COMMUNICATION STRATEGIES OF TEACHERS IN CLASSROOM INTERACTION

A THESIS

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ABSTRACT

The teacher should be a good model for students in communicating. Thus, communication strategies play a significant role in classroom interactions. Therefore, this study intends to identify the differences between communication strategies applied by male and female teachers, as well as communication strategies applied by rural and urban teachers. Furthermore, the teachers' purposes in applying communication strategies were analyzed. This is a descriptive research in which the teachers' communications strategies was analyzed by implementing the communication strategies component proposed by Celce-Murcia et al (1995).Twelve teachers were the participants in this study. There are three male teachers and three female teachers from urban school. Three male teachers and three female teachers from rural school. Observations, audio-video recordings, and interviews were used to gather the data. The finding shows that male teachers applied 13 types of communication strategy. Female teachers applied 7 types of communication strategies. Male and female teachers did code switching as the most dominant types of their communication strategies. Urban male teachers applied 12 types of the communication strategies. Urban female teachers did 6 types of communication strategies. Meanwhile, rural male teachers did 11 types of communication strategies. Rural female teachers applied 7 types of communication strategies. Male and female teachers in urban and rural school did code switching as the most dominant of communication strategies. Furthermore, this research found that urban teachers applied 12 types of communication strategies. Rural teachers also applied 12 types of communication strategies. Urban and rural teacher did code switching as the most dominant types of their communication strategies. The teacher applied the communication strategy due to students' lack of understanding towards teacher's utterance, so to make students understand, in order to achieve communicative goals, teachers did various of communication strategies.

Keywords: *Classroom interaction, Communication strategies, Teacher's gender Rural teachers, Urban teachers.*

ABSTRAK

Guru harus menjadi model yang baik bagi siswa dalam berkomunikasi. Oleh karena itu, strategi komunikasi memainkan peran penting dalam interaksi kelas. Penelitian ini bertujuan untuk mengidentifikasi berbagai strategi komunikasi yang berbeda yang dilakukan oleh beberapa guru laki -laki dan guru perempuan serta strategi komunikasi yang dilakukan guru dalam mengajar siswa di sekolah pedesaan dan perkotaan. Selanjutnya, tujuan guru dalam menerapkan strategi komunikasi juga dianalisis. Penelitian ini merupakan penelitian deskriptif dimana strategi komunikasi guru dianalisis dengan mengimplementasikan komponen strategi komunikasi yang dikemukakan oleh Celce-Murcia et al (1995). Partisipan dalam penelitian ini sebanyak 12 orang guru yang terdiri tiga orang guru laki-laki dan tiga orang guru perempuan dari sekolah perkotaan. Tiga orang guru laki-laki dan tiga orang guru perempuan dari sekolah pedesaan. Observasi, rekaman audio-video, dan wawancara digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa guru laki-laki melakukan 13 jenis strategi komunikasi. Guru perempuan melakukan 7 jenis strategi komunikasi. Guru laki-laki dan perempuan melakukan code switching sebagai jenis strategi komunikasi yang paling dominan. Guru laki-laki perkotaan menerapkan 12 jenis strategi komunikasi. Guru perempuan perkotaan melakukan 6 jenis strategi komunikasi. Sedangkan guru laki-laki pedesaan melakukan 11 jenis strategi komunikasi. Guru perempuan pedesaan menerapkan 7 jenis strategi komunikasi. Guru laki-laki dan perempuan di sekolah perkotaan dan pedesaan melakukan code switching sebagai strategi komunikasi yang paling sering dilakukan. Selanjutnya, temuan penelitian ini menunjukkan bahwa baik guru perkotaan maupun guru pedesaan sama sama menerapkan 12 strategi komunikasi yang berbeda. Guru perkotaan dan pedesaan melakukan code switching sebagai jenis strategi komunikasi yang paling dominan. Guru menerapkan strategi komunikasi karena kurangnya pemahaman siswa terhadap ucapan guru, sehingga untuk membuat siswa mengerti, demi tercapinya tujuan komunikatif, guru melakukan berbagai strategi komunikasi.

Kata kunci: *Gender guru, Guru pedesaan, Guru perkotaan, Interaksi kelas, Strategi komunikasi*

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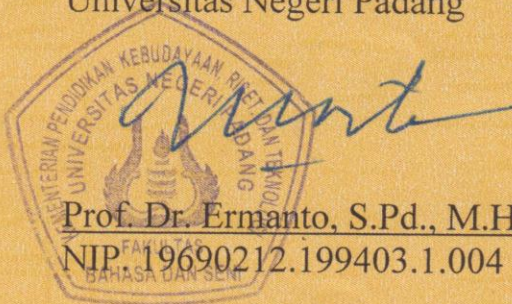
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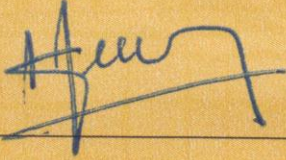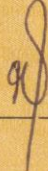
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Saya yang menyatakan,

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The Researcher

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M1	Male Teacher 1
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M3	Male Teacher 3
M4	Male Teacher 4
M5	Male Teacher 5
M6	Male Teacher 6
F1	Female Teacher 1
F2	Female Teacher 2
F3	Female Teacher 3
F4	Female Teacher 4
F5	Female Teacher 5
F6	Female Teacher 6
RM 1	Rural Male 1
RM 2	Rural Male 2
RM 3	Rural Male 3
RF 1	Rural Female 1
RF 2	Rural Female 2
RF 3	Rural Female 3
UM 1	Urban Male 1
UM 2	Urban Male 2
UM 3	Urban Male 3
UF 1	Urban Female 1
UF 2	Urban Female 2
UF 3	Urban Female 3
ARS- MR	Avoidance or Reduction Strategies - Message replacement
ARS – TA	Avoidance or Reduction Strategies - Topic avoidance
ARS- MA	Avoidance or Reduction Strategies - Message abandonment
ACS – Cir	Achievement or Compensatory Strategies – Circumlocution
ACS – Ap	Achievement or Compensatory Strategies – Approximation
ACS – APW	Achievement or Compensatory Strategies – All-purpose words
ACS – NLM	Achievement or Compensatory Strategies – Non- Linguistic means
ACS- Res	Achievement or Compensatory Strategies – Restructuring
ACS – Wc	Achievement or Compensatory Strategies – Word-coinage
ACS- LT	Achievement or Compensatory Strategies – Literal translation from LI
ACS- Fz	Achievement or Compensatory Strategies – Foreignizing
ACS- Cs	Achievement or Compensatory Strategies – Code Switching
ACS- Rt	Achievement or Compensatory Strategies – Retrieval
STGS- F	Stalling or Time-Gaining Strategies - Fillers

STGS- G	Stalling or Time-Gaining Strategies - Gambits
STGS- Hd	Stalling or Time-Gaining Strategies - hesitation devices
STGS- S,O R	Stalling or Time-Gaining Strategies - Self and other-repetition
SMS- S-IR	Self-Monitoring Strategies - Self-initiated repair
SMS- SR	Self-Monitoring Strategies - Self-rephrasing (over-elaboration)
IS- AfH	Interactional Strategies- Appeals for Help /clarification
IS-MN- Cc	Interactional Strategies- Meaning negotiation- Comprehension Check
IS-MN-non-Rr	Interactional Strategies- Meaning negotiation- Indicator of non understanding-repetition request
IS-MN-non-Cr	Interactional Strategies- Meaning negotiation- Indicator of non understanding- confirmation request
IS-MN-non-Clr	Interactional Strategies- Meaning negotiation- Indicator of non understanding- clarification request
IS-MN-non-Is	Interactional Strategies- Meaning negotiation- Indicator of non understanding- Interpretative summary
IS-MN-non-Exnon-V	Interactional Strategies- Meaning negotiation- Indicator of non understanding- Expression of non Understanding- verbal
IS-MN-non-Exnon-NV	Interactional Strategies- Meaning negotiation- Indicator of non understanding- Expression of non Understanding- Non verbal
IS-MN-Rc	Interactional Strategies- Meaning negotiation- Responses-confirmation
IS-MN-Rrej	Interactional Strategies- Meaning negotiation- Responses-Rejection
IS-MN-Rrep	Interactional Strategies- Meaning negotiation- Responses-Repetition
IS-MN-Rrpr	Interactional Strategies- Meaning negotiation- Responses-Repair

CHAPTER 1
INTRODUCTION

A. Background of the Problem

Language learning is basically based on communication. Human activity is highly dependent on communication. Communication in both oral and written forms is the major objective of learning a foreign language (Azimbayeva, 2021). Enhancing communication abilities is crucial since it will change the way a learner behaves, which will increase the effectiveness of teaching English, especially during the teaching and learning process.

Communication is a part of the learning process. Effective communication is essential for effective teaching (Johnson, 1999). Effective communication between teachers and students is necessary to ensure that messages are understood and lead to changes in students' behavior. As a result, the effectiveness of the communication process that occurs during learning greatly influences the success of the learning activities.

English language teaching in the classroom is depend on the contributions of the teachers. A good teacher plays an important role in education's achievement. According to Harden and Crosby (2000) that, a key factor in influencing the achievement of students and the success of educational goals is the teacher. In this case, a teacher who is highly qualified, competent, and dedicated is required to support all of this in the

performance of his tasks and role (Kusnandar as cited in Alawiyah, 2013). Therefore, a teacher must be competent for the success of educational goals.

Teachers and students are expected to be able to communicate effectively during learning activities in order to appropriately convey all information (Johnson, 1999). Every material a teacher teaches must be comprehended by the students in order for it to be effective. Naturally, a teacher should use communication strategies when delivering the message (material) so that students can readily understand the meaning the teacher is trying to express.

The teacher is the primary source of information in classroom interactions (Azer, 2005). So that, teacher must be capable of conveying messages to students and accomplish teaching and learning goals. The fails to reach the English teaching-learning goals could be due to the inadequate communication applied teachers (Pangaribuan et al., 2022). Communication problems may also arise in classroom English learning. Teachers and students each have their own communication strategies that they use to solve communication breakdown to accomplish the goal of teaching and learning. Therefore, teacher should employ a variety of communication strategy to ensure the success of the communication. Because teacher must also serve as positive role models for their students, teachers need to be able to communicate effectively.

Some experts have their own definition for communication strategies. Communication strategy is one component of communicative competence called strategic competence which is concerned with how the speaker and the interlocutor maintain and sustain communication (Celce-Murcia et al., 1995). Tarone (1983) defined communication strategies as "mutual effort between speaker and interlocutor to agree on meaning in situation in which requisite meaning structures do not seem to be shared". So, communication strategy is strategy to overcome communication problems that arise when communicating.

The teacher's strategy in making students understand or the teacher's strategy in communicating for the student understanding is one of the categories of competencies that teachers must possess. The teacher needs to possess the competencies required for their line of work for 21 century challenges (Caena& Redecker, 2019). According to Liakopoulou as cited in Rusilowati (2019), teaching methods and strategy that stimulate students' enthusiasm for learning, adaptable ways to interaction and communication, knowledge and experience based on student learning outcomes, and attitudes and behavior that serve as role models for students can all be indicators of a teacher's competence. Therefore, communication strategy of teacher while overcome communication problems that arise to make students understand is important.

It is crucial for teachers to possess and apply the communication strategy during the teaching process or in their interactions with students since it is a component of communicative competence (strategic competence). Those who can use communication strategies effectively are called those who have strategic competence (Celce Murcia, 2007). Strategic competence refers to verbal and nonverbal communication strategies that may be used to make up for communication breakdowns caused by performance variables or by a lack of competence (Canale& Swain, 1980). Further, Dornyei (1995) contends that teachers should make students more aware, encourage them to take risks, and provide them with models and opportunity to apply communication strategies. Therefore, communication strategy that is used as strategy in overcoming communication problems are important for teacher.

The good English teachers are able to communicate effectively what they are saying to students so that students understand their utterance. English teachers must be fluent in spoken English in all communicative aspects, one of which is strategic competence. This is related to the professionalism of the teacher. The Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of (2007) concerning the professional competence of English teachers is an additional support for this. Therefore, an English teacher needs to have strategic communicative competence in implementing his communication strategy in order to achieve student understanding when communication problems occur.

Celce Murcia et al classify several components of strategic competence which refer to communication strategies (1995; 2007). The communication strategies outlined by Celce Murcia et al include, avoidance strategies, achievement or compensatory strategies, stalling and time gaining strategies, self-monitoring strategies, interactional strategies (1995). Celce Murcia further stated that, this strategic competence focuses on the communication strategy that is most relevant to communicative language use.

Communication and interaction also occur in teaching and learning activities. Brown (1994) argues that interaction is the process of reciprocity that was done by two or more human in order to emerge the effect. Thus, one's communication strategy can be observe from interaction activities. Additionally, it is essential to identify the communication strategy that the teachers use during classroom interaction activity.

The communication strategy is important because it serve as a bridge between the interlocutors' misunderstandings. Many attentions should be given to teachers' communication strategy considering that English teachers who are using strategy while communication breakdown, can be improve students understanding while learning. Additionally, a competent teacher can have an impact on the academic achievement of students in learning.

Research on communication strategy has been carried out by several researchers. Research conducted by Pangaribuan et al (2022)

focused on communication strategies used by a teacher in teaching English. The Celce-Murcia framework was used for data analysis. The results showed that the five strategies used were repetition. Among those strategies, code-switching was the one that the teacher utilized the most frequently when instructing and having students learn.

Research by Rosidyana (2020) on communication strategies used by the English teacher, aims to describe how teachers communicate strategies by applying the Celce-Murcia taxonomy. Observation and video recording were used as data collection. The findings indicated that eleven sub-types of strategies that developed over the teaching process were incorporated in the five techniques that English teachers utilized.

Rofiatun (2018) concentrated on describing the communication strategies utilized by English teachers during the teaching and learning process. For data analysis, she applied Dornyei and Scott's 1997 taxonomy of communication strategies. According to the findings of her study, English teachers employ six different sorts of communication strategies when teaching and engaging their students.

Other researcher who study communication strategy conduct additional research, but they are more likely to refer to it as strategic competence. The research conducted by Wulandari (2019) aims to analyze strategic competence in students' transactional conversations. Students' strategic competence was analyzed based on the Celce-Murcia (2007) framework. The result demonstrates that students were unable to effectively

apply strategic competence. Susanti (2021) conducted a research that aims to analyze the strategic competence of teachers in teaching English. Observations and audio recordings were used as data collection instruments. The result shows that, approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, mime, topic avoidance, message abandonment are the type of strategic competence used by teacher.

Based on these previous studies, some of them were only investigated in terms of describing the communication strategy of students or teachers and some of them only focused on describing the strategic competence of teachers or students. Actually, there are not many studies that conducted by trying to compare and describe the communication strategy of male and female teachers. In addition, research on the comparison between urban senior high school teachers and rural senior high schools was also not found using the Celce Murcia 1995 model by describing the communication strategy.

The focus on comparing the differences in the communication strategy of male and female teachers due to the several reasons. Gender is a teacher-related factor that is constantly being researched due to the enormous influence it has on aspects of teaching and learning, such as teacher-student interaction including miscommunication (Taqi et al., 2015). Further, Jespersen, who was mentioned by Mulyani (2014),asserts that there are disparities in the phonetics, syntax, diction, vocabulary, and adverbial usage of men and women. As stated by Morse and Handley (1985), who

were cited by El-Emadi et al (2019), differences in teacher-student interactions between men and women are influenced by the subjects being taught as well as other elements of the learning environment (grade level, subject matter, student socioeconomic status). Furthermore, Hoque (2013) analyzed various research and discovered that male and female teachers behave differently in their interactions with students in the classroom. In this situation, female teachers are friendlier, pleasant, easy to communicate and more supportive, whereas male teachers are more assertive and authoritative. Additionally, male teachers are more likely to use a harsher approach of discipline. Thus, it can be concluded that, language can be strongly influenced by gender. Teachers with different genders can also affect student achievement.

Teachers' qualifications, school environment, school location have been identified as some of the factors that influence student academic achievement (Alordiah et al., 2015).The location of the school also plays an important role in student achievement. The location of a school is referred to where a particular school is located. It includes in both urban and rural areas.

Numerous studies have been done in relation to the school's location, and some claim that the location has an impact on the academic performance of the students in the school (For Instance, see Akinwumi, 2017; Omachonu, 2018). This is supported by the statement of Josic et al (2022) who reported that better performance is frequently seen among

students attending schools in urban and economically developed areas. Josic et al further explained this could be as a result of factors like a school's size, location, and educational resources, the availability of better teaching personnel, better community resources, or higher family socioeconomic status in many urban classrooms. It is indicated that variations of students in rural and urban school areas may differ toward their learning achievement. This undoubtedly has an impact on the system's efficiency at the school. Therefore, education in the rural and urban area can be different.

Based on the explanation provided above, it is clear that what has been researched by some researchers. Several studies focus on communication strategies used by a teacher in teaching English (Evi Susanti, 2021; Pangaribuan et al., 2020; Rofiatun, 2018; Rosidyana, 2020; Wulandari, 2019). In reality, however, there are not many studies that conducted by trying to compare and describe the communication strategies of male and female teachers. Additionally, research comparing urban and rural senior high school teachers using the Celce Murcia 1995 model to describe the communication strategy was not found.

Based on the differences in teachers with different genders that can affect student achievement. Furthermore, the influence of school location and student variation in urban and rural areas that affects student achievement, it is important to be given serious attention regarding this matter. Additionally, given that there haven't been many researches that have raised this issue in relation to teachers' communication strategy.

Therefore, it is important to conduct research on this topic. This study compared and described the communication strategies of male and female teachers. Furthermore, the communication strategies of teachers in urban and rural schools are discussed. This research is entitled "Communication Strategies of Teachers in Classroom Interaction." Five components of the communication strategy model of Celce Murcia (1995) are used in this study to describe teachers' communication strategies, considering that there has been no research that has raised in comparing male and female teacher communication strategies and comparing teachers' communication strategies in rural school areas and teacher in urban school areas.

B. Identification of the Problem

Teachers need to apply the appropriate and various strategies in their communication for achieving student understanding. Furthermore, teachers should provide students with good model to apply communication strategies. Considering the importance of communication strategies of teacher, based on the gap in the background of the problem, the gap makes it possible to conduct research by considering the teachers' gender in using communication strategies. Therefore, research on comparing communication strategies between male and female teachers is important given that the gender of the teacher is related to their language use so that it is possible that male teachers and female teachers will perform different communication strategy. Furthermore, based on the gaps in the background of the problem, it is possible to conduct research by considering the areas. It

is because locations of teaching are important since school location strongly affects student learning; where the students and teachers have differences. Basen on this, several topic on communication strategies is possible to study such as identifying communication strategies of urban teachers, classifying rural teachers' communication strategies, or comparing the communication strategies applied by urban and rural teachers.

C. Limitation of the Research

Related to the identification of the problem above, this study is limited to compare the differences of the communication strategies between male and female teachers. Further, the differences between communication strategies between urban and rural school teachers were also analyzed. The framework in identifying communication strategy based on the Celce-Murcia component of strategic communicative competence.

D. Formulation of the Problem

Based on the limitation of the above problem, this study is formulated through the question, 'How are the differences between male and female urban school teachers' communication strategies compared to those of male and female rural school teachers in classroom interaction?'.

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E. Research Question

1. How are the differences of the realization between male and female teachers' communication strategies in classroom interaction?

2. How are the differences of the realization between male and female teachers' communication strategies in urban school compared to male and female teachers' communication strategies in rural school?

3. How are the differences of the realization between urban and rural teachers' communication strategies in classroom interaction?

4. What are the teacher's purposes in using the communication strategies?

F. Purpose of the Research

1. To find out the differences of the realization between male and female teachers' communication strategies in classroom interaction.

2. To find out the differences of the realization between male and female teachers' communication strategies in urban school compared to male and female teachers' communication strategies in rural school.

3. To find out the differences of the realization between urban and rural teachers' communication strategies in classroom interaction

4. To find out the teachers' purposes in using the communication strategies.

G. Significance of the Research

These research findings are expected to make significant contributions to theoretical and practical applications. In theoretical application, the results of this research give contribution to development of theory

communication strategy. Furthermore, this research can contribute in enriching theories regarding differences in the communication strategies of male and female teachers, as well as differences and similarities in the communication strategies of teachers who teach in urban and rural schools.

In practical aspect, the contributions of this research to the implementation of learning in the classroom are as follows. First, this research can help increase teachers' awareness of the importance of applying various communication strategies to gain student understanding, as well as being a good role model for students in communicating. This study provides an overview of the comparison of teacher communication strategies in rural and urban areas so that English teachers can then consider the application of various and appropriate communication strategies to be applied to their students in order to achieve student understanding.

H. Definition of Key Term

1) Classroom Interaction is the collaborative exchange of thoughts, feelings, or ideas between student and teacher resulting in reciprocal effect on each other during teaching and learning process

2) Communication Strategy

   Communication strategy is the effort made by speakers to communicate what they want to express when faced with communication problems.

3) Teachers' Gender

   Teachers' gender is the differentiation of roles, positions, responsibilities between male and female determined by society based on their characteristics and behaviors.

4) Teacher in urban and rural school area

   Teacher in urban and rural school area refers to the differentiation of communication strategies used toward their students' variation from rural and urban area.

5) Purpose in using communication strategy

   Purpose in using communication strategy refers to what the reason and purposes of teacher in applying communication strategies. It could be because of the students' lack of understanding so that communication breakdown occurs, or because the other reason.