

Chapter Four

Findings and Discussion

This chapter describes the findings of the data analysis of communication strategies used by a teacher in communication with her tenth grade students of an international school in Yogyakarta. The findings of the research are followed by discussion.

Research Findings

The research question of this study is “what communication strategies are used by the English teacher in interacting with her tenth graders of an international school in Yogyakarta “. The data analyses showed the categories of communication strategies used by the teacher in the classroom according to the theory of Celce-Murcia et al (1995:28). They were stalling or time gaining strategy, achievement or compensatory strategy, self-monitoring, and interactional strategy.

Stalling or Time Gaining Strategies. The first type of stalling or time gaining strategies consists of fillers, hesitation devices, and gambits. The second type is self and other repetition. These two types of stalling or time gaining strategies are usually employed to make use of given time maximally. Gambits, fillers, hesitation devices, and repetition are often used when a speaker needs more time to convey the message. The stalling or time gaining strategies were

revealed in this research in the conversations between the teacher (T) and her student (S) or students (Ss) in the classroom. The details are presented below.

Using Fillers, Gambits, and Hesitation Devices. Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to their mind. The strategy of using filler can be seen in the utterances as follows.

T : “The man is pulling the tiger out. **Well...**This is in Active Voice. Can you change it into Passive Voice?”

S : “The tiger is being pulled out by the man”.

In the conversation above, the teacher used filler ‘**Well**’. The teacher used the filler ‘Well’ as she needed more time to convey the message.

Meanwhile, from the data finding also showed that the teacher used gambits as her communication strategy as seen in the following conversations.

T : “**Okay...** Can you change the full sentence of “ She has broken the piece of chalk”.. into Passive Voice? (asking one of her student with making eye contact).”

S :”The piece of chalk has broken by her. ”

Other examples for gambit strategy are as follows: T: **So..**, meat balls is a singular or plural? ; T: “ The piece of chalk has broken by her. Okay... **But here...**This is...There is “has” here.; T: “**Alright then....**children..You have done very well.” ; T: “**And....** what is the object”. In the examples, **So..., But here..., Alright then..., And...**show some gambits employed in teacher’s talk. Gambit is

something that is commonly said in English. It can be in form of word or phrase which helps a speaker convey some messages. All of those examples of gambits were used to convey messages by the teacher, especially when they needed more time.

Fillers can be said as an utterance that may be said while speaker gaining time until the items come up to their mind. In the example, the speaker used the word before she said the main sentence which she actually wanted to deliver. She needed more time to guess the last part of the sentence which belongs to the question of the exercise.

Gambit is something that is commonly said in English. It is usually used before saying a sentence to make a conversation not awkward. It can be seen from the second conversation. The teacher used the word *okay* before she said "Can you change the full sentence of...". In some parts of the conversation, she also used another gambit like *and, so, but and alright then*. The speaker used those gambits in order to make the conversation sounds nice.

Therefore, the findings of fillers and gambits used by the teacher conform Celce-murcia et al., (1995) who categories stalling or time gaining strategy as one of communication strategies to make use of given time maximally. Based on the result of data analysis in the study, the teacher often used fillers and gambits. This may be due to the fact that the teacher is a native English speaker, and it is something common to use fillers and gambit while she is talking in English.

However, hesitation device which is a strategy in which speakers hesitate while they

are thinking about the next message they want to present was not found in this research.

Using Self and Other Repetition. Repetition is done when a speaker knows about the items, but he or she needs time to recall the items from his or her memory. Here is one example of the findings showing repetition used by the teacher:

T : ***“The camel is carrying...The camel is carrying*** a tiger, a lion and a fox on its back. This is in Active Voice... “the camel is the subject. “is carrying” is Verb.. And...What is the subject here?

S : “The camel.

The conversation shows that the teacher used repetition in order to give her some time to get the correct word for completing her utterance. Repetition is employed when a speaker knows about the items, but he/she needs time to recall the items from his/her memory. One example of repetitions can be seen when the speaker repeated ***“The camel is carrying...The camel is carrying..”*** in order to emphasize the keyword of the question which should have been answered. She did it because she assumed that her students did not know yet the main purpose of the question. This finding is in line with Celce-Murcia (1995) who mentioned that repetition communication strategy as used when the speaker need more time to convey the message.

Achievement or Compensatory Strategy. In this strategy, the speaker tries to keep the original communicative goal, but compensates for insufficient

means or makes an effort to retrieve the required items. Only two of seven categories of strategic competence in achievement or compensatory strategies appeared in the conversation in the classroom. Those strategies are restructuring and nonverbal signals as showed in the next section.

Restructuring. This strategy is dealing with an effort to reconstruct sentences without changing the message that speakers want to convey. In this strategy, the speaker wants to restructure her or his sentence. From the data, it was found that restructuring occurred in the classroom as seen in the utterance below:

T : *And this is in past participle.* (underlined the word drunk). *This is a past participle.* (pointing the sentence “It was drunk”).

Ss : (Silent and listening).

From this example, the teacher restructured her sentence. She changed the preposition “in” with “a”, without changing the real meaning. Here, she wanted to make her students easily understand her explanation by restructuring the sentence. This strategy is dealing with an effort to reconstruct sentences without changing the message that speakers want to convey. In this strategy, the speaker wanted to restructure her sentence. This strategy can be seen when the teacher restructured her sentence. She tried to make her sentence to be simpler, without changing the real meaning. Here, she wanted to make her students easily answer her question by restructuring the sentence.

Nonverbal signals. Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. The speakers use this nonverbal signals strategy

to smooth the conversation when they really do not know lexis or utterance they want to say. There are some nonverbal signals found in the conversation data as follows:

T : *So...* Now, tell me the sentence!

S : Meat balls were eaten by Rani.

T : Meat balls.... (writing on the board)...Very good. (*nodding her head*).

In the sample above, the teacher used gesture to show her agreement with her student's answer by nodding her head. Here, she was satisfied enough with her student's answer. It was also used to show her compliment to her student.

Another nonverbal signals strategy was also used in the following conversation:

T : Come on ! Tell the sentence into passive voice.

S : The tie was given to Rani's father by Rani's mother.

T : Yes... (*Smiling*)... The tie was given to Rani's father by Rani's mother.

From the example above, it can be seen that the teacher was giving her facial expression by smiling to her students. Here, she smiles after one of her student answered the question correctly. That was the reason why she showed her facial expression. The following example also shows facial expression strategy.

Here is the example:

T : Okay...Can you change it into passive voice?

S : Meat balls was eaten by Rani.

T : Meat balls was eaten by Rani?*(raising her eyebrows)*.

In the example above, the teacher raised her eyebrows to express her disagreement with one of her student's answer. She used this facial expression in order to make her student think again with her answer. Her student said "was" for plural subject. It supposes to be "were".

Therefore, the findings are in line with Celce-Murcia (1995) who categorized mime, gestures, facial expressions, and sound imitations as the nonverbal signals for communication strategy. The nonverbal signals found in the conversation were revealed through the teacher's facial expression and gesture. Here, the teacher showed smiling facial expression to show her agreement with her student's answer and raised her eyebrows to show her disagreement with her student's answer. She also used head gesture by nodding her head to show her agreement too.

Self Monitoring Strategy.Self monitoring strategy is speakers' effort in correcting mistakes they have made during a conversation. Self-monitoring strategy includes self-initiated repair and self-rephrasing strategies. However, in this research the data only revealed self-initiated repair strategy. There was no finding on self-rephrasing strategy used by the teacher.

Self initiated repair strategy reflects speakers' awareness of the mistakes they have made. From the data, it was found out that the teacher used self-monitoring strategy more specifically self-initiated repair strategy as showed below.

T : “*What did he drank ? What did he drink?*”The milk. The milk is object”.

Ss : Writing on their notebook.

In the example above the teacher revised ‘drank’ into ‘drink’ due to her consciousness in using incorrect grammar. Therefore, she was initiated to repair the mistake. This finding is in line with Celce-Murcia (1995) who stated that self-repair communication strategy is employed when a mistake occurs in the utterance. From the finding above, it appears when the teacher presented an utterance but she felt unsatisfied with her utterance.

Interactional Strategy. Interactional strategy is a way to cooperate with others to know the understanding or appealing for help. This strategy consists of appeals for help and meaning negotiation. When analyzing the data the researcher found that both of the strategies revealed in the conversation. For the detail explanation will be presented below.

Appeals for help. This strategy is used when the speaker wants to ask for help to recall L2 item so that she still can use L2 to be understood by her students. Based on the transcription of the utterances, the researcher found that this strategy is also used. From the data analyzed the researcher found that the teacher also used this strategy in her utterances during the class. It can be seen in the following conversation below.

T : “Yes... are. A tiger, a lion and a fox are.....?”(*hands dancing*)

S : “A tiger, a lion and a fox are carried by the camel.”

From the example above, it can be seen that the speaker asks the students to mention the L2 item to complete the full sentence in L2 in her utterance. This item is *carried by the camel*. Here in this conversation, the teacher asked for help to her students in order to make them to be more active during the class. She was not only asking for help but also encouraging her students to pay attention more in her explanation by using the this strategy. This strategy supports Celce-Murcia's (1995) communication strategies that a speaker can use appeals for help in conveying the message.

Meaning Negotiation. Meaning negotiation can be presented as request, expression of non-understanding, and interpretive summary. According to the transcription of the conversation, the researcher found that there is request form of word and interpretative summary. The detail explanation will be presented below.

T : “Plural, **right?** Thats why you can't say “was”. You should say “were”. So... Now, tell me the sentence!

S : “Meat balls were eaten by Rani.

In the sample above the word **right** indicates that teacher wanted to convince her students with her explanation. She wants to make sure that, her students understood well. Another meaning negotiation strategy was also used in the following conversation:

T : “**See....?** Now, We have four sentences on the board.. In Active Voice. Okay... Can you change the full sentence of “ She has

broken the piece of chalk”... into Passive Voice? (asking one of her students with making eye contact).”

S : “The piece of chalk has been broken by her.”

The example above showed that the teacher used the word **see** to convey her meaning to her students during her explanation. Here, she wanted to give her explanation one more time to make sure that her students understand. This strategy categorized as interactional strategy supports Celce-Murcia’s (1995) communication strategies that a speaker can use meaning negotiation in conveying the message. This is the last category of communication strategies found in this research used by the English teacher in interacting with her tenth graders of an International School in Yogyakarta. It is possible to find two or more strategies in an utterance spoken by the participants of the conversation. In sustaining conversation, the teacher spontaneously produced the utterances.

The researcher did not find all types of communication strategies proposed by Celce Murcia et. al (1995: 28) in her study. The strategies appeared are only stalling or time gaining strategy ,achievement or compensatory strategy, self monitoring strategy, and interactional strategy. Related to Avoidance or Reduction Strategy, this strategy consists of message replacement, topic avoidance, and message abandonment. In the conversation transcription, all those strategies were not employed by the teacher. The researcher thinks that it is caused by the topic of the teaching learning about the related lesson from the previous meeting. The teacher preferred to talk about new materials she had not explained before. The conversation was talking active voice and passive voiced.

The teacher explained and asked her students to answer the questions during the class. Mostly, the teacher explained the materials. Therefore, there was no avoidance or reduction strategy appeared during the conversation.