
20	MP	19	2	25	1.6	15	1.9	23	1.8
21	MS	18	1.9	24	1.5	14	1.8	22	1.7
22	MK	17	1.8	25	1.6	13	1.6	22	1.7
23	MA	20	2.1	29	1.8	15	1.9	28	2.2
24	NA	19	2	26	1.6	15	1.9	24	1.9
25	PH	18	1.9	27	1.7	15	1.9	25	2
26	RW	22	2.3	31	1.9	19	2.4	31	2.4
27	RR	21	2.2	29	1.8	20	2.5	28	2.2
28	RB	19	2	26	1.6	14	1.8	23	1.8
29	SA	19	2	24	1.5	14	1.8	22	1.7
30	SS	22	2.3	31	1.9	19	2.4	26	2
31	TS	18	1.9	24	1.5	13	1.6	22	1.7
32	YA	16	1.7	23	1.4	12	1.5	24	1.9

This table shows that, the data of *self-perception of speaking capability* was symbolized by (A), *frequency of speaking English inside or outside the classroom* was symbolized by (B), *vocabulary mastery* was

symbolized by (C), and *motivation* was symbolized by (D).

After calculating the data, the total score and the percentages of students about those factors are shown in following table:

Table 3. The Percentages of Students' Factors Use of communication Strategies

No	Factor influence the Students Use of communication Strategies	Total score	percentage
1	self-perception of speaking capability	610	64%
2	Frequency of speaking English inside or outside the classroom	833	52%
3	Vocabulary mastery	478	60%
4	Motivation	793	62%

Category of the percentage is explained bellow:

a. The percentage 40 – 59 is very lower

b. The percentage 60 – 79 is lower

c. The percentage 80 – 89 is medium

d. The percentage 90 - 100 is high

Based on the data finding above, it shows that the students' self-perception of speaking capability was (64 %). Frequency of speaking English inside or outside the classroom was (52 %), vocabulary mastery was (60 %), and motivation was (62 %). Those categories were in lower level and indicated that self-perception of speaking capability, Frequency of speaking English inside or outside the classroom, Vocabulary mastery, and motivation affected students to use communication strategy.

2 Interview Data

To answer the first and the second research question, the data was collected from an English teacher as the subject of this study. The English teacher was required to answer the question about the kinds of communication strategies used by the English teacher to cope with the problem in English speaking classroom activities and factors which influenced the use of communication strategies. The English teachers' responses of the interview are then analyzed and categorized based on the research questions. After conducting the interviewing, the English teacher's responses relating to the first research question are shown below:

1. I always try to make myself as comfortable as I can and then I try to talk to my students using English with familiar words in order to make the

students understand what I am talking about and the students are able to give feedback for me.

2. I try to use English everyday and not to be afraid of making mistakes.
3. I sometimes use Indonesian language to make my student easy to understand with my explanation.
4. I always check my students' understanding about my words or my explanation to know whether the students understood or not, if the students do not understand I give them another example.
5. I often use short and simple word to make my students easy to understand what I mean.

While related to the second research question, The English teacher's responses are as follows:

1. I am a new teacher in this school and not so experience in the classroom mastery, so whenever I go into to the classroom I get nervous.
2. The frequency of conversing in English with other English teachers or my students are less, moreover I almost never go to the tourism spot to practice my English with native speakers.
3. The vocabulary mastery of my students are not enough
4. The students' motivation to study English is very low because of their mind

set of English as a difficult language. So, every day I always give them motivation to study English, and I usually try to make simple word to be a nice word, in order to make them interested in study English more.

DISCUSSION

Through all the data on the basis of the findings, from all eight strategies that the students use to cope with the problem of English speaking classroom activity, the present study found that there were some contradictions to the previous study which were conducted by Nakatani (2006) and Huang (2010). The contradictions of this study were: the first In Nakatani's study (2006), found that students with high oral proficiency tended to use *social affective*, *fluency-oriented*, and *negotiation of meaning strategies*, which were effective for oral communication, since students employed them for keeping the conversation flowing and for maintaining their interaction through negotiation. The second studies conducted by Huang (2010) who examined about the kinds of oral communication strategies used by the technological university students during communication tasks, he found that the students most often employed *message reduction and alternation*, and *least often employed message abandonment strategies*. While in this study found that the most often

strategy that the students use was *attempts to think in English strategies* with the highest percentage (100%), where the students do was think about the first of a sentence that they already know in English and then try to change it to fit the situation, and they think of what they want to say in their native language and then construct the English sentence. It means that the students mostly think about their first language before they use English. Kellerman (1984) said that "the mother tongue has a strong influence on the way a second language is learnt and used". The finding also indicated that the students' capability of speaking English was lower so that they use this strategy to keep them speak. The least often strategy that the students used was *accuracy oriented strategies* (40%). It also indicated that the students did not care with grammatical rules to make their speaking fluent. Kottler and Street (2008) said that "In order to get 'Intermediate fluency stage, the students speak with grammatical errors but they are able to share experiences, generate ideas and give opinion".

While for the students' factor which influenced them to use communication strategies like students' self-perception of speaking capability, the frequency of speaking inside and outside classroom, vocabulary and motivation affect the students use communication strategies, line

with the study conducted by Huang (2010) where he revealed that the Students self-perceived of oral proficiency, the frequency of speaking inside and outside classroom, and motivation have great influenced the use of communication strategies. Students' self-perception of speaking capability here related to the felling of students about their capability, and their confidence of speaking English, Khan and Khattak, (2011) "Students are reluctant to speak and whenever they are asked to speak, they feel hesitation, fear and shyness because of the low proficiency of OCSs". The frequency of speaking inside and outside classroom also contribute to the fluency of students to communicate well. According to MacIntyre and Charos (1996) "foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication". Vocabulary is the basic competence that must be reached by students in order to increase their speaking and other competencies like reading, writing, and listening. The students will be hard to master any other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful

second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication". Richards and Renandya (2002: 255) also argue, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Another factor always supporting the students willing to communicate in English is motivation. According to Rubin (1975), good language learners tend to have a high motivation to communicate and they seek opportunities to use or hear the language.

Based on the English teacher' responses there were several kinds of communication strategies that the English teacher used to cope with the speaking problems of English classroom activity. The teacher uses *social affective strategies*, like *I always try to make myself as comfortable as I can, and I don't mind taking risks even though I might make mistakes*. The English teacher also use *Message Reduction and Alteration Strategies* such, *I try to talk to his students using English with familiar words, and I sometimes use Indonesian language to make my student understand with my explanation. And Negotiation for Meaning While Speaking* such as *I always check my students' understanding about my words or*

my explanation, and I give them another example.

The teacher tended to use *social affective strategy*, because the teacher had no more experience to mastery the classroom. As a new teacher, it must be he got nerves with the school environment. Hymes (1972). He believed that the ability to communicate properly should be cultivated in language teaching. The teacher should learn how mastery the classroom and how to use a language in their daily communication in order to demonstrate their mastery of the environment and the language to the students. The teacher also did not often conversing in English with other English teachers or their students. According to Bashiruddin (2003) “English language teachers (ELTs) are not proficient in speaking English and this is the main obstacle in the way to teaching English”. Sometimes when the English teacher makes a conversation with his students, the students do not give any responses as feedback. According to Richards and Lockhart (1999, p. 188), feedback on students’ spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate.

The teacher used *Message Reduction and Alteration Strategies* is, to

help the students understand easily about the teachers’ expression, to help the students to mastery more vocabularies and develop students’ motivation to study English as well. Dornyei (2001, p.116) notes that teaching effectiveness depends on teacher skills in motivating learners..

While teacher used *Negotiation for Meaning While Speaking strategies* was, the English teacher wanted to know whether the students understood or not about his explanation, if the students did not understand, the teacher would explain them with others example again. As Kramsch (2006, p.38) have pointed out, “[teachers] set up the conditions under which learners learn to learn. The English teacher needs to be a good guide who always makes his students be better in understanding of English language and have great motivation to study it so that the students are able to increase their speaking capability.

CONCLUSION

This study dealt with the strategies was used by the English teacher and students to cope the problem of English classroom activity and factors influenced the user use of communication strategies. Based on the research finding for the first research question and the second research question we can conclude that:

On the above rankings of students' strategies to cope their speaking problem of English speaking classroom activities, it found that students tend to use Attempts to Think in English Strategies, the students mostly think in their native language first before change the sentence into English and use the expression that they have already knew based on the context and situation. At the same time Accuracy Oriented Strategies was at the lowest percentage. This condition happened because of the students have less self confidence of themselves. It shown on the students' percentage of self-perception of speaking capability, the frequency of speaking English inside or outside the classroom, vocabulary mastering and motivation have great influence the students to use communication strategy. While the strategy that the English teacher used was *Social affective strategies, Message Reduction and Alteration Strategies, and Negotiation for Meaning While Speaking*. The English teacher uses those strategies because of internal and external factors. The internal factor was like: the low of his self confidence, while for the external factors were like: the length of English teacher's experience in teaching learning process, the frequency of conversing in English was lack, the vocabulary mastery of students was not enough and the students' motivation was very low.

SUGGESTION

Future Researcher

Relating to the finding of this study, there are many things that future researchers need to do for the next study. First, the study must not be limited only on one school but it must involve all schools at the same level in one region. Second, the subject of study can be developed into the communication strategies use among the high English teacher proficiency with low English teacher proficiency and students who have great self confidence and high proficiency at the same time in front of other students.

English Teacher And Students

The English teacher and student need to do many things to cope their speaking problem of English in speaking classroom activity such as:

1. As long as having the conversation an English teacher and students have to make their feeling as relax as possible.
2. The English teacher needs to develop his experience and his capability in teaching learning process.
3. The English teacher has to use simple words in having conversation with his students or when he explains the subject to his students in order to make their students easier to understand what he says.

4. The English teacher and the students must be active in having English conversation every day inside or outside classroom to make their speaking more fluent.
5. The English teachers should develop his students' motivation to practice English every day, to be more self confidence of his English capability and to learn more English vocabularies
6. The students should be brave to talk by English and do not care of making mistakes as long as they conduct the conversation.
7. The students should increase their vocabulary mastery to help themselves to use words choice appropriately.
8. The students need to build a great self motivation in study English

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