

COMMUNICATION STRATEGIES USED BY THE ENGLISH TEACHER IN AVIATION CLASS

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ABSTRACT

Problems in communication may happen not only with foreign language learners (EFL) learners but also with EFL teachers. Those problems happen wherefore the teachers inadequate of communicative competence. When teachers face difficulties in finishing their communication, and they initiate to use such gesture, it means they use communicative strategies. This study is aimed to find out the types of Communication Strategies (CSs) used by the English teacher during the teaching process at the Aviation class and to describe CSs which are dominantly used by the English teacher. By implementing Celce-Murcia's taxonomy, the data was classified into five strategies and eleven sub-strategies. A qualitative research was used as the method in this study and the data was collected by doing observation and video recording the teacher in Aviation Course, Central Java. The result showed that five strategies were used by the English teacher included eleven sub-type strategies that appeared during teaching process. Based on the result, Filler (32,8%) was the highest number of strategies used by the teacher. Meanwhile, the least number of strategies used was retrieval (0,9%) and clarification request (0,9%). Thus, by conducting this study, the teacher was expected to use the best strategies to solve the communication problems during teaching and learning process.

Keywords: *communication strategies, English for Aviation*

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INTRODUCTION

Teaching English seems become one of challenge for Indonesian teacher due to many of them arise from EFL learners where English is not acquired as their mother tongue. Another challenge for Indonesian English teacher may happen when they are given a trustworthy to teach English in Aviation class in which English is taught for specific purpose (ESP). Pleşca (2016) stated "ESP refers to the teaching and learning of English as a second or foreign language where the aim of the learners is to use English in a particular academic, professional or occupational domain". It is English focusing on learners' special needs. In another hand, Jezo (2012) stated that ESP focuses on language that is used in a real professional context rather than on teaching grammar. According to Riabtseva (2006), one of problem faced by the English teacher in ESP is in the communication. Riabtseva (2006) stated "communicative situation is a dynamic

system of interacting objective and subjective factors, involving a person in communication and defining his speech behavior within a single communication act”.

In order to improve the students' English ability maximally, teacher in aviation class is likely to need mastering English well especially in communicating with their students. Good communication probably important for English teacher due to prepare her students to work in Aviation Company. The success of students' achievements, it is cannot be separated with their teacher since teachers is the role model of communication during the class.

Tactlessly, many of Indonesian teachers seem still employ inappropriate words to express their ideas and feelings to their students. They seem still get stuck in communication with their students. In this case, they need to use communication strategies to make their communication left smoothly.

Communication strategy is one of components of communicative competence that relates to the way both speaker and interlocutor maintain and sustain communication, Nourmalitasari (2011). In another hand, communicative competence is essentially as competence in language use or as language abilities of speaker and listener.

In line with communicative competence, Celce-Murcia (1995) stated that communication strategy as "a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty". Then, Faerch & Kasper (1983) defined communication strategies as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. The last definition stated that communication strategies used to help the speaker in expressing the messages correctly and easily and to bridge the gap between the speaker and listener, dealing with their misunderstanding (Jumati, 2017).

Some communication strategy taxonomies had been classified by many experts such Dornyei's (1995) classify CSs taxonomies into two branches which reveal two opposite direction of communication, namely avoiding and compensating. Avoidance then further broken down into subtypes, such as phonological avoidance, syntactic or lexical avoidance and topic avoidance (Brown, 2000). Further, Dornyei (1995) then outlines eleven types of compensatory strategies includes circumlocution, word coinage, prefabricated patterns, appealing for help and stalling or time-gaining strategies, etc. Further, Celce-Murcia's, et al classify more detail about CSs taxonomies Murcia (1995). Murcia classifies into five types and those broken down into more than fifteen subtypes. Detail explanation can be seen in the figure below:

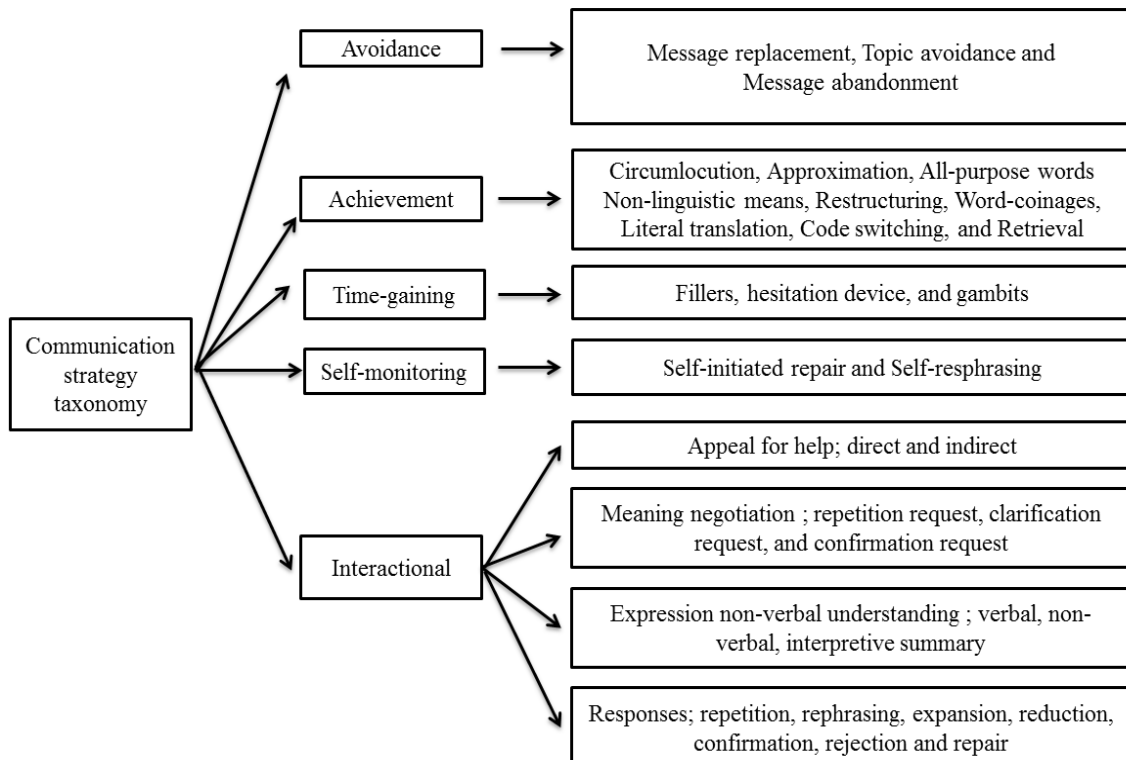


Figure 1. Communication Strategies Taxonomy
 Source: Celce-Murcia's et al (1995:28)

Regarding with the explanations above, it can be summarized that communication strategy is the ways used by the interlocutors to survive when facing communication problems.

Various previous study had been done by the researchers. They were Huang (2010) Mei & Nathalang (2010) investigated the factors influencing the use of communication strategies. Huang (2010) found that learners most frequently used message reduction and alternative strategies and least frequently used message abandonment strategy. The factors that affected the use of those communication strategies were learners' self-perceived oral proficiency and the frequency of motivation in speaking English. Another study was done by Jumiaty, (2017) & Rofiatun (2011), their study focused on teachers' communication strategy used in EAP class.

Those researches focus on CSs used by the second language learners and teachers which happened in EAP classroom. However, this research focused on teacher's used of CSs during the classroom where English is taught for specific purpose (ESP) specifically in Aviation class. In this line of research, the present study raises the following questions: (1) what communicative strategies are used by the English teacher in Aviation class? and (2) what communicative strategies which are dominantly used by the English teacher in Aviation class?

METHOD

The participant of this study was the English teacher who taught English for specific purpose at Aviation Course in central Java, Indonesia. The instrument used for collecting data for this study was the observation. The researcher has observed teacher's use of CSs during their interactions in English classes. The researcher collected the data by recording the teachers' speak during teaching English in their classroom.

In collecting the data, the researcher used observation and documentation. The researcher analyzed the data based on Ary, Jacobs, Sorensen, Razavieh's concept (Ary., Jacobs., Sorensen., Razavieh., 2010, p. 481) by; First, familiarizing and organizing steps were done by listening to the recorded data in the forms of the English teacher's utterances repeatedly, then transcribing them. Second, reducing were done by summarizing all the data from observation and documentation. Third, interpreting and representing were done by identifying teachers' utterances, grouping them into Celce-Murcia, et.al's taxonomy, and giving the explanation. The researcher used Celce-Murcia, et.al's taxonomy to classify the use of communication strategies due to the completeness and the newest taxonomy. The last, presenting a detailed description in the forms of words and tables.

RESULT AND DISCUSSION

1. Result 1

The first result is to describe the question number one about types of communicative strategies used by the English teacher in Aviation class. Based on the data analysis, there are five types and eleven sub-types of communication strategies employed by the English teacher when teaching her material in Aviation Class. The explanation and the instances are as follows.

a. Avoidance Strategy

Avoidance strategy is identified as the speaker simply does not talk about the concept for which the target language item or structure is not known. Avoidance strategies consists of three sub-types, namely message replacement, topic avoidance, and message abandonment. In this strategy, the sub type was only employed by the English teacher in the form of topic avoidance.

1) Message abandonment

T :If you do not know ... (pause and change the message) I have asked you to download...

b. Achievement Strategies

Achievement strategy is taken by the teacher when she decides to keep the original communicative goal but compensate for insufficient means or makes the effort to retrieve the required items. there are 4 sub-types employed by the students, approximation, non-linguistic means, code switching and retrieval.

1) Non-linguistic means

T: "or you can write down here (showing and illustrating writing on her hand)

2) Code switching

T: "So..ee who wants to try first? Siapa yang mau mencoba pertama?" (from TL to SL)

3) Retrieval

T: "I hope our plans can be realize...realized"

c. Stalling or Time-gaining Strategies

Stalling or time-gaining strategy is used when the speaker realizes that he/she encounters communication problem with interlocutor. It is consisted of two sub-types, namely fillers/ hesitation/ gambits, Time-gaining, and Self-repetition. The explanation and the instances are as follow:

1) Fillers/ hesitation/ gambits

T: "If you're ready eee..you can present" "five things you want to reach after eee... for your future plan"

2) Time-gaining

T: "... (pause) I want to the only man Here (to come forward), Julian".

d. Self-Monitoring Strategy

It consisted of two sub-types, namely self-initiated repair and self-rephrasing. The explanation and the instances were as follow:

1) Self-initiated repair

T: "For example, for my first yer... year, I want to..."

e. Interactional Strategy

Interactional strategy is literally used by learners when their linguistic resources are unavailable or inadequate. It is consisted of three sub-types, namely appeal for help, repetition request, clarification request and confirmation request. The explanation and the instances were as follow:

1) Repetition request

T: "can you read the first sentence?"

2) Appeal for help (Direct)

T: what is this course name, LKP or LPP?(asking the student)

3) Clarification request

T: ... "parent" is singular or plural?" (high voice)

4) Confirmation request

T: "you said sailoy...what do you mean by that"?

2. Result 2

The second result is to describe the question number two about communication strategy which is dominantly used by the English teacher. Based on the result, CSs filler is the most dominant strategy which is used by the English teacher for the percentage is (28,5%). Meanwhile the least number of strategies used was retrieval (0,9%) and clarification request (0,9%). The further result is in the table below:

Table 1. The percentage of CSs which is most dominant used by the English teacher

Data of Communication strategy used by the English teacher			
Categories	Sub-categories	Frequency	Percentage
Avoidance and reduction strategies	Message abandonmen	3x	3,8%
	Non-linguistic means	2x	2%
Achievement or compensatory strategies	Code switching	29x	27,6%
	Retrieval	1x	0,9%
Stalling or time-gaining strategies	Filler	30x	28,5%
	Time-gaining	2x	2%
Self-monitoring strategies	Self-initiated Repair	7x	6,7%
Interactional strategies	Repetition Request	1x	0,9%
	Direct appeal for help	6x	6,7%
	Clarification request	3x	2,8%
	Confirmation request	14x	13,3%

3. Discussion

Based on the finding, the English teacher used many communication strategies during teaching English in her Aviation class. Nevertheless, not all sub categories of Celce Murcia's CSs taxonomies were used by the English teacher. Based on the finding the are only eleven sub categories which were used by the English teacher during the class. The strategies were used naturally by them to overcome their difficulties in finishing their words.

The data found that filler (28,5%) is the strategy which is most dominantly used by the English teacher. It is done for thirty times during the class. Though the English teacher were explaining technical topics and they had knowledge on those subjects, fillers occurred unconsciously in the teacher's performance. It was observed that the teacher used fillers to get time to think.

Followed by code-switching which percentage 27,6%. The teacher used mixed language form English to first language and vice versa. The teacher used code switching in order to ease students to understand what teacher's intention. Then clarification request was reported in the third usage after filler and code-switching. It has 13,3% or fourteen times used by the English teacher. Teacher often interacted with her students and asked the students about the topic or information needed to clarify the information which was being discussed by teacher and students.

Direct appeal for help and self-initiated repair were used for seven times by the teacher. Those has 6,7 percent during the class. The teacher sometimes checked her note and asked the student about the answer. She also repeated her speak when realized that she had mistaken. While, retrieval and repetition request were the rarest communication

strategies used by the English teacher which percentage 0,9% or one time during the class.

However, it can be concluded that the English teacher uses communicative strategy to make their conversation run smoothly. Those data finding supported by the Celce-Murcia (1995:28) taxonomy. The finding data is different with the previous research by Huang et al (2010) who found that most frequently used message reduction and least frequently used message abandonment strategy. Based on the finding data above, the most dominant used of CSs is filler and least frequency used belongs to retrieval and repetition request. Huang's (2010) findings could be commented that the speaker used compensatory strategies in order to enreach the communication goals. Whereas this study could be commented that speaker used filler strategy to pause and think for a while

CONCLUSION

Based on the data finding and discussion above, it could be stated that teacher overcome problems in communication with her students by using communication strategies. However, the English teacher did not totally used the subtypes of communication strategy by Celce-Murcia's (1995:28). She only used eleven from twenty two subtype of communication strategies where filler repeatedly used by her.

This research only absorbed on communication strategies used by the English teacher in teaching English for specific purpose particularly in Aviation class. The researcher suggests for the further researches to study about the communication strategy used by the English teacher in ESS (English for Social Science), EST (English for Science and Technology) or other school where the teacher has different challenge in communicate with students during the class. The last, by conducting this study, the English teacher was expected to use the best strategies to solve the communication problems during teaching and learning process.

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