



Communication Strategies Used by Indonesian Teacher Toward Thai Students in Teaching English at Chariyhatam Suksa Foundation School

Sarwo Edy

Institut Agama Islam Negeri Curup (IAIN Curup)

Corresponding email: edysarwo@iaincurup.ac.id

ABSTRACT

This research aimed to find out Communication Strategies used by Indonesian teacher in teaching English and how Indonesian Teacher implement those Communication Strategies toward Thai Students at Chariyhatam Suksa Foundation school in Thailand. This research is a qualitative method that is described in a descriptive manner. The focus of this study was an Indonesian teacher who teaches English at Chariyhatam Suksa Foundation School. To collect the data the researcher used Document Analysis and interviews. In analysis data, first researcher manages the data that be collected. After that, the researcher reads the result of the data. Then, classified based on the kinds of communication strategies and how the teacher implements these strategies in the class. Furthermore, the researcher describes all the data that has been obtained. The last, the researcher interprets the data and explain deeply about communication strategies and these implementation. The findings exposed that in teaching English toward Thai Students the teacher used three kinds of communication strategies they are Code switching, Nonlinguistic Strategy and filler or Hesitation. In addition the teacher also used other strategies that were not suggested in the theory it is Repetition strategies. Forward, the teacher also implement these communication strategies in the class and the implementation has good enough for the students

Keywords: Teaching English, Communication Strategy, Chariyhatam Suksa Foundation School

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INTRODUCTION

In English classroom the teacher need communication strategies to share information, knowledge and also to build up the decent relation among teacher and students, if the teacher has difficult in their conversation it can potentially miss understanding and stuck in the middle conversation. Furthermore, Mary Finocciaro stated to avoid misunderstanding between the speakers, they usually try to convey the messages hardly and find another way or strategy to convey the messages until both speaker and listener find the goals of communication and understand what the linguistics signals sent from another speaker (Marry Finocciaro¹⁹⁷⁴). It means communication strategies important for the teacher to avoid misunderstanding and stuck in the middle when teacher teaching in an English class,

with communication strategies teaching learning process will run smoothly without misunderstanding between teacher and students.

In this research, researcher aim to know about communication strategies used by Indonesian teacher who teach English at Chariyhatam Suksa Foundation School. There is a school that have a teacher from another country named Chariyatham Suksa Foundation School in Chana South Thailand, in this school there is a foreign teacher comes from Indonesia He is Mr. Jhefri who comes from Purwokerto, Central Java, he has the opportunity to teach at Chariyatham Suksa Foundation school in primary school and the school hires the Indonesian teacher to teach English in school in order to improve students' ability in English.

Researcher chooses this school because Chariyhatam suksa foundation school is one of the Islamic schools in Chana, Songkhla province in Thailand. This school is for Matayum (secondary level), Prathom (primary school) and Anubhan (Kindergarten). In this school there is an English teacher from Indonesia who taught English. The teacher teaches there with many differences conditions from Indonesia one of them is language. Therefore, how the teacher communicate with the students with the differences language. If in Indonesia there are same conditions, at least the students understand Indonesian language or the teacher understand his students' mother tongue. So, the communication in the class can run smoothly. Based on some reasons above researcher decide to investigate an Indonesian teacher who teach English in this school.

In English classroom Indonesian teacher need communication strategies to share information, deliver material and also to build up the decent relation among teacher and students, if the teacher has difficult in their conversation it can potentially miss understanding and stuck in the middle conversation. It is known that Indonesia and Thailand have many differences such as culture, custom and of course language it can potentially Indonesian teachers could get difficult to communicate with Thai Students. Indonesian teacher said that the difficulty faced when teaching is language, because most students use Thai language to communicate, while in English class they must use English, it is make Indonesian teachers must have communication strategies to avoid miss stated that if a speaker has difficulty in communication he should try convey the massages hardly and find another way or strategy to convey the massages that cannot shared until the speaker and listener find the goals of communication. This is reinforces that communication strategies is really needed for the Indonesian teacher who taught English in Chariyhatam Suksa Foundation School.

In addition, the researcher interviewed the Indonesian teacher who taught English there, he said that when teaching in the classroom he always tried to communicate with English, but the students responded use Thai language, even though the teacher asked to respond in English. Sometimes, some students also respond with body language. The teacher also said it is occur because the students did not fully understand English Because of that miss communication usually occurs in the class. The difference in language between Indonesia and Thailand is also a major factor. Indonesian teacher said sometimes when he come to class the children still played outside the classroom, and Indonesian teachers had difficulty directing the children back into the classroom because they did not understand what he was saying. Another difficulty that Indonesian teachers face is that children sometimes cry and talk to him in Thai language, which makes Indonesian teachers confused about what

causes their student cry. In addition, Indonesian teacher said he often confused with his students' mood in learning English in the class, because of lack of communication and also students who did not fully understand English made his students did not want to learn English, it is make the students did not understand about the material that delivered by the teacher. Based on some of the difficulties and miss communication faced by Indonesian teachers, he said all of this happened because of the different languages between Indonesia and Thailand coupled with his students who did not understand English. Therefore he needed some good communication strategies to overcome this problem.

Based on some reasons above mentioned, the researcher is absorbed to examine the communication strategies used by Indonesian teacher toward Thai students in teaching English and how do the teacher apply it. The researcher interested to investigate this research entitled **“Communication Strategies Used by Indonesian Teacher**

METHOD

This research used descriptive qualitative design to investigate communication strategies used by Indonesian teacher toward Thai students in teaching English. The subject of this research was an Indonesian teacher who teaches English at Chariyhatam Suksa Foundation School. Document analysis checklist was conducted to gain the required data. The document was nine videos of the teacher when teaching English in the class. Then, interview was conducted to provide additional information that was inaccessible through observation.

FINDING

The Result of the Need Analysis

The findings of this research showed that there were three types of communication strategies employed by the teacher during teaching English toward Thai students. Researcher found out that the first communication strategies which is mostly used by the teacher was code switching. Code switching employed by teacher five times. Dornyei defined code switching insert a word from their first language into their sentence and hope the interlocutor will understand (Dornyei, Z). In this strategy teacher switches their English with the native students' language, in this case Thai language. Cook emphasizes that code switching should be extremely restricted in the classroom. Based on the theory the use of code switching is not recommended in foreign language teaching and learning (Cook V, 2001). But in this research the teacher used code switching when the teacher wants his students to comprehend what he was saying, to avoid misunderstandings and to ensure that the students did not confused about the teacher's message.

The second strategies that teacher always utilized in class was the Nonlinguistic strategy. Nonlinguistic strategy employed by teacher five times. Dornyei identified to relay messages, nonlinguistic strategies such as gesture and mime can be used (Dornyei Z). The teacher explains the term by acting and expressing it at this point in the lesson. The relationship between teachers and students can be improved if nonlinguistic communication is used effectively by the teachers (Agus Rahmat, 2018). Based on the theory this communication strategies are suitable use by the teacher in teaching English. In this research the teacher used nonlinguistic strategy to make his students more active in class and also to make the communication process more enjoyable.

The third strategy that teacher used is filler and hesitation strategies. Filler employed by teacher three times. Dornyei defined this strategy use fillers or hesitation to fill pauses and

to gain time to think. This strategy when the teacher communicating in English, the teacher uses filler such as *hmmmm* or *aaaaaaa* to fill in empty gaps when thinking about ideas to continue communication.

DISCUSSION

From the explanation above the researcher could conclude that the teacher used three communication strategies. communication strategies used by the teacher not only because there is problem or difficulties when communicate with the students but, the teacher also used communication strategies to avoid miss communication, to make sure the students more understand about what he was said, to make the students more active and enjoyable in the class.

Moreover, in this research the researcher also found other strategy that was not suggested in the theory. It was repetition strategy. Repetition can be described as the act of repeating or reproducing verbal and non-verbal actions created by oneself or another in communicative context. A specific meaning of repetition usually refers to the act of reproducing the linguistic element of the previous phrases in precisely the same manner. In addition Tannen stated there are four functions of repetition in conversation: first, accomplishes a conversation. Second, shows one's response to another utterance. Third, show acceptance of other utterances, their participant, and them. Fourth, give evidence of one's participation (Tannen, 1998). Based on the theory above, repetition can be described as the act of repeating utterances to interlocutors to accomplish a conversation.

In this research the teacher used repetition to make the students understand about the importations and instruction that given by him. The teacher used repetition when the students still did not understand what the teacher meant. It is known from the response of the students. Based on the explanation above it shows that the teacher use one of some functions of repetition that is accomplishes a conversation. Hence, the teacher used repetition to make sure the conversation with the students run smoothly. The researcher assumed that repetition is a pretty good communication strategy used by the teacher in teaching English. Although, this strategy was not suggested by Dornyei.

CONCLUSION

The result of the research showed that chapter, the conclusions are: From twelve strategies of communication there were 3 strategies of communication that teacher used, there were, Code switching, Nonlinguistic strategy and Filler or Hesitation. The teacher used those strategies based on the difficulty that they found while doing conversation. In addition the teacher also used communication strategies to avoid miss communication, to make sure the students understand what he said, make the students more active and make the class enjoyable. Furthermore, the researcher also used repetition as a communication strategy that was not suggested by Dornyei.

The teacher implements the communication strategies based on the strategy that he used. First, implementation of code switching: The teacher explains the material in English then, the if there are students still confused he switch the language from English to Thai language. Second, implementation of Nonlinguistic strategy : the teacher deliver material in English while he make an expression or gesture of what he said. Third, implementation of Filler or hesitation strategy: the teacher used filler because the teacher need time to think after continue the communication with Thai students. Fourth, the implementation of repetition strategy: the teacher deliver material in English class after that, to make the students more understand the teacher repeat once or two times what he said before.

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