COMMUNICATION STRATEGIES EMPLOYED BY TEACHER AND STUDENTS IN ENHANCING ENGLISH CLASSROOM INTERACTION AT THE EIGHTH GRADE OF MTS TI BULAAN KAMBA

Thesis

Submitted to Fulfill One of the Requirements to Obtain a Master Degree (S2) of Graduate English Education Study Program

ARINO SUSANTO
Student ID: 20223001

Advisor:

Dr. ABSHARINI KARDENA, M. Pd
NIP. 198803192020122004

GRADUATE PROGRAM IN TEACHING ENGLISH
FACULTY OF EDUCATION AND TEACHING TRAINING
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ABSTRAK

Arino Susanto, 20223001. "Strategi komunikasi yang digunakan oleh guru dan siswa dalam meningkatkan interaksi di kelas bahasa Inggris pada kelas delapan MTS TI Bulaan Kamba". Skripsi Program Pascasarjana Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2025.

Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang dihadapi oleh siswa kelas delapan MTS TI Bulaan Kamba, yaitu: kurangnya koneksi antara guru dan siswa dalam interaksi di kelas, rendahnya kepercayaan diri siswa untuk berinteraksi dalam bahasa Inggris, serta kurangnya pemahaman guru terhadap kebutuhan siswa dalam berkomunikasi menggunakan bahasa Inggris. Peneliti memfokuskan kajian ini pada strategi komunikasi yang digunakan oleh guru dan siswa dalam meningkatkan interaksi di kelas bahasa Inggris. Tujuan dari penelitian ini adalah sebagai berikut: untuk mengetahui strategi komunikasi yang digunakan oleh guru dalam meningkatkan interaksi di kelas bahasa Inggris pada kelas delapan MTS TI Bulaan Kamba; untuk mengetahui strategi komunikasi yang digunakan oleh siswa dalam meningkatkan interaksi di kelas bahasa Inggris pada kelas delapan MTS TI Bulaan Kamba; dan untuk mengetahui alasan guru dan siswa memilih strategi-strategi tersebut dalam meningkatkan interaksi di kelas bahasa Inggris pada kelas delapan MTS TI Bulaan Kamba.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Observasi dilakukan sebanyak enam kali di kelas a, enam kali dikelas b dan 7 kali dikelas c. Wawancara dilakukan enam kali dikelas a, enam kali dikelas b, dan lima kali dikelas c. Wawancara dilakukan dengan guru Bahasa inggris kelas delapan dan dua belas orang siswa kelas delapa. Wawancarai dilakukan dengan menggunakan pendekatan semi-terstruktur.

Berdasarkan hasil penelitian, ditemukan bahwa dalam interaksi di dalam kelas, strategi yang digunakan oleh guru dalam berkomunikasi dengan siswa adalah: strategi sosial-emosional, penghindaran, pencapaian, dan strategi berbasis bahasa kedua (L2). Kedua, strategi yang digunakan oleh siswa dalam berkomunikasi dengan guru adalah: strategi sosial-emosional, penghindaran, strategi pencapaian atau kompensasi, dan transfer sadar. Ketiga, alasan guru dan siswa memilih strategi-strategi tersebut adalah karena guru ingin mendorong siswa untuk aktif merespons pertanyaan dan membuat interaksi lebih menarik, serta membantu mereka terbiasa menggunakan bahasa Inggris. Di sisi lain, para siswa menggunakan strategi-strategi ini untuk membantu mereka merespons pertanyaan guru dengan lebih aktif, mengatur jawaban mereka dengan lebih efektif, dan membuat interaksi menjadi lebih menarik seiring dengan meningkatnya kebiasaan mereka dalam menggunakan bahasa Inggris.

Kata Kunci: Strategi Komunikasi, Interaksi di Kelas Bahasa Inggris.

ABSTRACT

Arino Susanto, 20223001. "Communication strategies employed by teacher and students in enhancing English classroom interaction at the eighth grade of MTS TI bulaan Kamba". A thesis graduate program in teaching English, faculty of education and teaching training, state Islamic University of Sjech M Djamil Djambek Bukittinggi 2025.

This research is motivated by several issues faced by the eighth-grade students of MTS TI Bulaan Kamba, namely: The lack of connection between teacher and students in interactions, the lack of students' confidence to interact in English, the lack of teacher's understanding of students' needs in interacting in English. The researcher concentrates on communication strategies employed by teacher and students in enhancing English classroom interaction. The purposes of this research are as follows: To find out communication strategies employed by teacher in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba, to find out communication strategies employed by students in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba, to find out why the teacher and students choose those strategies in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba.

This study used a qualitative approach with a case study design. Observations were conducted six or seven times in each of the three classes. During these observations, the researcher examined the strategies used by teachers and students in classroom interactions at MTS TI Bulaan Kamba. Interviews were conducted with three, four or five students from each of the three classes. Both teachers and students were interviewed using a semi-structured interview approach.

Based on the research result, it was found that in classroom interactions, the strategy used by the teacher in communicating with the students are: Social effective strategies, Avoidance, Achievement, L2 based strategies. Second, the strategy used by the students in communicating with the teacher are: Social effective strategies, Avoidance, Achievement or compensatory strategies, Conscious transfer. Third, the reason the teacher chose those strategies are that the teacher wanted to encourage students to actively respond to questions and make the interaction more engaging, helping them get used to using English. On the other hand, the students used these strategies to help them respond more actively to the teacher's questions, organize their answers more effectively, and make the interaction more engaging as they became more accustomed to using English.

Keywords: Communication strategies, English classroom interaction.

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First of all, let's give thanks to Allah SWT, who has given me the opportunity to write a thesis entitled "Communication Strategies Employed by Teachers and Students in Enhancing Classroom Interaction". May peace and blessings be upon our Prophet Muhammad SAW. Allahumma shalli ‘ala Sayyidina Muhammad. On this occasion, the researcher would like to express sincere gratitude to all those who were involved in the preparation of this thesis, as well as to those who have continuously provided support in completing it:

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Arino Susanto
NIM. 20223001

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Interaction is a process in which two or more individuals, groups, or elements influence or communicate with one another. Interactions can occur in various contexts, such as social, physical, or technological. In general terms, interaction involves interconnected actions and reactions, which can lead to changes, responses, or relationships among the parties involved. Interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on one another. As the conclusion, interaction is a process of mutual influence and communication between two or more parties, involving the exchange of thoughts, feelings, or ideas, and resulting in reciprocal effects in various contexts (McKay & Brown, 2000).

In the world of education, interaction can occur between students and teachers in delivering information. This communication typically takes place in the classroom during the teaching and learning process. To improve students-teacher interaction since students can directly get responses related to their work (Melani, 2020). A feature of many recent qualitative studies of classroom interaction is a focus of the work and activities of participants in classroom setting in producing those settings, particularly but not exclusively through the organization of classroom talk (Ardiyanti, 2023). It means that interactions arise in the classroom come from communication that is built between students and teachers which occurs naturally without being planned depending on how students and teachers interact well.

The interaction between the teacher and the students is an essential part of teaching and learning process. This form of classroom interaction teaches the students to respect their superiors. Another form of classroom interaction is between students and students. This one allows students to learn and understand how to work with partners. It develops and enhances teamwork and peer relations skills and by encouraging students in the class to work together, they learn the importance of working cohesively with others.

Communication between teachers and students in the classroom plays a crucial role in supporting the success of the learning process. Through effective communication, teachers can clearly deliver lesson materials, motivate students, and create a conducive and interactive learning environment. On the other hand, ineffective communication can hinder students' understanding and reduce their active participation in learning activities. Therefore, a teacher's communication skills including the ability to listen, provide feedback, and build positive relationships with students are key factors in creating meaningful learning experiences. Focusing on classroom communication is also important to understand the dynamics of interaction, so that teaching strategies can be more appropriately adjusted to meet students' needs.

In other words, interaction in the classroom is an important thing to do, interaction becomes an intermediary between the teacher and students by conveying what the teacher already knows for students to understand. Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention (Lesiana et al., 2023). It means that a process of interaction in

classroom should involve teacher and students to make students understand and improve their knowledge. In interactions between students and teachers using English, ineffective communication often occurs, especially for Indonesians, as English is a foreign language. Therefore, in classroom interactions between teachers and students, communication strategies are highly needed. Strategy is an overall approach regarding the implementation of the idea, planning, and execution of activity within a certain time (Isra Hayati et al., 2022). By using these strategies, classroom interactions can run effectively, and students can also be trained to build confidence in communicating in English. Furthermore, based on the theory of communication strategy, it can be used to overcome problems in interactions.

A communication strategy is a plan for how to communicate with a target audience. Communicative strategy is the process of transfer and the context of learning as a learner tries to get a message through to a hearer or reader (McKay & Brown, 2000). There is no problem when students do communication breakdown like committing errors since every single feature appeared (Roza, 2019). The aims of teaching English, which is building students' ability to communicate well, fluently and accurately (Kardena et al., 2020).

To some extent, we may determine some linguistic forms not available to the learner at that point of communication. Then communicative strategies can act as the conscious employment of verbal or nonverbal mechanisms for communicating an idea. Brown's definition of communicative approach can help us to reflect on what strategies have been used by a speaker through the

analysis of errors. As the conclusion, communication strategies are processes to transfer material, ideas by the teachers to students through strategies.

Communication strategy is a systematic attempt by the learners to express or to code the meaning in the target language rules that have not been formatted (Tarone, 1990). Communication strategy is potential conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983). Every communication activity by any member of an organization could be designated as strategic communication, and those activities should be geared and evaluated towards the goals of the organization, as well as all of its stakeholders (Zerfass et al., 2018). According to their definition in general, there are two possible two possible strategies for solving a communication problem: avoidance strategies and then achievement strategies. As the conclusion, communication strategies are ways used by someone to problem solving in communication between teacher and student.

In English Language Teaching (ELT) in Colombia promote the use of varied approaches and strategies to improve the proficiency of learners at all levels. This study searches to determine the effect of transactional communication strategies in pre-service teachers' speaking skill in the first semester of the complementary cycle of a public Normal school in Sincelejo, Sucre. Participants spoke with long pauses, lacked of vocabulary to express ideas and with unclear pronunciation and some constraints to understand ideas in English (Muñoz Julio & Ramírez Contreras, 2018). To describing how classroom interaction occurs between teacher educators (TEs) and students in

three undergraduate programs of English language teacher education (ELTE) in Bogotá, Colombia. The study is aimed at findings the communication strategies in the beginning EFL classroom. When language learners do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, inventing new terms, or describing what they mean (Pangaribuan et al., 2020).

Pre-observation in the English Study Program at Institut Pendidikan Nusantara Global revealed several problems. The focus of this study is to investigate the types of communication strategies and the most frequent types of communication strategies employed by EFL Students. The students still lack confidence and have low participation. They are afraid to speak because they fear their friends might taunt them if their communication is not as good as others (Rahman et al., 2021). 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 at the Eleventh Grade of MA Tarbiyatul Muslimin Dasan Ma'alan East Lombok (Kertawijaya, 2017). Thai students seem to have difficulties communicating in English as a second language, especially those with lower proficiency. This may be due not only to a lack of basic grammar and vocabulary but also to deficiencies in using appropriate communication strategies. This study aims to obtain empirical data on the types of communication strategies selected by low-ability students, which may affect the oral communication abilities of Thai university students (Chuanchaisit & Prapphal, 2019).

Based on the preliminary research conducted through pre observation and interview in MTS TI Al Irsyad Islamic Boarding School Bulaan Kamba in October 2024, the researcher interviewed an eighth-grade English teacher with the initials FJ and ten eight grade students. Based on the observation of the interaction between the teacher and the students can be seen on **Appendix 1** (page number 80-82). Interviews with the English teacher and students can be seen on **Appendix 2** (page number 83-84). Based on interviews with the teacher and students, several issues were found: First, based on the interview with the students in 21st of October 2024, the students said that in-class interaction is conducted in English by the teacher, while only some students respond. This was identified through interviews with both the teacher and students. From the student interviews, it was found that students lack confidence in responding in English due to a limited vocabulary and pronunciation difficulties. Second, based on the interview with the students in 21st of October 2024, the students said that during English lessons, students rarely interact in English with their classmates or engage in group discussions using English caused by the teacher not assigning tasks that require interaction in English and also due to the lack of motivation among students.

Based on the problem above, it appears that students tend to rarely speak English, while teacher often use English and rarely combine it with Indonesian, leading to less effective interactions. Based on these, there are gaps in interaction between teacher and students. Therefore, it is necessary to implement communication strategies between teacher and students to ensure that the communication goals are achieved effectively. The researcher believes

that using communication strategies can facilitate better and more effective classroom interactions.

Based on the results of the preliminary research above, it is important to conduct research because there are gaps in the interaction between the teacher and students. In this research, with the title "Communication Strategies Employed By Teacher And Students In Enhancing English Classroom Interaction At The Eighth Grade Of MTS TI Bulaan Kamba".

B. Research Problems

Based on the background of the problem above, the problem can be identified as follow:

1. The lack of connection between teacher and students in interactions
2. The lack of students' confidence to interact in English
3. The lack of teacher's understanding of students' needs in interacting in English

C. Focus of the Research

Based on the research problem above, the researcher concentrates on communication strategies employed by teacher and students in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba.

D. Research Questions

Based on the focus of the research above, the questions to be discussed in this research are as follows:

1. What communication strategies were used by the teacher?
2. What communication strategies were used by the students?

3. Why did the teacher and students choose those strategies in communication?

E. Purpose of the Research

Based on the research questions above, several purposes of this research were identified as follows:

1. To find out communication strategies employed by teacher in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba.
2. To find out communication strategies employed by students in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba.
3. To find out why the teacher and students choose those strategies in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba.

F. Significance of the Research

The result of this research is expected to contribute to English teachers, students, and researchers.

1. In theory, communication strategies can be used to overcome interaction problems, allowing classroom interactions to occur effectively.
2. The English teacher: Teacher can determine the appropriate strategies so that interactions with students in using English can be more effective.
3. The students: Students can choose the strategies that are suitable for building confidence in interacting in English.

4. The researcher: First, to fulfill the final assignment requirement for the Master's degree at UIN Bukittinggi. Second, the researcher can also apply communication strategies with students in English so that interactions can be effective.

G. Definition of key Term

There are several essential terms used in this research, defined as follows:

1. Interaction is a process in which two or more individuals or groups communicate with one another with the aim of obtaining information.
2. Communication strategy is a strategy used by the teacher and students in communication with the aim that what is conveyed by the speaker can be well understood by the listener.

CHAPTER II

REVIEW OF RELATED LITARATURE

A. Review of Related Theories

1. The Nature of Classroom Interaction

   a. Definition of Classroom Interaction

Interaction is a process where two or more parties—whether individuals, groups, or other elements—mutually influence or communicate with each other. This process can take place in various settings, including social, physical, or technological environments. Generally, interaction involves interconnected actions and responses that may result in changes, reactions, or the formation of relationships among those involved. It can also be understood as a reciprocal exchange of ideas, emotions, or thoughts between two or more people, where each party affects the other. (McKay & Brown, 2000). Many recent qualitative studies on classroom interaction emphasize how participants contribute to shaping the classroom environment, especially through the way classroom talk is structured, though not limited to that aspect alone (Ardiyanti, 2023). It means that interactions arise in the classroom come from communication that is built between students and teachers which occurs naturally without being planned depending on how students and teachers interact well.

The interaction between the teacher and the students is an essential part of teaching and learning process. This form of classroom interaction teaches the students to respect their superiors. Another form of classroom interaction is between students and students. This

one allows students to learn and understand how to work with partners. It develops and enhances teamwork and peer relations skills and by encouraging students in the class to work together, they learn the importance of working cohesively with others.

In essence, classroom interaction plays a vital role as it serves as a bridge between teachers and students, allowing teachers to share their knowledge in a way that students can comprehend. It holds particular importance because it functions not only as the channel through which learning occurs but also as a key focus of teaching practices. (Lesiana et al., 2023). It means that a process of interaction in classroom should involve teacher and students to make students understand and improve their knowledge.

There are several types of interaction in classroom as follows (Tsui, 2016):

1) Teacher – Students Interaction

The teaching and learning process involves interconnected activities that rely on interaction between teachers and students to achieve its goals. This interaction takes place daily and is facilitated not only by the teacher but also by the students. The concept of interaction holds great significance in the classroom, as it is a crucial element of both teaching and learning.

The patterns that showed how the interaction happened between students and teacher (Pachler et al., 2020):

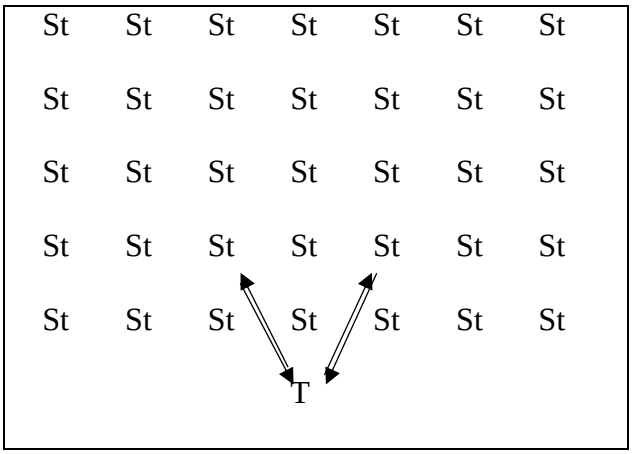


Figure 2.1 Interaction between Teacher-Students

In teacher-student interactions, students aim to showcase their speaking abilities while attentively listening to the teacher. Therefore, teachers need to be mindful of how they engage with students—whether by using well-timed humor to create a light atmosphere or by explaining complex ideas in a clear and accessible way. Additionally, incorporating technology can help highlight these strengths and enhance the quality of interaction with students.

2) Student – Student Interaction

Student-to-student interaction refers to how learners communicate and understand one another within the classroom. This may involve sharing opinions or providing feedback related to the lesson content. Such interaction promotes the development of students' abilities through collaborative activities, helping them build social relationships in the process. Teachers should actively encourage peer interaction, as it is one of the most effective ways to foster student engagement.

Many learning theories state that knowledge is actively built and skills are enhanced through interaction between learners as shown in the patterns below (Pachler et al., 2020):

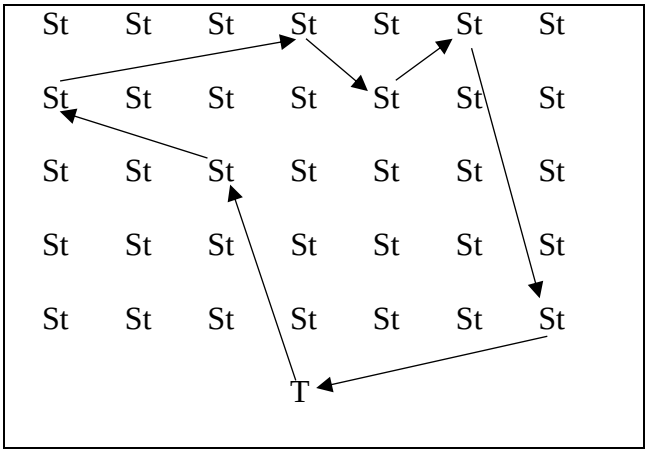


Figure 2.2 Interaction between Student-Student

Although teacher-student interaction is crucial, promoting peer-to-peer communication is equally important. To avoid a dull, monotonous, and isolating classroom atmosphere, it's essential to design activities and assignments that stimulate discussion among students. Such discussions help reduce feelings of isolation and foster a vibrant sense of community. Examples include discussion forums, group projects, peer evaluations, study groups formed through natural student interactions, and video chat sessions for discussing readings or class prompts.

As the conclusion, classroom interaction, whether between teachers and students or among students, is an essential part of the teaching and learning process. This interaction not only helps achieve learning objectives but also builds students' capacities through collaboration, sharing opinions, and providing comments

related to the class material. By encouraging interaction, teachers can make students more active while also strengthening social relationships among them.

b. Aspect of Classroom Interaction

Classroom interaction aspects refer to the fundamental elements that influence communication and engagement within the classroom setting. These components play a vital role in supporting an effective teaching and learning process. Two main aspects of classroom interaction are teacher talk and student talk (Fitriati, S. W., & Lisa, 2019):

1) Teacher Talk

Teacher talk refers to the primary method teachers use to deliver information, engage in discussions, negotiate meaning, and motivate students. It allows teachers to impart knowledge and manage student behavior. In language teaching, teacher talk typically involves the kind of language teachers use when interacting with students. This form of communication is essential not only for organizing and managing the classroom but also for supporting language acquisition. During instruction, teachers often adjust their speech by slowing down, speaking more clearly and loudly, simplifying vocabulary and grammar, and repeating topics to aid student understanding—features commonly associated with speech directed at language learners.

There are several types of teacher talk: indirect influence and direct influence (Crookes, 1990). In indirect influence is then broken down into: accepting feelings praising or encouraging students, accepting or using students' ideas, and asking questions. While the teacher directly influences the student by lecturing, giving directions, criticizing and justifying authorities.

2) Student Talk

The language produced by students, known as student talk, also plays a crucial role in shaping classroom interaction. Through student talk, learners can express their ideas, introduce new topics, and share opinions. It provides them with opportunities to communicate and exchange knowledge through interaction. Student talk generally involves four main types of exchanges: asking questions, initiating conversations, repeating, and responding to questions from teachers or peers. Among these, initiating student-led talk holds particular value, as it allows students to gain knowledge and share information through meaningful interaction.

Classroom conversations, whether led by teachers or students, are essential to the learning experience. Teacher talk serves to deliver content, encourage students, and maintain classroom order, often using simplified language to enhance comprehension. On the other hand, student talk enables learners to articulate their thoughts, exchange ideas, and engage in

meaningful interactions. Encouraging peer discussions not only deepens students' understanding but also strengthens their communication and teamwork abilities.

c. The Concept of Verbal Interaction and Non Verbal Interaction

Verbal interaction refers to the exchange of information, thoughts, or emotions through spoken language. It can take place directly through face-to-face communication or indirectly via tools such as phone calls, video conferencing, or voice messages. Non-verbal interaction, on the other hand, involves conveying messages without words, using gestures, facial expressions, body language, and other physical cues (McKay & Brown, 2000). The purpose of verbal interaction is to convey messages clearly, build relationships, resolve problems, or achieve mutual understanding between two or more parties.

There are a lot of definitions of verbal interaction. Verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message (Sutiyatno, 2018). Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of verbal communication. Verbal interaction is the process sharing of information between individuals by using words (Holmbreg, 1986) as cited in (Rachmat, 2022) . Verbal interaction can affect the minds and hearts of students

because in verbal interaction there is direct communication between students and the teacher so that students feel in a state that can really understand what is conveyed by the teacher.

Verbal interaction is the most important thing for learners to acquire and learn the language to communicate in the target language. Successful verbal interaction occurs when the teacher and students can fully understand what each other means. It occurs verbally between teachers and students during teaching and learning activities.

As previously discussed, classroom interaction consists of two main types: teacher-student interaction and student-student interaction. Within these, various forms of verbal interaction can take place between teachers and students, including intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction. Each type plays a role in shaping communication and engagement within the classroom environment (Faradia et al., 2013).

1) Intrapersonal Interaction

This type of interaction is highly personal and takes place within an individual. It is essentially a silent, internal dialogue where the person takes on the roles of both sender and receiver, processing thoughts and actions mentally. Intrapersonal interaction can later be expressed verbally or remain as internal reflections. It often serves to clarify ideas, evaluate situations, or simply reflect and appreciate certain experiences. In the

classroom context, intrapersonal interaction occurs when teachers or students engage in self-talk or silent thinking communicating internally without involving others.

2) Interpersonal Interaction

This type of interaction takes place between two individuals, essentially forming a one-on-one conversation. In this setting, both participants alternate roles as sender and receiver, allowing for more effective and direct communication.

3) Small Group Interaction

This form of interaction takes place when more than two individuals are involved, yet the group remains small enough to enable each person to actively participate and communicate with others. Examples of this type of interaction include press conferences, board meetings, and team discussions—all of which involve collaborative group communication.

4) Public Interaction

This type of interaction happens when a single individual addresses a large audience. Common examples include election campaigns and public speeches. In these situations, there is typically one speaker acting as the sender of the message, while multiple people serve as the intended recipients.

As the conclusion, interaction in communication can be divided into several types based on the number and purpose of the participants. Intrapersonal communication is an internal

conversation with oneself to analyze, reflect, or appreciate something. Interpersonal communication occurs between two individuals through a one-on-one conversation, where they take turns as the sender and receiver. Group communication involves a small number of people, allowing interaction among participants, such as in team meetings or press conferences. Public communication happens when an individual addresses a large group of people, such as in election campaigns or public speeches, with one sender and many recipients.

There are several types of Verbal Interaction between student and student: Group Project Interaction, Group Case study Interaction, Peer instruction, Discussion or Debate (Katz et al., 2000) :

1) Group Project Interaction

This form of interaction involves students collaborating on a project or assignment. Group projects can be a powerful tool to motivate students, promote active learning, and enhance essential skills such as critical thinking, communication, and decision-making. However, without proper planning and guidance, group work can lead to frustration for both students and instructors, and may ultimately seem unproductive.

2) Group Case Study Interaction

This type of interaction engages students in collaborative efforts to analyze and solve a case study. While case studies have traditionally been used in fields like business, law, medicine, and the social sciences, they are applicable across disciplines where instructors want students to connect classroom learning to real-world situations. Case studies can vary in format from straightforward questions like “What would you do in this situation?” to in-depth scenarios accompanied by data for analysis.

3) Peer Instruction

This type of interaction involves students helping one another and collaborating to solve problems. Peer instruction is a collaborative learning method where students engage with key course concepts and then explain them to their peers. It plays a significant role in discussing and answering concept-based test questions. The effectiveness of peer instruction during classroom discussions depends not only on the quality of the concept test questions but also on the students' solid understanding of the subject matter.

4) Discussion or Debate

Discussion or debate is one of the most common forms of interaction that takes place in the classroom during the learning process, often happening without students even realizing it. The main difference between a discussion and a debate lies in their purpose. Discussions are typically conducted collaboratively in class to solve problems by sharing ideas, while debates are more public and focus on presenting and defending one's opinion, often by challenging opposing views. Both forms of interaction are valuable, as they offer numerous benefits for students, including enhancing critical thinking and communication skills.

As the conclusion, group interaction in the classroom, such as through group projects, case studies, peer instruction, and discussions, offers various benefits, including motivation, critical thinking, communication, and problem-solving skills. However, these interactions require careful planning and facilitation to avoid frustration. Group projects and case studies allow students to apply learned concepts to real-world situations, while peer instruction enhances understanding through collaboration. Discussions and debates further encourage idea exchange, with discussions focusing on problem-solving and debates on expressing and defending

opinions. All of these interactions contribute significantly to active learning and student development.

d. The Categories of FIACS (Flanders Interaction Analysis Categories System)

Flanders' Interaction Analysis Categories System (FIACS), developed by Flanders in 1961, is an observational model that classifies classroom interaction into three main categories: teacher talk, student talk, and silence or confusion. The system includes seven specific categories for teacher talk, two for student (or pupil) talk, and a tenth category that represents moments of silence or confusion during classroom interaction (Odiri Amatari, 2015).

Table 2.1 Interaction Analysis

Namely	Category Number	Interaction Behavior
Teachers talk	1	Accept Feeling • In this category, teacher accept the feeling of the students • He feels himself that the students should not be punished for exhibiting his feelings. • Feelings may be positive or negative
	2	Praises or Encourages • Teacher praises or encourages student action or behavior.

		• When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying word like “good”, “very good”, “better”, “correct”, “excellent”, “carry on”.
	3	Accepts or uses ideas of Students • If a student passes on some suggestion, then the teacher may repeat in nutshell in his own style or words. • The teacher can say “I understand what you mean” or the teacher clarifies build or develops idea or suggestion given by a student
	4	Asking question • Asking question about content or procedures, based on the teacher ideas and expecting an answer from the student with the intent that a student answers. • Sometimes, teacher asks the question but he carries on his lecture without receiving any question
	5	Lecturing

		• Giving facts or opinion about content or procedure with his or her own ideas, asking rhetorical question.
	6	Giving directions • The teacher gives directions, commands, or orders to which a student is expected to comply with: open your books, stand up on the benches, solve 4 sun of exercise.
		Criticizing or justifying authority • When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. • The teacher asks "what" and "why" to the students also come under this category. • Starting why the teacher is doing what he is doing.
Students Talk	8	Student talk-response • It include the students talk in response to teachers talk • The teacher asks question, student gives answer to the question.
	9	Students talk initiation

		• Talk by students talk in response to teacher's talk. • Expressing own ideas: initiating a new topic; freedom to develop opinion and line of though like asking thoughtful questions; going beyond the existing structure.
Silence	10	Silence or confusion • Pauses, short periods of silence, and period of confusion in which communication cannot be understood by the observer.

Source: Flanders (1961).

As the conclusion, teacher talk, student talk, and silence are key components of classroom interaction. Teacher talk facilitates communication, provides guidance, and helps manage the class. Student talk allows students to express ideas, engage in discussions, and enhance their understanding through interaction with peers. Silence plays a significant role in giving students time to think, reflect, and process information. Together, these elements contribute to a dynamic and effective learning environment.

2. The Nature of Communication strategies

   a. Definition of communication strategies

      Communicative strategy refers to the process of conveying meaning within a learning context, as learners attempt to deliver

messages to a listener or reader (McKay & Brown, 2000). At times, certain linguistic forms may be beyond the learner's current ability, so communicative strategies serve as deliberate use of verbal or nonverbal methods to express ideas. Brown's definition of the communicative approach also allows us to analyze the strategies a speaker employs, often revealed through observed errors. In conclusion, communication strategies are the means by which teachers convey material and ideas to students using various techniques to support understanding.

Communication strategy is a systematic attempt by the learners to express or to code the meaning in the target language rules that have not been formatted (Tarone, 1990). Communication strategy is potential conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983). Every communication activity by any member of an organization could be designated as strategic communication, and those activities should be geared and evaluated towards the goals of the organization, as well as all of its stakeholders (Zerfass et al., 2018). According to their definition in general, there are two possible two possible strategies for solving a communication problem: avoidance strategies and then achievement strategies. As the conclusion, communication strategies are ways used by someone to problem solving in communication between teacher and student.

Based on the theory above, the researcher states that a communication strategy is a strategy used by teachers and students in communication. Effective communication is not only when the teacher speaks, but also when students respond or ask questions. Communication must involve interaction between two people, with topics that may include education, jobs, dreams, or daily activities. The purpose of communication is to gain new information and ideas. In school, especially in English subjects, students are not always confident in speaking English because it is not their everyday language. To address this problem, both students and teachers must practice speaking English regularly. In this case, a communication strategy is a good solution.

b. Types of communication strategies

Types of communication strategies refer to the various methods or approaches used to convey messages effectively across different situations and contexts. Each strategy serves specific purposes and employs distinct techniques, depending on the medium of communication, the target audience, and the intended goals. The primary aim of these strategies is to ensure that the message is delivered clearly, efficiently, and appropriately for the given context. In the classroom setting, EFL (English as a Foreign Language) students use a range of communication strategies during their interactions to enhance understanding and participation (Rahman et al., 2021):

1) Asking for clarification

Asking for clarification is an important language skill for students. While some students naturally develop this ability by observing how others handle communication breakdowns, others may need explicit instruction to do so effectively. In the EFL classroom setting, asking for clarification is one of the communication strategies commonly used by students. For instance, during a presentation on the topic of best friends, students were observed using this strategy while sharing their stories seeking clarification from their peers to ensure mutual understanding. This indicates that several students in the class utilized this approach to support effective communication.

2) Asking for repetition

This type of strategy asking for repetition is occasionally used by students during classroom communication, especially when they did not clearly hear or understand a specific choice or point. To clarify the message, they ask for repetition. However, this strategy is not employed by all students, but rather by a few who are more attentive and engaged during presentations. Often, some students do not pay close attention when their peers are speaking, so only those who are truly focused tend to request repetition to ensure they fully grasp the content.

3) Circumlocution

This strategy takes place when students seek clarification about certain issues. It often occurs when a learner lacks the specific vocabulary needed to refer to an object, action, or idea. In such cases, the student chooses to describe, illustrate, or provide examples of the item's characteristics in order to convey the intended meaning.

4) Message abandonment

Another communication strategy used by EFL students in the classroom is message abandonment. This occurs when a student starts to express an idea but is unable to continue and stops mid-sentence. Learners often avoid discussing concepts they find difficult to articulate. This strategy involves leaving a message incomplete due to a lack of vocabulary or grammatical knowledge. EFL students may resort to message abandonment when they feel nervous or uncertain during classroom presentations, leading them to halt communication before fully conveying their thoughts.

5) Meaning negotiation

Negotiation of meaning is a communication strategy used during interactions to ensure that the intended message is understood clearly. In conversations, both speakers and their interlocutors may use this strategy to reach mutual understanding. It plays a crucial role in language acquisition, particularly in

second or foreign language learning. By negotiating meaning, participants can prevent misunderstandings and reduce the chances of communication breakdowns.

6) Monitoring interaction

The final communication strategy used by EFL students involves giving focused attention to the interlocutor's explanation. In the classroom setting, one of the most noticeable features is the unequal roles between participants typically the teacher and the students making the interaction asymmetrical. In language classrooms, the teacher generally directs and controls the flow of communication by managing topics and turn-taking. Students, in turn, usually follow the teacher's cues and respond when directly addressed, highlighting the teacher's dominant role in guiding classroom interaction.

As the conclusion, there are types of communication strategies: Asking for clarification, Monitoring interaction, Asking for repetition, Circumlocution, Message abandonment and Meaning negotiation. These types can used in the class by students to teacher in interaction activities.

In addition theory, there are types of communication strategies as follow (Celce Murcia, Zoldan Dornyei, 1995):

1) Avoidance Strategies

a) Message replacement: Replacing a topic with the new one in order to avoid communication breakdown.

b) Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.

c) Message abandonment: A communication strategy that is used by speakers when they stumble into a topic that is too difficult and simply give up and go on to another.

2) Achievement or compensatory strategies

a) Circumlocution: Describing or exemplifying the target object.

b) Restructuring: An effort to reconstruct sentences without changing the message that speakers want to convey.

c) Word coinage: Creating a new word in order to communicate a concept

d) Nonverbal signals: mime, gestures, facial expressions, or sound imitation.

e) Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.

f) Code-switching or language switching: Using native language terms, without bothering to translate them into a second language sentence.

As the conclusion, there are types of communication strategies: Avoidance Strategies (Message replacement, Topic avoidance and Message abandonment) and then Achievement or compensatory strategies (Circumlocution, Restructuring, Word coinage, Nonverbal signals, Literal translation and Code-switching

or language switching). These types can used in the class by students to teacher in interaction activities.

Communication strategies are divided into three categories: verbal, non-verbal and visual. Verbal communication can be done through oral communication or written communication, non-verbal communication consists of facial expressions, voice tone, or body language and visual communication or web pages to communicate (Harrington, 2013).

In addition theory (Tarone, 1990):

1) Avoidance
    a) Topic avoidance
    b) Message abandonment
2) Paraphrase
    a) Approximation
    b) Word coinage
    c) Circumlocution
3) Conscious transfer
    1) Literal translation
    2) Language switch
4) Appeal for assistance
5) Mime

As the conclusion, there are types of communication strategies: Avoidance (Topic avoidance and Message abandonment), Paraphrase (Approximation, Word coinage and

Circumlocution), Appeal for assistance and then Mime. These types can used in the class by students to teacher in interaction activities.

In addition theory (McKay & Brown, 2000):

1) Avoidance Strategies
    a) Message abandonment: Leaving a message unfinished because of language difficulties.
    b) Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.
2) Compensatory Strategies
    a) Circumlocution: Describing or exemplifying the target object of action.
    b) Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible.
    c) Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking.
    d) Word coinage: Creating a no existing L2 word based on a supposed rule
    e) Nonlinguistic signals: Mime, gesture, facial expression, or sound imitation.

f) Code-switching: Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.

g) Stalling or time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think

As the conclusion, there are types of communication strategies: Avoidance Strategies (Message abandonment and Topic avoidance), Compensatory Strategies (Circumlocution, Approximation, Use of all-purpose words, Word coinage, Nonlinguistic signals, Code-switching and Stalling or time-gaining strategies. These types can used in the class by students to teacher in interaction activities.

There are several strategies that can be used by the teacher (Kertawijaya, 2017): social effective strategies, message reduction and alteration strategies, and negotiation for meaning strategies. These types can be used in the classroom by both teachers and students during interactive activities.

The taxonomy of communication strategies (Faerch & Kasper, 1983):

Table 2.2 Taxonomy of Communication Strategies

Taxonomy of Communication Strategies	
Avoidance	
Formal reduction	1) Phonological 2) Morphological 3) Grammar
Functional reduction	1) Actional 2) Propositional

	3) Modal
Achievement	
Non-cooperative	1) Code-switching 2) Foreign zing
Interlanguage strategies	1) Substitution 2) Generalization 3) Exemplification 4) Word-coining 5) Restructuring 6) Description
Non-linguistic strategies	1) Mime 2) Imitation
Cooperative	1) Appeal

Based on table above, there are several categories of communication strategies. The learners could select avoidance or achievement according to their communication purposes. While achievement strategies may be utilized when they think about a specific solution for the communication problem, avoidance strategies may be used when they try to escape the difficulty.

Avoidance strategies are divided into formal reduction and functional reduction strategies. Formal reduction strategies have subcategories that fall into phonological, morphological, and grammar categories. The use of formal reduction is what the learners consider to minimize the system on the rules of the language they have no idea about it and use the rules of the item that is currently recalled by the learners.

Functional reduction is covering the strategies of action, propositional, and modal strategies. If in formal reduction the

learners just perform the rules of language that can be accessed by them and avoid the rules that they do not know, in functional reduction, the learners purely avoid executing those kinds of certain aspects of language that cannot be accessed by them.

Achievement consists of non-cooperative strategies, interlanguage strategies, non-linguistic strategies, and cooperative strategies. Non-cooperative strategies are a type of communication strategy in which language learners or users attempt to maintain or achieve their communication goals without involving assistance from others. These strategies focus more on individual efforts to overcome communication barriers by utilizing their own resources, such as their first language (L1), third language (L3), or non-linguistic tools. The following are some key elements of non-cooperative strategies: Code-switching and foreign zing.

Moreover, interlanguage strategies involve those ways to overcome the problem according to their interlanguage awareness. It comprises several small strategies; (1) substitution, the use of one term to replace another; (2) generalization, when a known word is replaced with a broader one; (3) exemplification, providing a concrete illustration of a concept the student is unfamiliar with; (4) word-coining, the act of inventing a new word to fill a gap; (5) describing, the act of

explaining something: (6) restructuring, the act of wording the sentence in a different way.

Non-linguistic strategies are techniques or approaches that communicate ideas, emotions, or information without the use of spoken or written language. These strategies often rely on visual, physical, or sensory elements to convey meaning and enhance understanding. They are frequently used in education, communication, and cultural exchanges to bridge language barriers or provide additional layers of meaning. Non-linguistic strategies are divided into two categories: mime and imitation.

Cooperative refers to actions, behaviors, or systems characterized by working together toward a common goal. It involves collaboration, mutual assistance, and shared effort among individuals, groups, or organizations. The term can apply in various contexts, including personal interactions, education, business, and organizational structures.

As the conclusion, there are types of communication strategies: Avoidance (Formal reduction) Phonological, Morphological and Grammar, (Functional reduction) Actionable, Propositional and Modal. Achievement (Non-cooperative) Code-switching and Foreign zing, (Interlanguage strategies) Substitution, Generalization, Exemplification, Word-coining, Restructuring and Description, (Non-linguistic strategies) Mime and Imitation, (Cooperative) Appeal.

There are three categories of focal points of communication strategies served by Bialystok as cited in (Zerrouki, 2020):

Table 2.3 Taxonomy of Communication Strategies

Taxonomy of Communication Strategies	
1. L1-based strategies	a) Language switch
	b) Foreign zing
	c) Transliteration
2. L2-based strategies	a) Semantic contiguity
	b) Description
	c) Word coinage
3. Paralinguistic strategies	a) Gesture
	b) Mime

Based on the table above divide the classification of communication strategies into three main categories: L1-based strategies, L2-based strategies, and paralinguistic strategies. L1-based strategies divide further into three subcategories: language switch, foreign zing, and transliteration. Language switch is the act of adding a word or phrase from another language. Foreign zing is the act of modifying the term in the target language from L1. Transliteration is translating a phrase or certain vocabulary literally.

Strategies based L2 on the second category, encompass semantic contiguity, description, and word-coinage. Semantic contiguity is the attempt to use the syllable from L2 that describes the characteristics of the term from the target language. Description is the use of L2 word to convey a quality, feature, requirement, use, or example of a certain item.

The last category is paralinguistic strategies which involve two subtypes: gesture and mime. Mime is a kind of strategy to use the expression of face and head shaking in conveying something if the others do not get the linguistics strategies. The last is mime, which is the strategy to use gestures and vocal output to deliver the meaning.

In conclusion, there are several types of communication strategies: L1-based strategies (language switch, foreign zing, and transliteration), L2-based strategies (semantic contiguity, description, and word coinage), and paralinguistic strategies (gesture and mime).

Based on the theory above communication strategies is a way can be use by someone in communicating with others. The goal is that everything conveyed can be understood and responded to properly by the interlocutor. Communication strategies very important when talking with other people because with strategy the discussion interest especially for the teacher when teaching in the class. The teacher in the class must use strategy in teaching like English learning. English learning in speaking classroom activity very help when the teacher uses communication strategy and it very help for students to understand what the teacher says for them.

B. Review of Relevant Studies

Previous related studies are needed as the reference and bring value to this research. There are some related relevant studies conducted by researchers on communication strategies in the teaching-learning process. The first is conducted by (Muñoz Julio & Ramírez Contreras, 2018) focus on preservice teachers in Colombia. The goal of the study is to discover how pre-service teachers' speaking abilities were impacted by transactional communication strategies (TCS). In this study, the researcher found a problem about speaking skills. The result indicated a beneficial effect on participants' speaking abilities as seen by notable improvements in vocabulary, grammar, fluency, attitude, pronunciation, and interaction.

The second is conducted by (Pangaribuan et al., 2022), (Rahman et al., 2021), (Pangaribuan et al., 2020), (Kertawijaya, 2017), (Chuanchaisit & Prapphal, 2019), (Madina & Anwar, 2023) with the title" Communication strategies used by a teacher in teaching English". In this study, the researcher found some problem that like the students don't understand about material and memorizing. The researcher tries to problem solve using five strategies and from those strategy can help students understand and memorize the material more accessible. Communication strategy is the most effective way to solve communication strategy challenges. The adoption of communication strategies can help both teachers and students speak English fluently. Unfortunately, in the educational area, they are not given the rich input they require to progress in their acquisition of English for speaking and the teacher should also create a communicative classroom in which students can communicate with one

another and build their speaking skills. Students should be engaged in learning communication skills, either from their teacher, English native speakers or from English movies, it becomes more fluent in speaking English.

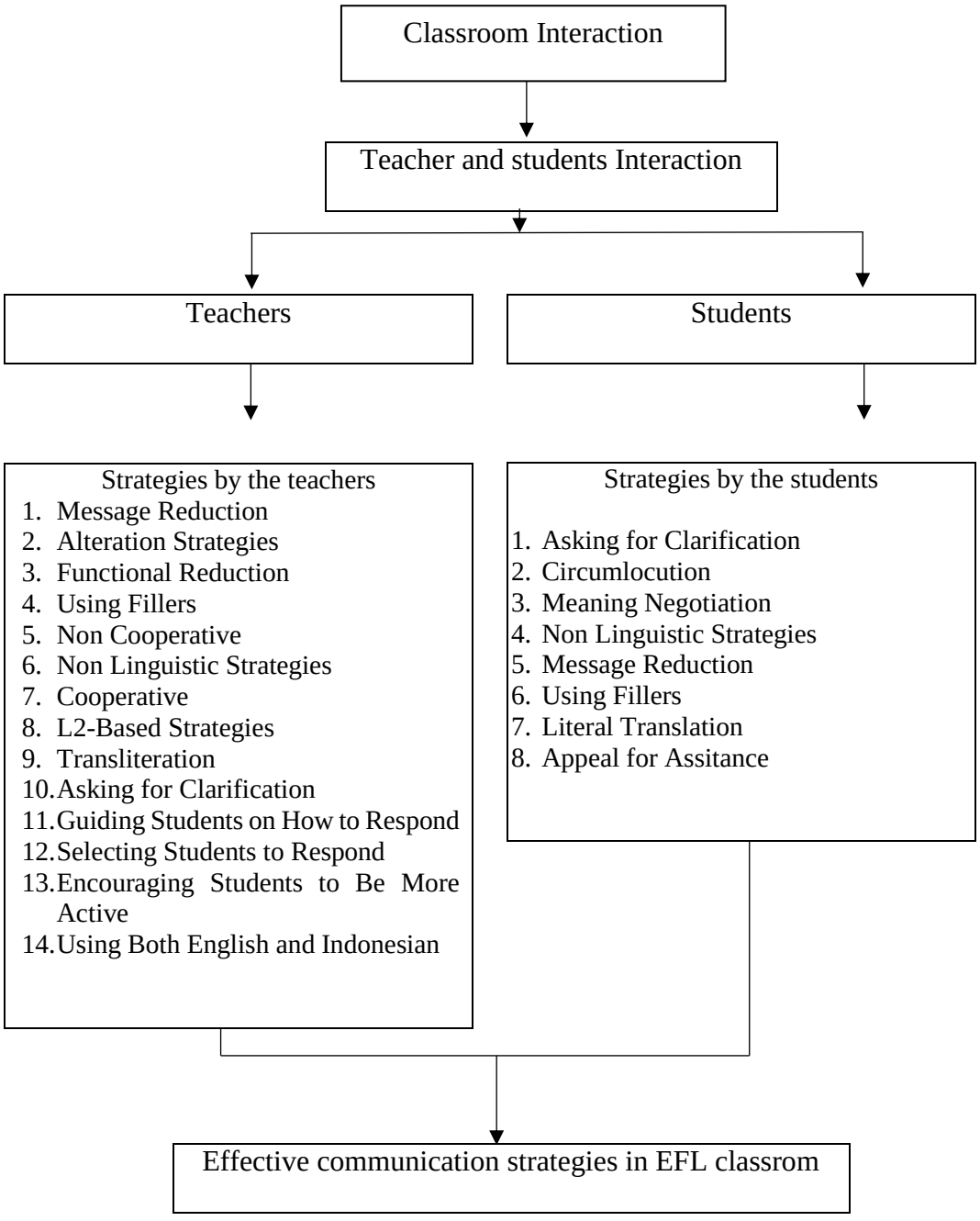
The eighth is conducted by (Vukasović & Strašek, 2014) with the title" A study on effective communication strategy in developing brand communication: Analysis of social networking site". In this study, it is necessary to study the effectiveness of brand communication strategy followed in social networking media which are mainly accessed by European Union users. This study would help the advertisers to understand the effective communication strategy to communicate their brand among the users. This study would help to know the effectiveness of communication and strategy done through social networking media which make the target audience to participate in this kind of advertising.

Based on the relevant studies above it can be seen that the use communication strategies very important in communication with other people. In this study, there are both similarities and differences compared to previous research. The similarity is that both studies discuss communication strategies. However, the difference lies in their focus; previous research examined communication problems and solutions, whereas this study focuses on the types of strategies used by teachers and students in interactions, as well as the most effective strategies for communication.

C. Conceptual Framework

Conceptual framework below is a framework of the theory problem that is taken by the researcher. Conceptual framework of this research can create as follow:

Figure 2.3 Conceptual Framework



The conceptual framework on communication strategies used during the interaction between teachers and students in English activities highlights the importance of effective communication in enhancing the learning process. Teachers employ various strategies, such as simplifying language, asking guiding questions, and providing clear instructions to facilitate understanding. On the other hand, students use strategies like clarifying, paraphrasing, and seeking help to overcome language barriers and engage in meaningful interactions. When effectively applied, these communication strategies can promote active participation, better comprehension, and a more interactive and supportive learning environment.

CHAPTER III

RESEACRH METHOD

A. Design of the Research

This study used a qualitative approach with a case study design. The qualitative research method was particularly valuable for exploring and understanding the meanings associated with social or humanitarian issues. The purpose of qualitative research was to understand the perspectives of individuals or groups regarding social or human problems(Creswell & Creswell, 2018). In this research, the qualitative approach was especially relevant as it allows the researcher to conduct the in-depth exploration necessary to comprehend the complexities of the issues being investigated. One of the strategies utilized within qualitative research was the case study. A case study was a research strategy that investigates a specific case involving an individual, organization, or community to gather unique insights (Creswell & Creswell, 2018). This research applied a qualitative approach through a case study to thoroughly explore social or environmental phenomena. The study considered various factors such as place, time, and events that contribute to a deeper understanding of the subject matter. The data collected in qualitative research typically consist of words, images, and non-numerical information.

In this case study, the focus was on exploring the communication strategies used during interactions between the teacher and students in English activity. The research gathers data through observation and interviews conducted in a class at the Eighth grade of Al Irsyad Bulaan Kamba. The case study method allows for a detailed exploration of the characteristics, traits, and

models of these phenomena, ultimately aiming to provide a complete and nuanced description of events in the teaching process.

B. Research Location

This research was conducted in MTS TI Bulaan Kamba. The reason of researcher chooses this location was there were problems that needed to be solved in that school and finally as the participation of the researcher as part of the school in developing something new.

C. Informants of The Research

The source of the data was gathered through an informant. The informant was a person who give the information (Syahza, 2018). The key informant of the research was an English teacher at MTS TI Bulaan Kamba because English teacher possesses in depth knowledge of the English learning process especially in communication strategies in the classroom. Supporting informants were 12 students selected from three existing classes. The selected students were those who often communicated in English. In this study, the sampling technique used was purposive sampling because the researcher selects students who were considered active in communication, making it easier for the researcher to obtain the desired data.

D. Research Instruments

In this research, the instrument was the researcher itself. Furthermore, the researcher used supporting instruments, namely observations and interviews. In this research, the research guideline can be seen on **Appendix 3** (page number 85-86).

1. Observation

However, before using these instruments, the researcher underwent a validity process by consulting with experts. The observation sheets for teachers and students can be seen on **Appendix 4** (page number 87-89). Furthermore, the experts' judgments were tabulated to determine the AIKEN index score (Aiken, 1985). The formula for the AIKEN index is as follows:

$$v = \sum n_1/[n(c - lo)]$$

Description:

$\sum n_1$: Total Score

n : Number Of experts

c : The highest number of scores

lo : The lowest score

Table 3.1 Criteria for content validity using the AIKEN index

Index Validity (V)	Interpretation
V > 0,8	Very Valid
0,4 < V ≤ 0,8	Moderate validity
V ≤ 0,4	Invalid

Source: Aiken, L. R. (1985).

Validity was conducted with experts, the experts were two lecturers from the English education study program and one lectures in the field of communication, namely: Dr. Afdaleni, M. Pd., M. Pd., Dr. Joni Alfino, M. Pd, and Yusuf Afandi, Lc., M. Sos. Based on the validation results from experts, the validity index scores obtained were V=0.9 and greater than

V>0.8. It was stated that this instrument was very valid and can be seen on **Appendix 5** (page number 90-116).

2. Interview

The interview used in this research was a semi-structured interview. A semi-structured interview was more flexible, allowing new questions to arise during the interview as a consequence of the interviewees' responses (Mashuri et al., 2022). The interview was validated using content validity. The interview was conducted to gather supporting data on the strategies that were used by teacher and students. Additionally, the interview was conducted to explore question number three, namely, to find out the reasons why the teacher and students choose those strategies in communication. The interview sheets for teachers and students can be seen on **Appendix 6** (page number 117-119).

Validity was conducted with experts, the experts were three lecturers from the English education study program, namely: Dr. Afdaleni, M. Pd., M. Pd., Dr. Joni Alfino, M. Pd, and Yusuf Afandi, Lc., M. Sos. Based on the results of the validation by experts with index validity V > 0,8, it was stated that this instrument was very valid and can be seen on **Appendix 7** (page number 120-140).

E. Technique of Data Collection

There are several procedures used to collect and manage the data in this research. The procedures were provided by (Miles & Huberman, 2014):

1. Agreement with research participants
   a. Agreement of how much time and effort would be involved

b. Agreement of types data collection would be involved (observation, interview, etc.)
c. Agreement of data confidentiality and anonymity
d. Agreement of the data review before the final reports
e. Agreement of the benefit that both participants and researcher would get

2. Collecting and Managing Data
   a. Making notes in field: recording and note taking
   b. Writing and transcribing the field notes
   c. Editing: correcting, extending, and revising field notes
   d. Coding: giving key word or tag to make it easier to locate the certain data
   e. Storage: keeping the data in organized data base
   f. Search and retrieval: locating the data and prepare them to be linked with other data
   g. Data linking: connecting and categorizing relevant data
   h. Memoing: writing reflective commentaries on certain data
   i. Content analysis: counting frequencies of the students' difficulties in interaction
   j. Data Display: writing the selected and reduced data
   k. Conclusion: interpret the displayed data and confirms finding
   l. Theory building: developing a systematic finding
   m. Graphic mapping: creating figure or matrix for the finding
   n. Preparing final report

The data collection technique described in Miles and Huberman's procedure involves several important steps to ensure effective and organized collection and management of data. First, an agreement was made with the research participants regarding the scope and types of data collection, as well as confidentiality and data review. Next, data was collected by making notes and transcribing them, followed by editing, coding, storage, search and retrieval, data linking, memoing, content analysis, and data display. The final step involved interpreting the data, building a theory, and creating a graphic map, before preparing the final report. This process ensured that the data was collected and managed efficiently, leading to reliable and valid results.

In collecting data, the researcher conducted observations and interviews at MTS TI Bulaan Kamba:

3. Observation

   The observations were conducted in the eighth-grade classes, namely: Class 8A, Class 8B, and Class 8C. In Class 8A, observations were conducted six times; in Class 8B, six times; and in Class 8C, seven times. During these observations, the researcher examined the strategies used by teachers and students in classroom interactions at MTS TI Bulaan Kamba. Additionally, the researcher used electronic media to record classroom activities in audio format.

4. Interview

   Interviews were conducted in Class 8A, Class 8B, Class 8C, as well as with the English teacher. In Class 8A, interviews were conducted six times; in Class 8B, six times; in Class 8C, seven times; and with the

English teacher, three times. The students who were interviewed were those who actively responded in English during class. Additionally, the researcher used electronic media to record the interviews.

F. Technique of Data Analysis

The data was be analyzed by using several steps (Miles & Huberman, 2014):

1. Data collection

   Data collection is part of the analytical process that runs in parallel with data reduction, data display and conclusion drawing within an interconnected cycle.

2. Data Condensation

   Data condensation refers to the step or process including selection, transformation, and simplification of interview transcripts data. In this step, data from interviews was filtered to find the relevant information to communication strategies.

3. Data Presentation / Display

   This step was done to organize or to compress data in visual form (e.g matrix, chart or table).

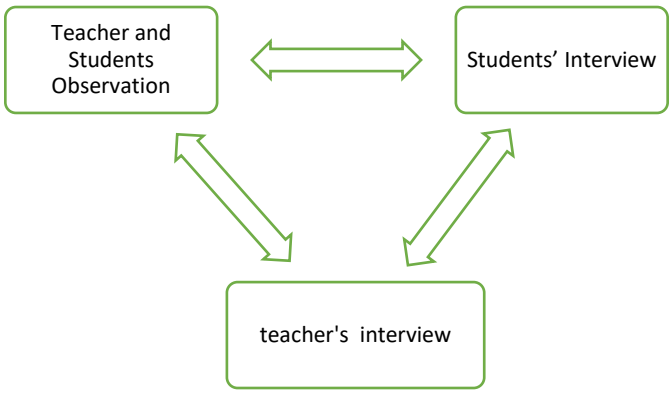
4. Drawing Conclusions / Verification

   Drawing conclusion was the final step in data analysis. At this stage, the researcher drew conclusions based on the data that has been collected.

G. Triangulation

Triangulation was qualitative cross-validation. It assess the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (Carter et al., 2014).

Figure 3.1 Triangulation



Based on the triangulation above, the researcher used the method triangulation type, in which the data obtained through observation was then cross-checked with interviews with teachers and students to ensure accurate results.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of Data

Based on the results of observations and interviews conducted at MTS TI Bulaan Kamba from April 10, 2025, to May 22, 2025, several strategies used by teacher and students in their interactions were identified. Observations were carried out six times in Class A and Class B, and seven times in Class C. Interviews were conducted the same number of times as the observations in each respective class. Additionally, interviews with the English teacher were conducted three times.

1. Communication strategies used by the teacher

There are several strategies employed by teacher and students in classroom interactions. To identify the communication strategies used by the teacher, observations and interviews were conducted. The data from the observation are presented in the following table:

a. Teacher observation data and teacher interview data

Table 4. 1. Communication strategies used by the teacher

Sub. Indicator	Communication strategies used by the teacher																			
	Class A							Class B							Class C							
	Meeting							Meeting							Meeting							
	1	2	3	4	5	6	T	1	2	3	4	5	6	T	1	2	3	4	5	6	7	T
Avoidance Strategies	V	V	V	V	V	V	6	V	V	V	V	V	V	6	V	V	V	V	V	V	V	7

Based on the results of the observation, there are avoidance strategies used by the teacher in communication. One of these strategies is message replacement, in which the teacher changes words into simpler ones to make it easier to convey the message to the students. This strategy is consistently used by the teacher in every meeting. Meanwhile, the interview data with the teacher show that:

Transcript interview 4.1. Teacher

Researcher	:	*Bagaimana cara ustadz berkomunikasi dengan Siswa dalam kelas?*
English teacher	:	*"Dalam berkomunikasi dengan siswa banyak strategi yang digunakan salah satunya: strategi pengurangan pesan, dalam strategi ini saya melakukan pengubahan kata menjadi kata yang lebih mudah untuk saya sampaikan kepada siswa selain itu saya juga tidak menggunakan kalimat yang terlalu panjang sehingga siswa dapat memahami".*

Based on the results of observations and interviews, it was found that the teacher uses avoidance strategies when communicating with students. One form of this strategy is message replacement, which involves substituting difficult words with simpler ones to make them easier for students to understand. This strategy is applied consistently in every lesson. In addition, the interview results also revealed that the teacher uses message reduction strategies, which involve simplifying the delivery of material by avoiding long sentences, so that students can more easily comprehend the English used in the classroom.

Table 4. 2. Communication strategies used by the teacher

Sub. Indicator	Communication strategies used by the teacher																				
	Class A							Class B							Class C							
	Meeting							Meeting							Meeting							
	1	2	3	4	5	6	T	1	2	3	4	5	6	T	1	2	3	4	5	6	7	T
Achievement or compensatory strategies	V	V	V	V	V	V	6	-	V	V	V	V	V	6	-	V	V	V	V	V	V	7

Based on the results of the observation, achievement or compensatory strategies were found to be used by the teacher in communication. Within achievement or compensatory strategies, the teacher was found to use techniques such as circumlocution, nonverbal signals, approximation, exemplification, non-cooperative, Cooperative, and formal reduction. In the first meeting of class B, the teacher did not use the non-cooperative strategy from the seven available strategies. Similarly, in the first meeting of class C, the teacher did not use the exemplification and non-cooperative strategies from the seven available strategies. Meanwhile, the interview data with the teacher show that:

Transcript interview 4.2. Teacher

Researcher : *Bagaimana tindakan ustadz jika saat sedang berkomunikasi dengan siswa tiba-tiba ustadz lupa dengan kosa kata yang akan ustadz sampaikan?*

English teacher : *"Jika sedang berkomunikasi dengan siswa namun saya lupa dengan kosa kata yang akan*

saya sampaikan maka saya akan menggunakan kata berdasarkan fungsinya, atau bahasa tubuh sehingga pembicaraan saya terus berlanjut".

Based on the results of the observation, the teacher used achievement or compensatory strategies when communicating with students, which included circumlocution, nonverbal signals, approximation, exemplification, non-cooperative, cooperative, and formal reduction. However, in the first meeting of class B, the teacher did not use the non-cooperative strategy, and in the first meeting of class C, the teacher did not use the exemplification and non-cooperative strategies. The interview data supports these findings, in which the teacher explained that when forgetting a vocabulary item during communication, they used alternative words based on function or utilized body language (nonverbal signals) to maintain the flow of communication.

Table 4. 3. Communication strategies used by the teacher

Sub. Indicator	Communication strategies used by the teacher																				
	Class A							Class B							Class C							
	Meeting							Meeting							Meeting							
	1	2	3	4	5	6	T	1	2	3	4	5	6	T	1	2	3	4	5	6	7	T
L1-based strategies	V	-	V	V	V	V	6	V	V	V	V	V	V	6	V	V	V	V	V	V	V	7

Based on the results of the observation, L1-based strategies were found to be used by the teacher in communication. These strategies include foreignizing and transliteration. However, in the second

meeting of class A, the teacher did not use the foreignizing and transliteration strategies from the seven available strategies. Meanwhile, the interview data with the teacher show that:

Transcript interview 4.3. Teacher

Researcher	:	*Seperti apa ustadz cara untuk tetap mempertahankan Bahasa inggris dalam berkomunikasi?*
English teacher	:	*"Dalam berkomunikasi dengan siswa dikelas saya lebih dominan untuk menggunakan Bahasa inggris selain itu saya juga melakukan perpindahan Bahasa yang fokus dengan bunyi, seperti meminta siswa mengucapkan basmallah dan Alhamdulillah".*

Based on the results of the observation, the teacher used L1-based strategies in communicating with students, which included foreignizing and transliteration strategies. However, in the second meeting of class A, the teacher did not use either of these strategies. Interview data indicated that the teacher consistently attempted to maintain the dominant use of English in the classroom, but occasionally engaged in code-switching focused on pronunciation, such as asking students to recite Arabic expressions like *basmallah* and *Alhamdulillah*. This demonstrates the integration of the first language (L1) into communication as part of the teaching strategy.

Based on the observations and interview results, it was found that the teacher employed a variety of strategies when interacting with students. Among these strategies, three main indicators were identified: avoidance strategies, achievement or compensatory strategies, and L1-based strategies. In addition, the researcher identified several other strategies used by the teacher during

classroom interaction, including negotiation for meaning, guiding students on how to respond, using both English and Indonesian, selecting specific students to respond, and encouraging students to be more active. The interview with the teacher also revealed that"*Saya menggunakan negosiasi makna dengan siswa disaat ada kekeliruan dengan kosa kata yang disampaikan oleh siswa*".

2. Communication strategies used by the students

   a. Students observation data and students interview data

      There are several strategies employed by students in classroom interactions. To identify the communication strategies used by the students, observations and interviews were conducted. The data from the observations are presented in the following table:

Table 4.5. Communication strategies used by the students

Sub. Indicator	Communication strategies used by the students																				
	Class A							Class B							Class C						
	Meeting							Meeting							Meeting						
	1	2	3	4	5	6	T	1	2	3	4	5	6	T	1	2	3	4	5	6	7	T
Avoidance Strategies	V	V	V	V	V	V	6	V	V	V	V	V	V	6	V	V	V	V	V	V	V	7

Based on the results of the observation, avoidance strategies were found to be used by students in communication. These avoidance strategies included message replacement and message abandonment. In message replacement, students modified words into simpler forms to make them easier to express. In addition,

students also used message abandonment, in which they chose to remain silent when they did not know what to say. Both message replacement and message abandonment were consistently used by students in every meeting. Meanwhile, the interview data with the students show that:

Transcript interview 4.5. Students

Researcher : *Bagaimana cara anda berkomunikasi dalam kelas?*
Students : *"Dalam berkomunikasi di kelas ada beberapa cara yang saya lakukan seperti mengurangi pembicaraan yang panjang karena keterbatasan kosa kata dan terkadang juga memilih untuk diam jika tidak tahu apa yang akan disampaikan".*

Based on the results of the observation, students employed avoidance strategies in classroom communication, particularly message replacement and message abandonment. In message replacement, students substituted difficult words with simpler ones to make them easier to express. Meanwhile, message abandonment was evident when students chose to remain silent upon not knowing what to say. These two strategies were consistently used by students in every meeting. This finding is supported by the interview results, in which students admitted that they often simplified their speech due to limited vocabulary and chose to remain silent when they had difficulty conveying their message.

Table 4.6 Communication strategies used by the students

Sub. Indicator	Communication strategies used by the students																				
	Class A							Class B							Class C							
	Meeting							Meeting							Meeting							
	1	2	3	4	5	6	T	1	2	3	4	5	6	T	1	2	3	4	5	6	7	T
Achievement or compensatory strategies	V	V	V	V	V	V	6	V	V	V	V	V	V	6	V	V	V	V	V	V	V	7

Based on the results of the observation, achievement or compensatory strategies were found to be used by students in communication. These strategies included circumlocution, literal translation, stalling or time-gaining strategies, paraphrasing, and appeal for assistance. All of these strategies were consistently used by students during interaction. Meanwhile, the interview data with the students show that:

Transcript interview 4.6. Students

Researcher : *Bagaimana cara anda jika dalam berkomunikasi anda lupa atau tidak tahu dengan kosa kata yang akan anda sampaikan sementara di kelas itu ada teman anda?*

Students : *"Jika saya sedang berkomunikasi namun saya tidak tahu dengan kosa kata yang akan saya sampaikan maka saya akan bertanya kepada teman di samping saya atau kepada teman yang lain. Selain itu saya juga menggunakan fillers sehingga pembicaraan saya terus berlanjut".*

Based on the results of the observation, students employed achievement or compensatory strategies in communication, which included circumlocution, literal translation, stalling or time-gaining strategies, paraphrasing, and appeal for assistance. These strategies were consistently observed in every classroom interaction. The interview findings supported these observations, with students explaining that when they experienced difficulties recalling or knowing certain vocabulary, they would ask for help from their peers (appeal for assistance) and use fillers to maintain the flow of communication (stalling or time-gaining strategies).

Based on the observations and interview results, it was found that students employed various strategies in their interactions. Among these, two main indicators were identified: avoidance strategies and achievement or compensatory strategies. In addition, the researcher identified other strategies used by students during interaction, such as negotiation for meaning and the use of both English and Indonesian. The interview results with the students also revealed that“Saya menggunakan negosiasi makna dengan guru disaat ada kekeliruan dengan kosa kata yang akan disampaikan dan saya terkadang juga menggunakan Bahasa indonesia”.

3. The reason why the teacher and students choose those strategies in communication

Based on the results of interviews with teacher and students, several reasons were found for why they use certain communication strategies. These strategies can be seen in the table below:

a. Reason by the teacher

Table 4.9

Reason by the teacher used strategies in communication

Sub. Indicator	Reason by the teacher
Avoidance strategies	1. (Message replacement). This approach is particularly useful in interactions where doubt arises regarding the speaker's explanation, helping to avoid misunderstandings in communication.

Based on the interview results above, avoidance strategies were used by the teacher in communicating with students. These avoidance strategies included message replacement.

Table 4.10
Reason by the teacher used strategies in communication

Sub. Indicator	Reason by the teacher
Achievement or compensatory strategies	1. (Circumlocution). This strategy can serve as a temporary bridge before the learner fully acquires the correct L2 vocabulary, while still remaining actively engaged in communication. 2. (Nonverbal signals). These non-verbal cues are frequently used by the teacher, as they help facilitate the delivery of material and make it easier to ask questions.

	3. (Approximation). This strategy is beneficial in interaction because using words along with their functions allows the listener to form a brief definition of what they hear, making communication clearer and more efficient. 4. (Exemplification). This strategy seems to aim at training students to become accustomed to listening to English. 5. (Non-cooperative). The main purpose of this interruption is to help the student continue speaking without needing a long pause to search for vocabulary. 6. (Cooperative). This strategy emphasizes encouraging students to get used to speaking English with the teacher or with their classmates in the classroom. 7. (Formal reduction). This approach is intended to help students better understand the messagestrategy helps the teacher avoid interruptions while speaking and facilitates smoother interaction, allowing the conversation with the students to flow continuously.

Based on the interview results above, achievement or compensatory strategies were used by the teacher in communicating with students. The identified strategies within this category include circumlocution, nonverbal signals, approximation, exemplification, non-cooperative, cooperative, and formal reduction.

Table 4. 11
Reason by the teacher used strategies in communication

Sub. Indicator	Reason by the teacher
L1-based strategies	1. (Transliteration). In this case, both the teacher and the students recite them, indicating that the teacher's language switching is focused more on the sound of the phrases rather than their meaning.

Based on the interview results above, L1-based strategies were used by the teacher in communicating with students. Within these L1-based strategies, the identified strategy is transliteration.

The findings reveal that the teacher employed a range of communication strategies to support effective classroom interaction and enhance student understanding. Avoidance strategies such as message replacement were used to simplify language and prevent misunderstandings. Achievement or compensatory strategies included circumlocution, allowing continued engagement despite limited vocabulary; nonverbal signals to aid material delivery and questioning; approximation to clarify meaning; exemplification to build listening habits; non-cooperative strategies to reduce student hesitation;

cooperative strategies to encourage English use in peer and teacher interactions; and formal reduction to maintain conversational flow and clarity. Additionally, within L1-based strategies, transliteration was used, focusing more on pronunciation than meaning, especially during the recitation of specific phrases. Overall, these strategies reflect the teacher's adaptive approach to fostering effective communication and supporting language learning in the classroom.

b. Reason by the students

Table 4.13
Reason by the students used strategies in communication

Sub. Indicator	Reason by the students
Avoidance Strategies	1. (Message replacement). This approach is particularly useful in interactions where doubt arises regarding the speaker's explanation, helping to avoid misunderstandings in communication. 2. (Message abandonment). In this strategy, the student chooses to remain silent because they are unable to express themselves in English.

Based on the interview results above, avoidance strategies were used by the students in communication. These avoidance strategies include message replacement and message abandonment.

Table 4.14

Reason by the students used strategies in communication

Sub. Indicator	Reason by the students
Achievement or compensatory strategies	1. (Circumlocution). This strategy is helpful when students face challenges in expressing themselves. When choosing words, students tend to use familiar vocabulary or words that are close in meaning. 2. (Literal translation). They students make mistakes because they rely too heavily on the structure of their first language, which can lead to incorrect word order in English. 3. (Stalling or time gaining strategies). This strategy is often used without asking for help from classmates or the teacher, as students try to find the words on their own. 4. (Appeal for assistance).This strategy is used when students struggle to recall a specific word they want to express. When a student asks for a word, the conversation partner usually provides the vocabulary.

Based on the interview results above, Achievement or compensatory strategies were used by the students in communication.

These Achievement or compensatory strategies include circumlocution, literal translation, Stalling or time gaining strategies, Appeal for assistance.

The findings indicate that students employed various communication strategies to overcome difficulties in expressing themselves in English. Among the avoidance strategies, message replacement was used to simplify language and prevent misunderstandings, while message abandonment occurred when students chose to remain silent due to an inability to express their thoughts. In terms of achievement or compensatory strategies, circumlocution allowed students to use familiar or closely related vocabulary when facing challenges in expression. However, literal translation often led to grammatical errors due to interference from the students' first language. Stalling or time-gaining strategies were also commonly used, as students attempted to recall vocabulary independently without seeking help. When these efforts failed, students resorted to appeal for assistance, asking peers or the teacher for the appropriate word. These strategies highlight students' active efforts to maintain communication despite their linguistic limitations.

B. Finding

This section presents an analysis of the data previously described in the descriptive data above. To answer the research questions, which consist of three questions, namely: First, what are communication strategies used by teacher? Second, what are communication strategies used by students? Third, why the teacher and students choose those strategies in communication? To answer the first research question, based on the field observations and

interviews, the English teacher used several strategies in communicating with the students. These strategies are as follows:

1. Communication strategies used by the teacher
    a. Avoidance Strategies
        (1) Message replacement

            This strategy was used by the teacher during interactions with students. It typically occurs when the teacher seems to forget a specific vocabulary item and instead uses another word to explain the intended meaning. This allows the teacher to continue speaking without a long pause in the ongoing conversation with the students.

    b. Achievement or Compensatory Strategies
        (1) Circumlocution

            This strategy was used by the teacher in communicating with students in the classroom when the teacher cannot remember or does not know a certain word in English but still wants to convey the message or meaning to the students without pausing the conversation by providing a longer explanation.

        (2) Nonverbal Signals

            This strategy was used by the teacher uses body movements while interacting with students. These movements typically include hand gestures, facial expressions, eye contact, and head movements. The teacher uses these gestures both when explaining

the lesson and when engaging in dialogue with students in the classroom.

(3) Approximation

This strategy was used by the teacher provides explanations or questions that are guided by their function. This helps the teacher deliver information more effectively to the students. Additionally, students tend to understand the teacher's message more quickly.

(4) Exemplification

This strategy was used by the teacher in communicating with students in the classroom when the teacher provides concrete examples to explain words, concepts, or language structures that are difficult for students to understand.

(5) Non-cooperative

This strategy was used by the teacher interrupts the student's speech during classroom interaction. This is done when the student experiences hesitation in finding the appropriate vocabulary to express themselves. Such situations often require a long pause as the student tries to think of the right words to say.

(6) Cooperative

This strategy was used by the teacher listens to the student's answer or question without interrupting their speech. The teacher makes an effort not to interrupt, even when the student faces difficulties with vocabulary. Instead, the student is given time to

search for the appropriate word before continuing their speech, even if it requires a relatively long pause.

(7) Formal reduction

This strategy was used by the teacher to simplify grammatical structures or sentence forms, for example by omitting formal elements, while still ensuring that the message is understood.

c. L1-Based Strategies

(1) Transliteration

This strategy was used by the teacher performs language switching that is primarily focused on sound. Before starting the lesson, the teacher instructs the students to pray first, followed by delivering a motivational phrase that begins with the recitation of basmallah.

Based on the findings, it can be concluded that the teacher employs various communication strategies to maintain effective interaction with students in the classroom. These strategies are grouped into three main categories: Avoidance Strategies, Achievement or Compensatory Strategies, and L1-Based Strategies. Under Avoidance Strategies, the teacher uses Message Replacement to substitute unfamiliar vocabulary with simpler alternatives, allowing communication to continue without interruption. In Achievement or Compensatory Strategies, the teacher applies Circumlocution, Nonverbal Signals, Approximation, Exemplification, Non-cooperative,

Cooperative, and Formal Reduction. These strategies help the teacher convey meaning clearly, assist students during hesitation, encourage fluency, and simplify complex language structures. Additionally, under L1-Based Strategies, the teacher uses Transliteration, such as incorporating familiar native language expressions focused on sound (e.g., Basmallah), which supports engagement and comprehension. Overall, these strategies demonstrate the teacher's efforts to overcome language barriers and facilitate smooth, meaningful classroom interaction.

To answer the second research question, based on the field observations and interviews, the students used several strategies in communicating with the English teacher. These strategies are as follows:

2. Communication strategies used by the students

   a. Avoidance Strategies

      (1) Message replacement

      This strategy was used by the students when they seem to forget a specific vocabulary item and instead use another word to convey the intended meaning. This allows them to continue speaking without a long pause in the ongoing conversation with the teacher and their classmates.

      (2) Message abandonment

      This strategy was used by the students in communicating with students and teacher in the classroom when the students cannot remember or does not know a certain word in English but still wants to convey the message or meaning to the students and

teacher without pausing the conversation by providing a longer explanation.

b. Achievement or compensatory strategies

(1) Circumlocution

In this strategy, when students are speaking English with the teacher and suddenly forget or feel unsure about the words they want to say, they use fillers to create a pause while they think. These pauses allow students to organize their thoughts before continuing the conversation. Common fillers used by students include sounds like “ooooooo” or “mmmmm,” which signal that they are thinking about what to say next.

(2) Literal translation

This strategy was used by the students when communicating with the teacher and their classmates in the classroom, especially when they translate words or sentences directly or word-for-word from their first language (L1) into English, without paying attention to the correct structure or grammar in English.

(3) Stalling or time gaining strategies

This strategy was used by the students when communicating with the teacher and classmates in the classroom, particularly when they began to express a message but then stopped or abandoned it midway due to difficulty in finding the right vocabulary or constructing a sentence in English.

(4) Appeal for assistance

This strategy was used by the students when communicating with their classmates or with their English teacher. During a conversation, if a student forgets a word they want to say, they ask their conversation partner for help in finding the correct vocabulary.

Based on the observations and interviews, students used various communication strategies in the classroom. In Avoidance Strategies, they used Message Replacement when they forgot a word and chose a simpler one, and Message Abandonment when they stayed silent because they didn't know what to say. In Achievement or Compensatory Strategies, students used Circumlocution by using sounds like "uh" or "mmm" to give themselves time to think. They also used Literal Translation by translating directly from their first language, even if the grammar was wrong. Some students used Stalling when they paused or gave up mid-sentence, and others used Appeal for Assistance by asking classmates or the teacher for help. These strategies helped students continue speaking and stay engaged in English communication.

To answer the third research question, based on the field interviews and observations, there are several reasons why the English teacher chooses to use that strategy. These reasons are as follows:

3. Reason by the teacher used strategies in communication

    a. Avoidance Strategies

        (1) Message replacement

            Because this strategy helps the teacher convey the message even when they forget or do not know a certain word in English. By replacing difficult words with simpler or more familiar ones, the teacher can continue the explanation without long pauses or confusion.

    b. Achievement or compensatory strategies

        (1) Circumlocution

            Because this strategy allows the teacher to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students.

        (2) Nonverbal signals

            Because body movements, facial expressions, hand gestures, or eye contact can help clarify the meaning of the message being conveyed.

        (3) Approximation

            Because this strategy allows the teacher to convey an idea or message by using a word that is similar to or closely related in meaning to the intended word.

(4) Exemplification

Because this strategy helps students understand difficult words, concepts, or language structures more easily through the use of concrete examples.

(5) Non-cooperative

Because it helps students keep speaking without pausing too long when they have difficulty expressing a word or sentence.

(6) Cooperative

Because it encourages students to be more confident and get used to speaking in English.

(7) Formal reduction

Because it simplifies the form of English used, making it easier for students to understand.

c. L1-based strategies

(1) Transliteration

Because it helps integrate elements of the first language (L1), especially in terms of pronunciation, into English language learning.

The teacher used various communication strategies to support classroom interaction. In Avoidance Strategies, the teacher used Message Replacement to keep explaining when forgetting a word by using simpler terms. Under Achievement or Compensatory Strategies, the teacher applied Circumlocution to describe unknown words, Nonverbal Signals to clarify meaning through gestures, and Approximation to use similar words when exact terms were

forgotten. Exemplification helped explain difficult concepts with examples, while Non-cooperative and Cooperative strategies kept students engaged and speaking confidently. Formal Reduction was used to simplify language for easier student understanding. Lastly, in L1-based Strategies, the teacher used Transliteration to connect English with the students' first language, especially in pronunciation. These strategies aimed to ensure effective communication and support students' learning in the classroom.

4. Reason by the students used strategies in communication

   a. Avoidance Strategies

      (1) Message replacement

      Because this strategy helps the students convey the message even when they forget or do not know a certain word in English. By replacing difficult words with simpler or more familiar ones, the students can continue the explanation without long pauses or confusion.

      (2) Message abandonment

      Because they forget the vocabulary or feel that the message is too difficult for students to understand. In such situations, the students chooses to stop or abandon certain parts of the message they intended to convey and switches to another explanation that is easier for students to understand.

b. Achievement or compensatory strategies

(1) Circumlocution

Because this strategy allows the students to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students.

(2) Literal translation

Because it helps students understand the meaning of a word or sentence by directly translating it from English to their first language (L1), especially when students seem to have difficulty understanding the context.

(3) Stalling or time gaining strategies

Because they needed time to think of the correct word or sentence structure in English. This strategy helped them avoid complete silence or an abrupt stop in the conversation.

(4) Appeal for assistance

Because they had difficulty remembering or finding the correct word in English. In this situation, students would ask their classmates to say or explain the word they meant.

Students used different communication strategies to help them express ideas in English. For Message Replacement, they used simpler words when they forgot the right one. With Message Abandonment, they stopped explaining if the message felt too hard. In Circumlocution, they described a word using other words they knew. Literal Translation helped them understand

by translating directly from their first language. They used Stalling to give themselves time to think. Lastly, with Appeal for Assistance, they asked friends for help when they couldn't remember a word. These strategies helped students keep talking and stay involved in classroom communication.

C. Discussion

This research is about communication strategies employed by teacher and students in enhancing English classroom interaction at the eighth grade of MTS TI Bulaan Kamba. Interaction is a process in which two or more individuals, groups, or elements influence or communicate with one another. Interactions can occur in various contexts, such as social, physical, or technological. In general terms, interaction involves interconnected actions and reactions, which can lead to changes, responses, or relationships among the parties involved. Interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on one another. As the conclusion, interaction is a process of mutual influence and communication between two or more parties, involving the exchange of thoughts, feelings, or ideas, and resulting in reciprocal effects in various contexts(McKay & Brown, 2000).

A communication strategy is a plan for how to communicate with a target audience. Communicative strategy is the process of transfer and the context of learning as a learner tries to get a message through to a hearer or reader(McKay & Brown, 2000). To some extent, we may determine some linguistic forms not available to the learner at that point of communication. Then communicative strategies can act as the conscious employment of verbal or nonverbal

mechanisms for communicating an idea. Brown's definition of communicative approach can help us to reflect on what strategies have been used by a speaker through the analysis of errors. As the conclusion, communication strategies are processes to transfer material, ideas by the teachers to students through strategies.

This study presents three main findings, first what are communication strategies used by teacher? In this study, it was found that the teacher used a strategy in communicating with students in the classroom, Avoidance Strategies: (Message replacement), this strategy was used by the teacher when the teacher seems to forget a specific vocabulary item and instead uses another word to explain the intended meaning. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Celce Murcia, Zoldan Dornyei, 1995). Achievement or compensatory strategies: (Circumlocution), this strategy was used by the teacher when explains or describes the word using other words that are simpler or more familiar to the students. (Nonverbal signals), this strategy was used by the teacher uses body movements while interacting with students. (Approximation), this strategy was used by the teacher provides explanations or questions that are guided by their function. (Exemplification), this strategy was used by the teacher in communicating with students in the classroom when the teacher provides concrete examples to explain words, concepts, or language structures that are difficult for students to understand. (Non-cooperative), this strategy was used by the teacher interrupts the student’s speech during classroom interaction. (Cooperative), this strategy

was used by the teacher listens to the student's answer or question without interrupting their speech. (Formal reduction), this strategy was used by the teacher to simplify grammatical structures or sentence forms, for example by omitting formal elements, while still ensuring that the message is understood. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Celce Murcia, Zoldan Dornyei, 1995), (McKay & Brown, 2000), (Faerch & Kasper, 1983). Ketiga, L1-based strategies: (Transliteration), this strategy was used by the teacher performs language switching that is primarily focused on sound. Transliteration is referred to as one of the communication strategies used by English as a Foreign Language (EFL) learners to overcome linguistic gaps in spoken interactions (Zerrouki, 2020).

Second, what are communication strategies used by students? In this study, it was found that the students used a strategy in communicating with the teacher and students in the classroom, Avoidance Strategies: (Message replacement), this strategy was used by the students when the students seems to forget a specific vocabulary item and instead uses another word to explain the intended meaning. (Message abandonment), this strategy was used by the students in communicating with students and teacher in the classroom when the students cannot remember or does not know a certain word in English but still wants to convey the message or meaning to the students and teacher without pausing the conversation by providing a longer explanation. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language

learners (Celce Murcia, Zoldan Dornyei, 1995).Achievement or compensatory strategies. (Circumlocution), In this strategy, when students are speaking English with the teacher and suddenly forget or feel unsure about the words they want to say, they use fillers to create a pause while they think. (Literal translation), this strategy was used by the students when communicating with the teacher and their classmates in the classroom, especially when they translate words or sentences directly or word-for-word from their first language (L1) into English, without paying attention to the correct structure or grammar in English. (Stalling or time gaining strategies), this strategy was used by the students when communicating with the teacher and classmates in the classroom, particularly when they began to express a message but then stopped or abandoned it midway due to difficulty in finding the right vocabulary or constructing a sentence in English. (Appeal for assistance), this strategy was used by the students when communicating with their classmates or with their English teacher. During a conversation, if a student forgets a word they want to say, they ask their conversation partner for help in finding the correct vocabulary. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Celce Murcia, Zoldan Dornyei, 1995), (McKay & Brown, 2000), (Faerch & Kasper, 1983).

Third, why the teacher and students choose those strategies in communication? Reason by the teacher used Avoidance Strategies: (Message replacement), because this strategy helps the teacher convey the message even when they forget or do not know a certain word in English. By replacing

difficult words with simpler or more familiar ones, the teacher can continue the explanation without long pauses or confusion. Achievement or compensatory strategies: (Circumlocution), because this strategy allows the teacher to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students. (Nonverbal signals), because body movements, facial expressions, hand gestures, or eye contact can help clarify the meaning of the message being conveyed. (Approximation), because this strategy allows the teacher to convey an idea or message by using a word that is similar to or closely related in meaning to the intended word. (Exemplification), because this strategy helps students understand difficult words, concepts, or language structures more easily through the use of concrete examples. (Non-cooperative), because it helps students keep speaking without pausing too long when they have difficulty expressing a word or sentence. (Cooperative), because it encourages students to be more confident and get used to speaking in English. (Formal reduction), because it simplifies the form of English used, making it easier for students to understand. L1-based strategies: (Transliteration), because it helps integrate elements of the first language (L1), especially in terms of pronunciation, into English language learning.

Reason by the students used Avoidance Strategies: (Message replacement), because this strategy helps the students convey the message even when they forget or do not know a certain word in English. By replacing difficult words with simpler or more familiar ones, the students can continue

the explanation without long pauses or confusion. (Message abandonment), because they forget the vocabulary or feel that the message is too difficult for students to understand. In such situations, the students chooses to stop or abandon certain parts of the message they intended to convey and switches to another explanation that is easier for students to understand. Achievement or compensatory strategies: (Circumlocution), because this strategy allows the students to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students. (Literal translation), because it helps students understand the meaning of a word or sentence by directly translating it from English to their first language (L1), especially when students seem to have difficulty understanding the context. (Stalling or time gaining strategies), because they needed time to think of the correct word or sentence structure in English. This strategy helped them avoid complete silence or an abrupt stop in the conversation. (Appeal for assistance), because they had difficulty remembering or finding the correct word in English. In this situation, students would ask their classmates to say or explain the word they meant.

The implementation of communication strategies between teachers and students in the use of English makes the learning process more effective and interactive. These strategies enable teachers to deliver material in a way that is easier to understand, while also helping students overcome language difficulties and build their confidence in communication. Furthermore, communication strategies strengthen the relationship between teachers and students, create a positive learning atmosphere, and encourage active student

participation in using English. Overall, communication strategies play an important role in improving students' English language skills and fostering a supportive learning environment for their development.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the conclusion of the research and the discussion in the previous chapter, it can be concluded that:

1. The strategy used by the teacher in communicating with the students are: (Avoidance Strategies): Message replacement. (Achievement or compensatory strategies): Circumlocution, Nonverbal signals, Approximation, ExemplificationNon-cooperative, Cooperative, Formal reduction. (L1-based strategies): Transliteration.
2. The strategy used by the students in communicating with the teacher and students are: (Avoidance Strategies): Message replacement, Message abandonment. (Achievement or compensatory strategies): Circumlocution, Literal translation, Stalling or time gaining strategies, Appeal for assistance.
3. The reason the teacher using communication strategies for teachers in English language learning is to deliver lessons more effectively and ensure that students can understand the material clearly. By applying these strategies, teachers can simplify complex language, clarify instructions, and maintain student attention and participation. Communication strategies also help teachers to manage the classroom more efficiently, address individual learning needs, and create a supportive atmosphere that encourages students to engage with the language. Ultimately, these strategies aim to improve students'

comprehension and confidence in using English. Students use communication strategies in English language learning to help them express ideas, ask questions, and participate in classroom interactions, even when they have limited vocabulary or language skills. These strategies allow students to overcome difficulties in understanding or producing English by using gestures, paraphrasing, or asking for clarification. By using communication strategies, students can build confidence, stay engaged in learning, and gradually improve their speaking and listening abilities. It also helps them become more independent and active in the learning process.

B. Implication

The use of effective communication strategies between teachers and students in the classroom can significantly enhance student engagement, improve comprehension, and foster a more interactive learning environment. When teachers employ strategies such as asking open-ended questions, providing constructive feedback, using gestures, or simplifying language, students tend to become more confident in expressing their ideas and participating in classroom discussions.

C. Suggestions

Based on the above conclusion, the researcher would like to offer the following suggestions to several parties, including English teachers, students, and future researchers.

1. The English teacher: Teacher can determine the appropriate strategies so that interactions with students in using English can be more effective.

2. The students: Students can choose the strategies that are suitable for building confidence in interacting in English.
3. The researcher: The researcher can also apply communication strategies with students in English so that interactions can be effective.

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