

## AN ANALYSIS OF COMMUNICATION STRATEGIES USED BY THE LECTURERS IN MEDITERRANEAN DENPASAR BALI

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### ABSTRAK

Strategi dalam berkomunikasi sangat penting terutama dalam mengajar bahasa asing demi tercapainya tujuan belajar dengan baik. Oleh karena itu, penelitian ini bertujuan untuk mengetahui jenis-jenis strategi komunikasi yang digunakan oleh dosen bahasa Inggris Mediterranean, jenis-jenis strategi komunikasi yang paling sering digunakan beserta alasannya. Penelitian ini dianalisis menggunakan teori dari Tarone & Dornyei (1980) dan Scott (1997). Data di peroleh dengan cara merekam proses pembelajaran di kelas, Wawancara kepada subjek mengenai alasan penggunaan strategi tertentu selama mengajar, Kemudian Penyebaran kuisioner yang mendukung hasil temuan. Hasil penelitian menunjukkan bahwa dosen Bahasa Inggris Kampus Mediterranean menerapkan 29 jenis strategi komunikasi dari 34 jenis strategi komunikasi secara keseluruhan. Ada lima strategi teratas yang digunakan oleh para dosen. Strategi pertama adalah *appeal for help* (15,41%), yang kedua *mumbling* (14,18%), yang ketiga adalah *code switching* (12,46%). *Asking for clarification* (12,27%) dan *asking for confirmation* (5,23%) berada pada urutan keempat dan kelima. Hasil penelitian ini menunjukkan bahwa ketiga subjek cenderung melakukan diskusi di kelas, mengalihkan bahasa serta role play dimana siswa dapat bermain peran. Penggunaan strategi tertentu bergantung pada materi yang diberikan, kebutuhan dan keinginan siswa juga dapat menjadi pertimbangan mereka.

### ABSTRACT

Communication strategy is very important in order to achieve learnin goal especially in teaching foreign language.This research aimed to find out the types of communication strategy used by Mediterranean English lecturers, the types of communication strategies that are most often used and their reasons. This study was analyzed based on Tarone (1980) and Dornyei and Scott (1997) theories. The data was obtained by recording the learning process in the classroom; interviewing the subject regarding the reasons for using certain strategies during teaching; then distributing questionnaires that supported the findings. The result of this study showed that the English lecturers of Mediterranean College applied 29 types of communication strategy from 34 types of communication strategy overall. There were five top strategies used by the lecturers. They were appeal for help (15.41%), the second was mumbling (14.18%), code-switching (12.46%) was the third. Asking for clarification (12.27%) and asking for confirmation (5.23%) were the fourth and the fifth. The results of this study indicate that the three subjects tend to have discussions in class, transfer language and role play where students can play roles. The use of certain strategies depends on the material provided, the needs and desires of students can also be considered by them.

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## 1. Introduction

Communication by language is used in the learning process to achieve the goal of learning. Generally, learning is a process of getting new experience, knowledge, behavior, and skill in order to have a permanent change of students. The process of experience and discovery leads them to a new understanding of the world and enables people to apply the acquired knowledge in a new situation (Wakefield, 1996). In this case, discovering new experience needs a tool to deliver and respond message as a process of acquiring knowledge because students who do learning process will transform data from experiences into organized information by language. Moreover, Lecturer as a source of information has a very important role in communication. Lecturer uses language to deliver idea and also shares experience in teaching students.

In order to achieve the goals of learning, it is clear that both Lecturer and students utilize language in the process of learning to achieve learning goal especially, Lecturer as an educator. Educator can play an important role in conveying communication strategies to students and thereby assisting them to practice the target language (Avval, 2012). It means that the way of Lecturers in communicating their language in teaching takes a very important role because the success of delivering message to the students depends on the Lecturers' communication strategies moreover the students learn about foreign language. In order to be successful in communication, good strategies are needed (Mahmud, 2017). By using a specific and appropriate strategy in a communication, it eases students to grasp the target language because teaching foreign language in Indonesia is not as easy as teaching second language. It is possible that students do not understand every single word delivered by the Lecturers. Dornyei in (Syamsudin, 2015) states that people can communicate in mother language and also target language effectively with only 100 words, then people will use their hand, imitate the sound or mix language for the word that they do not know. That is why strategies are needed in communication, especially in the success of learning process. Communication strategy is generally used in every organization as a purpose to convey messages effectively. It is actually similar with the roles of lecturers to convey material in the learning process to the students since lecturer is also an educator. One of colleges who pays attentions to the success of learning process is Mediterranean Bali.

Mediterranean Bali is one of colleges which produces high quality labor to work in tourism sector, especially Hotel and Cruise Line Training Center. Mediterranean Bali has 4 branches spreading across Bali Island, namely Denpasar, Bangli, Karangasem, and Singaraja. In the preparation of competent personnel, Mediterranean Bali has applied the ASEAN curriculum fully based on competence balanced with adequate skill and knowledge since 2014. Mediterranean Bali has two kinds of programs; that are Certificate 3 Hotel and Cruise line program and also Certificate 4 Hotel and Cruise Line program. Program of Certificate 3 Hotel and Cruise line is given for students who want to have 1 year program and this program is set to produce competent labor or employee and ready-to-use in the hospitality industry, both national and international level. In addition, Mediterranean has Program of Certificate 4 Hotel and Cruise Line. This program is actually established for 2 years.

Considering the case above, the communication strategies used by the lecturers in the learning process is interested to be investigated in order to know the strategies used by the lecturers in the learning process. Furthermore, some strategies that are frequently used is also observed and find out the reason of why the lecturer decides to use them. This research was conducted in Mediterranean Bali, especially in Mediterranean Denpasar Bali or the central campus. The subjects of this study were 2 lecturers who teaches English at the college. By determining two lecturers as the respondent of this study, it is expected that the study is appropriate and has a good result as comparison to strengthen the result of this research. So that, there were three research problems that explored in this research, those were: What types of communication strategies are used by the lecturers of Mediterranean Denpasar?; Which strategy is mostly used by the lecturers of Mediterranean Denpasar?; and Why do the lecturers implement such types of communication strategies in teaching English?.

## 2. Method

This study was descriptive qualitative research. (Fraenkel, J. R. & Wallen, 2003) said that qualitative research is research study investigating the quality or relationship, activities, situation and materials. The emphasis of qualitative research is on holistic description, describing all of what goes on particular activity in detail. From those statements, it can be concluded that a qualitative research is a descriptive study that describes and understands all activities which are happening in that situation. This study analyzed the communication strategies used by the lecturers in Mediterranean college. In this

research, the data was analyzed by using communication strategy theory by (Dornyei, Z., & Scott M., 1997). The result was described based on the investigation or observation. The purpose of this study is to discover about communication strategies used by the lecturers in Mediterranean which deals with the students in the learning process.

This study conducted in Mediterranean Bali Denpasar at Jl. Moh. Yamin No. 9A Renon. Mediterranean College was chosen because this college has been awarded as "The Best College in Bali" in Bali Best Brand Award 2015. Mediterranean Bali is highly recommended in hotel and cruise line training Centre of the year 2015 from Kementrian Negara Koprasi and UKM in Jakarta. Mediterranean Bali also becomes "The Most Improve National Hospitality and Cruise Ship Training college of The Year" in Indonesian Nomination Business Professional & Educational Award 2016 in Jakarta. The last reason is Mediterranean is the only campus or college that has discipline rewards Program for the students who always has good attitude and discipline hotelier in the form of cash of hundreds of thousands of rupiah every month. Mediterranean Bali actually has four branches, namely Campus of Mediterranean Denpasar (as the main campus), Campus of Mediterranean Bangli, Campus of Mediterranean Karangasem, and Campus of Mediterranean Singaraja. In this case Mediterranean Bali Denpasar was chosen as the setting to conduct the study of the research.

Subject of this study were English Lecturers of Mediterranean. There were 3 subjects involved in this research. The subjects of the study were investigated in order to describe the communication strategies used by them in Mediterranean during teaching. Moreover, each subject was observed twice in different days. Hence, there were 6 videos gathered from 3 lecturers in this study.

The study was focus on the types of Communication Strategies. In this research, this study investigated the types of communication strategies as an object of this study which was used by the lecturers. In order to investigate kinds of strategies used by the subject of the study, Tarone and Dornyei & Scott theories were used to analyze data as a basic theory of this study.

This study used three kinds of method to gather the data, namely observation, questionnaire and interview. This study used Non-Participant Observation to take the data. In this case, the data was taken by using Non-Participant Observation which means that the researcher was not directly get involved in learning process where the data were being collected. The data was collected by observation of the researcher without being involved in any situations of the leaning directly. This study used questionnaire to support the data analysis. This questionnaire was used to collect the data about the type of communication strategy used by lecturers. Questionnaire were used in this research based on the theory from Tarone and Dornyei & Scott. There are 35 sub theories from Tarone and Dornyei & Scott. The type of interview used in collecting the data. Interview is a method of collecting data by conducting conversation with informants (Creswell, 1990). The question of the interview given was flexible but under control of guideline. The interview was unstructured interview in which the question of interview could be changed or added based on the needs and the situation of the interview.

In order to obtain the intended data, several procedures conducted and can be outlined as follows. Conducting Primary Observation; Asking Permission; Preparing Instruments; Conducting Observation for collecting the Data; Distributing the Questionnaire; conducting the Interview; and Analyzing the Data.

The instrument that is used in this study were researcher, observation sheet, questionnaire and interview.

The data analyzed descriptive qualitatively in order to get the result of the investigation. According to (Miles, Matthew B & Huberman, 1992), there are three processes in analyzing data. Those are:

#### **Data Reduction**

This referred to the process whereby the qualitative data that the researcher would obtain, such as interview transcripts, field notes, observations etc. – were reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on. In this part, the researcher dismissed all the irrelevant information data about the communication strategies used by the lecturers in Mediterranean Denpasar.

#### **Data Display**

In this research the display of data was in the form of table. In this case, the researcher would display data by categorizing the communication strategies used by the lecturers in Mediterranean Bali Denpasar.

#### **Conclusion Drawing and Verification**

The researcher used conclusion drawing and verification to develop the conclusion of the finding. The researcher created a conclusion based on the research questions and verified the result with the previous study.

Triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data (Denzin, 1994) as cited in Yeasmin & Ferdousour, 2012. There are four basic types of triangulation, namely data triangulation, investigator triangulation, theory of triangulation, methodological triangulation.

### 3. Finding and Discussion

The data were taken from transcriptions of 6 different videos. Those were from 3 different subjects. Each subject had 2 videos which were taken from different days. The finding showed the types of communication strategy used by all subjects. It was focused to find out the types of communication strategy used by 3 English lecturers of Mediteranian Collage. After transcribing the videos, it was classified based on each type of communication strategy from (Dornyei, Z., & Scott M., 1997) and Tarone (1980). There were 34 types of communication strategy used. After classifying those data by using table, it was found that there were 29 types used (1012 data) and there were 5 types that were not used. Furthermore, the finding of data is described in the following part.

Table 1 The Data Distribution of Types of Communication Strategy

No	Types of Communication Strategy	Subject I		Subject II		Subject III		Total	Percentage
		Day	Day	Day	Day	Day	Day		
		1	2	1	2	1	2		
1	Message Abandonment	2	2	0	1	1	0	6	0.57%
2	Message Reduction	0	4	1	2	0	0	7	0.66%
3	Message Replacement	1	5	1	3	1	0	11	1.05%
4	Circumlocution	8	1	2	0	0	0	11	1.05%
5	Approximation	0	5	1	1	0	0	7	0.67%
6	Use of All-Purpose of Words	1	0	5	5	0	0	11	1.05%
7	Word Coinage	1	1	2	0	2	0	6	0.57%
8	Restructuring	0	0	0	1	1	0	2	0.19%
9	Literal Translation	2	17	1	6	12	0	38	3.62%
10	Foreignzing	0	0	0	0	3	0	3	0.29%
11	Use of Filler	0	5	2	0	10	0	23	2.17%
12	Self-Repetition	0	6	6	4	29	6	45	4.28%
13	Other-Repetition	12	0	5	1	10	0	28	2.66%
14	Verbal Strategy Makers	0	1	2	0	5	0	8	0.76%
15	Feigning Understanding	0	0	0	0	0	0	0	0%
16	Appeal for Help	6	55	7	25	66	3	162	15.41%
17	Comprehension Check	0	23	11	6	6	2	48	4.57%
18	Own-Accuracy Check	0	0	0	0	0	0	0	0%
19	Asking for Repetition	1	7	7	2	5	0	22	2.09%
20	Asking for Clarification	2	14	11	39	56	7	129	12.27%
21	Code Switching	2	30	32	5	60	2	131	12.46%
22	Use Similar Sounding	0	0	0	0	0	0	0	0%
23	Mumbling	20	25	27	24	50	3	149	14.18%
24	Omission	0	0	0	0	0	0	0	0%
25	Retrieval	0	0	0	1	1	0	2	0.19%
26	Self-Rephrasing	0	4	0	2	1	1	8	0.76%
27	Self-Repair	0	2	10	5	1	2	20	1.90%
28	Other-Repair	1	0	7	6	5	0	19	1.81%
29	Asking for Confirmation	2	8	3	12	19	11	55	5.23%
30	Expression Non Understanding	0	0	0	0	0	0	0	0%
31	Interpretive Summary	11	10	4	3	6	5	39	3.71%
32	Responses	0	2	3	3	3	2	13	1.24%
33	Non-Linguistic Signal	8	3	9	20	4	0	44	4.19%
34	Guessing	0	1	0	3	0	0	4	0.38%
TOTAL		72	228	151	160	44	357	1051	100%

As shown in table above, there were 29 types used by the lecturers and there were 5 types of communication strategy which were not used by the lecturers. The highest strategy used by the lecturers was *Appeal for Help* (15.41%) and the second strategy used was *Mumbling* (14.18%). After that, it was followed by *Code Switching* (12.46%) and then *Asking for Clarification* (12.27%). The fifth percentage of occurrence was *Asking for Confirmation* (5.23%). Next, the sixth to tenth percentage of occurrence were *Comprehension Check* (4.57%), *Self-Repetition* (4.28%), *Non-Linguistic Signal* (4.19%), *Interpretive-Summary* (3.71%), *Literal Translation* (3.62%). *Other Repetition* (2.66%) was the eleventh. Moreover, *Use of Filler* (2.19%) is in the twelfth frequency of occurrence and then *Asking for Repetition* (2.09%). Next, *Self-Repair* (1.90%) and *Other Repair* (1.81%). The sixteenth was *responses* (1.24%). *Message replacement* (1.05%), *Circumlocution* (1.05%) and *Use of All Purpose of Words* (1.05) were in the seventeenth strategies which were rarely used. The next strategies used were *Verbal Strategy Maker* (0.76%) and *Self-Rephrasing* (0.76%). Furthermore, *Message Reduction* (0.67) and *Approximation* (0.67%) were in the same frequency of occurrence. *Message Abandonment* (0.57%) and *Word Coinage* (0.57%) followed the previous types and *Guessing* (0.39) followed it. *Foreignizing* (0.19%) and *Restructuring* (0.19%) were the next frequency of occurrence. *Feigning Understanding*, *Own Accuracy Check*, *Use Similar Sounding*, *Omission and Expression Non Understanding* took the lowest frequency of occurrence which did not use by the lecturers at all.

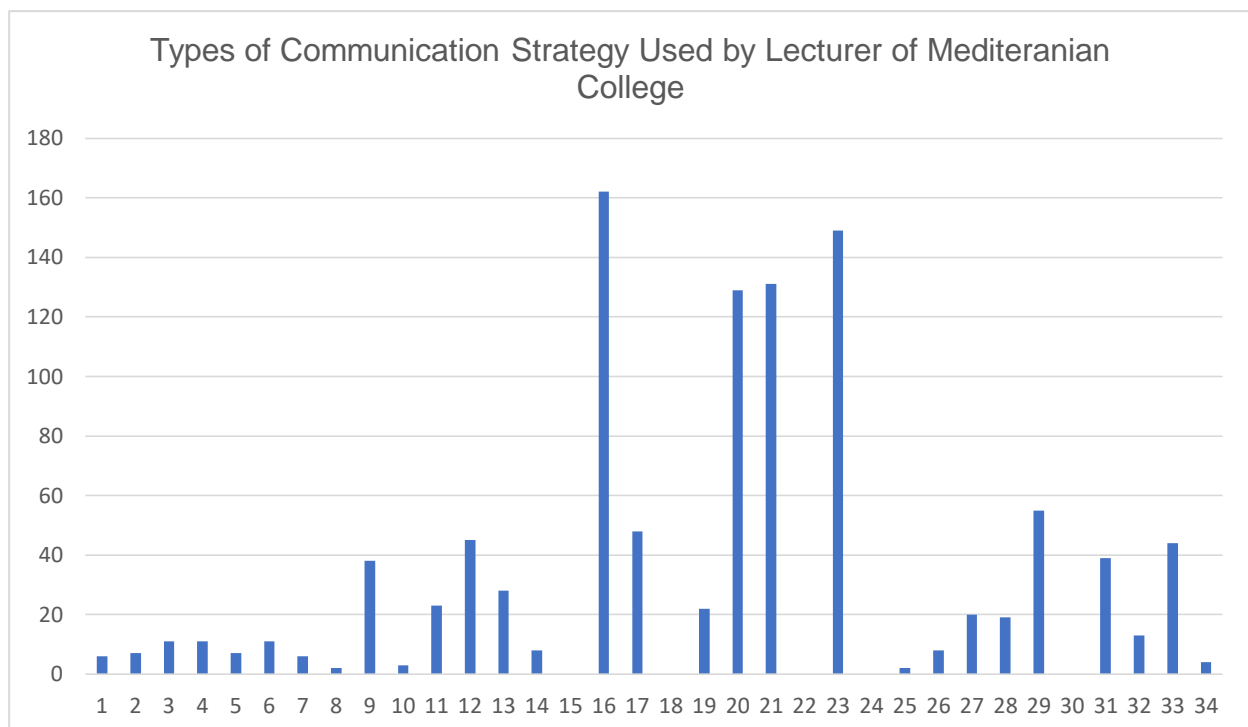


Figure 1. Types of Communication Strategy Used by Lecturer of Mediterranean College

Based on the figure 1 above it can be said that the most frequently communication strategy used by the lecturer is number 16 namely *Appeal for Help* which take 162 level of occurrences. Moreover, there were 5 types of communication strategy that used by the lecturer in Mediterranean College, those types were *Appeal for Help* (162) and the second strategy used was *Mumbling* (149). After that, it was followed by *Code Switching* (131) and then *Asking for Clarification* (129). The fifth percentage of occurrence was *Asking for Confirmation* (55) And there were total 5 types of communication strategy that were not found in this study, those types of communication strategy were *Feigning Understanding*, *Own Accuracy Check*, *Use Similar Sounding*, *Omission and expression Non Understanding*.

The type of communication strategy mostly used by the lecturer of Mediterranean College is going to be analyzed in detail. It is important to know the type of communication strategy mostly used since it possibly influences the success of learning process. Some different lecturers may choose or use different types of communication strategies because they have their own style in teaching. Moreover, the background of students' knowledge generally effects lecturers' decision in using them during teaching. Hence, students' level, students' desires and need are the triggers why a lecturer uses a certain strategy.

This research is very unique since some similar studies showed different result of findings. A study entitled "Communication Strategies Used by A Lecturer in Communicating With Her Second Grade

Students of SMA Negeri 1 Kendal in The Academic Year of 2010/2011” by Nourmalitasari in 2011 had different finding. It was found that the lecturer often uses code switching more than other strategies. Moreover, a study conducted in Banda Aceh entitled “Communication Strategies Used by the English Lecturer in Teaching Speaking Skill” by Jumiati, Gani and Sari in 2017 showed that stalling and time gaining strategy was the highest number of strategies used by the lecturer in the classroom. Therefore, since the result of this research was appeal for help strategy as the highest number of occurrences, it can be said that it is a very remarkable research.

Appeal for assistance strategy occurred many times during this research. The lecturers basically did discussion during the class. They often asked some questions like asking their training experience, their holiday experience, and asking students’ identity in the first meeting. Although, there was also a lecturer who discussed a certain topic like discussing texture, taste and menu. During discussion, the lecturers definitely applied appeal for help because the students were not active in the class. The trigger questions must be given to stimulate them to participate in the class. According to Jumiati et al in 2017, appeal for help is the strategy of asking help to the partner because of lost the idea. However, during the class, the lecturers actually did not lose their idea but they intentionally asked for help to the students in order to gain students’ idea. Automatically, the students would find and discuss the answers. It does not mean that the lecturers were confused since they asked the questions but it was their strategy to get students’ participation in the class.

The second strategy mostly used by the lecturers was mumbling (12.46%). It was absolutely used by the lecturers because this strategy was used to be time gaining strategy. The research conducted by (Jumiati et al., 2017) showed that time gaining strategy or mumbling commonly used by the lecturer in the class. The lecturer needed more time to think and stop the time to get students’ focus. Sometimes, it can be used as a sign to warn the students. Therefore, there is no wonder to know that the lecturers in this study often used mumbling during their teaching.

The third strategy mostly used by the lecturers in this study was code switching (12.46%). This strategy is important during teaching. As shown in Nourmalitasari’s research in 2011, code switching strategy was the highest strategy used by the lecturer. This is due to the fact that students still have less knowledge of English and the lecturer adapts the situation by following them using much L1 in order to make them easier to learn English (Nourmalitasari, 2011). It means that applying code switching is good to teach beginner or students who still have less English knowledge. It is same like teaching Mediterranean students. They come from different level of background knowledge. Furthermore, there are some of them who do not have any basic English. Therefore, it is obvious that the lecturers who dealt in this study at Mediterranean College applied this strategy frequently.

Additionally, in order to support the finding, the result of questionnaires was also observed. At first, the researcher spread the questionnaire to each lecturer in order to get supporting information. The result revealed that there was no much different result of finding. It can be said if the questionnaire could support the finding because it was balance. Although, there was also a difference. They said that they did not like to use mumbling because they prefer to use filler to gain time timing. However, the result showed that they used it very often due to the situation and the condition of the class at that time. They did it unconsciously, moreover they did discussion in a noisy class.

There are many possible reasons why a certain type of communication strategy was chosen either deliberately or unconsciously during teaching. Interviewing the subjects was done in order to find the reasons why a certain type of communication strategy was used in this research. Moreover, observing the subjects during teaching was also important to know their need why they decided to use a certain type of communication strategy. Generally, the lecturers’ need comes from the students’ background knowledge.

The interview was done and their record voice was observed. Based on the result of interview previously, it revealed that lecturer 1 preferred to use discussion and translation in the class. She said that she used to teach them by using English first and then she switched her language into Bahasa to help the students. She knew that the students still have less of English basic as well as vocabularies. Moreover, after observing her teaching style, it was found that she liked to ask the students to participate in the discussion. She often asked them to give opinion before she discussed and gave the answers. She wanted the students to answer first before correcting. It showed that the first subject had awareness with the students’ weakness. It is also in line with the finding. Based on the finding found, the first subject preferred to use appeal for help strategy, it was because she gave the students questions many times rather than explaining the material. Although, she sometimes spoke in Bahasa and asked the questions by using Bahasa. It can be concluded that the reason why the first subject used appeal for help because she wanted the students to participate in the class because they were too passive in the class.

Furthermore, lecturer 1 often applied mumbling and code switching. It was possible to be used by her because in fact, she often switched her language from Bahasa into English and vice versa. Time gaining was also used since she needed more time to think while responding the students' comment during discussion. Some students gave her such strange question or a silly answer, it made her using mumbling frequently. During interview, she did not say that she likes using mumbling but the fact showed different result in the class. It was the effect of discussion session.

Lecturer 2 also took a role in this research. Based on the finding, it was found that mumbling was the highest strategy used during his teaching. Interview had been done to know his strategy during teaching. In fact, the result of interview showed that he liked to use verbal communication. He said that he put more on verbal communication because the college has to have an outcome to training program in which the students must communicate verbally. His statement showed that he also liked to use discussion and he often asked the students to involve in the class more. The point is speaking English. It is his principal. He tended to speak in full English, although he sometimes used Bahasa if it was necessary. He tried to use very simple vocabularies during explaining or responding the students' questions or answers. It was possible for him to use mumbling because he needed time to think more about suitable words for the students. Sometimes, the students did not understand, and he tried again to give other explanation. It emerged mumbling during his teaching.

Lecturer 2 also mostly applied asking for clarification and code switching during teaching. At first, the students were given some questions by the lecturer and then the students must answer it in English. However, some students could not give a clear answer. The only way used by the lecturer was asking for clarification. He often asked for the students' clarification until they made a clear one. It was subject (II) strategy used in the class. Whenever the students seemed confused to receive the messages, and he tried to switch his language. So, it could be acceptable for the students. Hence, it can be concluded that the reason of the second subject to use such strategies like mumbling, asking for clarification and code switching was for improving students' speaking skill since he has to produce skillful pupils for tourism industry.

Lecturer 3 involved in this research. During teaching, the highest number of strategies used was appeal for help strategy. It was based on the finding through observation in the class. During teaching, he discussed about holiday experience as well as telling personal identity. Perhaps, it influenced the use of strategy being applied in the class. Discussion allowed the lecturer and the students to ask more questions. The lecturer asked the questions, the students probably asked back the lecturer when they had some questions. Hence, there was no wonder if the highest strategy occurred was appeal for help. Appeal for help produces many questions to stimulate the students. In addition, the lecturer admitted that he likes to use code switching strategy during teaching based on the interview given. It was correct because code switching was the third strategy which was mostly used by him. The lecturer often switched his sentences from one language to another to be easier to understand by the students. He applied code switching not only English to Indonesia but sometimes He switched his instruction and explanation from English to Balinese because the students love jokes.

In addition, lecturer 3 also applied asking for clarification many times. It was the second strategy mostly used by the lecturer. Basically, he asked many questions in the class which was appeal for help strategy to raise students' motivation and participation in the classroom, at the same time when the students gave an incomplete answer or statement, he would ask the clarification. Additionally, the lecturer said that role play was sometimes used to improve students' speaking, being a waiter and a bartender for instance. So, they could perform the conversation in the class. However, this strategy had not been applied in the class because during taking the data, he asked the students about their past experience. In conclusion, it can be said that he used appeal for help, asking for clarification and code switching strategy because he wanted to practice the students' speaking skill. It is same like the others subject since they basically have the same goal as Mediterranean lecturers.

Based on the explanation above, it can be said that the lecturers or the subjects in this study mostly did discussion during the class by asking them some questions and vice versa. It seemed like sharing. First, the reason why the lecturers apply certain strategy depends on the material given. If the topic is about sharing experience like training experience, holiday, asking personal identity for the first meeting. They tend to apply appeal for help. In contrast, if the topic is for mastering their majors like handling guest as waiter, waitress, bartender, or cook, the lecturers prefer to use role play strategy. Perhaps, other repair needs to be used to revise students' mistake after doing performance. Secondly, the condition of students is also important to be considered. They agree if the students are in beginner level or they have basic English, they mostly apply code switching strategy because it is useful for low ability students. It does not matter if the students and the lecturers apply code switching or even code mixing

strategy as long as the students involve their selves in the class, and they try to speak by using a new vocab they find. Asking clarification is necessary whenever they respond something but they give unclear responses. The last, their consideration to use a certain strategy depends on the target being achieved. Tourism students probably have different final goals with regular students. Tourism students do not have a target to master English grammar, mastering the basic one is enough. It was said by the lecturers during interview. Having vocabularies and being able to speak is the first goal.

#### 4. Conclusion

This research was conducted in order to find out the type of communication strategy used by Mediterranean English lecturers, to identify the type of communication strategy mostly used by them and then to know the reason why a certain type of communication strategy was applied during their teaching in the class. Therefore, this study was analyzed based on Tarone (1980) and Dornyei and Scott (1997). There were three subjects involved in this research. Each data was taken twice every Lecturer. Hence, there were six data overall. Those data were reduced and then they were classified based on the types belonged to. After reducing and classifying the data, it was analyzed. The result of this study showed that the English lecturers of Mediterranean College applied 29 types of communication strategy from 34 types of communication strategy overall. It means that there were 5 strategies which were not used during teaching. There were five top strategies used by the lecturers. They were *Appeal for Assistance* (15.41%), the second was *Mumbling* (14.18%), *Code Switching* (12.46%) was the third. *Asking for clarification* (12.27%) and *Asking for Confirmation* (5.23%) were the fourth and the fifth. Moreover, there were 5 communication strategies which were not used at all during teaching namely, *Feigning Understanding*, *Own Accuracy Check*, *Use Similar Sounding*, *Omission* and *Expression Non Understanding*.

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