

THE USE OF COMMUNICATION STRATEGIES BY THE TEACHER AS A TECHNIQUE OF TEACHING TO HELP STUDENTS LEARN TO COMMUNICATE IN ENGLISH ON ELEMENTARY LEVEL IN BALI CHILDREN FOUNDATION

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui tipe strategi komunikasi yang digunakan guru sebagai teknik mengajar untuk membantu siswa belajar berkomunikasi menggunakan bahasa inggris, alasan guru dalam menggunakan tipe strategi komunikasi tersebut dan pendapat siswa terhadap strategi komunikasi yang digunakan oleh guru. Data dikumpulkan melalui observasi langsung, wawancara, dan angket. Selain perekam, lembaran observasi, pedoman wawancara juga digunakan untuk memperoleh data. Penelitian ini adalah penelitian qualitative, tipe penelitian ini adalah deskriptif yang mana data diperoleh langsung dianalisis secara deskriptif. Hasil dari penelitian ini adalah: ada delapan strategi komunikasi yang diaplikasikan oleh guru dalam membantu siswa belajar berkomunikasi menggunakan bahasa inggris, strategi tersebut adalah literal translation, repetition, language switching, appeal for assistance, topic avoidance, paralanguage, comprehension check dan clarification request. (2) ada lima alasan utama yang menyebabkan guru mengaplikasikan strategi komunikasi tersebut, untuk membantu siswa mengingat kata dalam bahasa inggris, untuk menghindari sebuah kesalahan, dan untuk membantu siswa memahami pelajaran. (3) dapat disimpulkan bahwa strategi komunikasi yang diaplikasikan guru didalam proses belajar mengajar dapat meningkatkan kemampuan berbicara siswa, karena guru menggunakan strategi komunikasi yang tepat untuk membantu siswa dalam belajar bahasa inggris.

Abstract

The purposes of this study were to investigate the types of communication strategies used by the teacher as a technique of teaching to help the students learn to communicate in english, the teacher's reasons in applying certain types of communication strategies and the students' perception toward communication strategies used by the teacher. The data was collected through direct observation, interview, and questionnaire. Besides, mobile recorder, observation sheet and interview guide also used in gaining the data. This study was qualitative research, this type of research was descriptive in which the data taken were automatically analyze descriptively. The result of this study were: there were eight types of communication strategies applied by the teacher to help students learn to communicate in English, they are literal translation, repetition, language switching, appeal for assistance, topic avoidance, paralanguage, comprehension check and clarification request. (2) There were five main reasons that caused the teacher applied those communication strategies such as to help students to understand the meaning of English utterances, to help

students memorized the word in English, to help the students in mastering a topic, to improve students' motivation in speaking and to help students comprehend the lesson. (3) It can be concluded that communication strategies applied by the teacher in the teaching and learning process can increase the students' ability in speaking, because the teacher used appropriate communication strategies to help students in learning English.

Key Word: *Communication Strategies, technique of teaching, speaking ability*

INTRODUCTION

In teaching and learning process, the teacher usually conducts some activities like communicating or expressing ideas. In this situation, the teacher uses communication strategy to deliver the message to the learner. If the teacher is able to use communication strategies effectively during teaching and learning process, students will get better understanding. It may lead to the successful teaching and learning process. The use of English now as a first international communication, so nowadays English is introduced to the learner from young age to prepare them learned more than one language to survive in this modern era. Golaleh Majd, (2014) in his work entitled "Teaching Communication strategies to EFL learners and its impact on anxiety level and motivation: a hindering or facilitating factor" states that English is taught as a foreign language in Iran and is a highly valued subject. Students are introduced to English at age 12 to the age 19. Moreover, the majority of them attend private English institutes to improve their communication skills.

In learning English there are lots of problems that may be faced by the students during the teaching and learning process such as not confident to express their minds through their limited English knowledge and have difficulties to initiate and maintain in conversations due to lack of linguistic knowledge. So, young learners need good motivation and support in order to understand new language especially English. In teaching English to elementary students, the teacher has already implemented many techniques to help the

students understand what the teacher is going to say in the classroom. Teacher has already used various teaching technique to make students understand and can respond what the teacher ask to them.

Teaching communication strategies can be a technique to this problems, it can improve learners' communication skills, increase their motivation and can pave the way for learners to become more successful in learning English. According to Faerch and Kasper (1983, p.36) communication strategies are conscious plans to solve learners' problems in achieving a special goal. It is believed that communication strategies play an important role in the development of strategic competence. Tarone (1980) argued that communication strategies is a mutual attempt of two interlocutors to agree on a meaning in the situation where requisite meaning structure (include both linguistic and sociolinguistic structure) do not seem to be shared. The central concept is the joining negotiation of meaning. In short, communication strategy can be said as a strategy to deliver the idea effectively and prevent misunderstanding between the interlocutors.

Maleki (2010, p.640) states that theoretically, language is best learned and taught through interaction. As the result, using communication strategies is a recommended strategy for teaching to cope with the communicative problems. In addition, Maleki (2010, p.641) mentions that using communication strategies is pedagogically effective in language teaching since communication strategies are conducive to language learning and it is more effective than teaching and learning activity without them. So, if the teacher is

able to use communication strategies effectively during teaching and learning process, it may lead to the successful teaching and learning process and and it is effective to solve the communicative problems.

In this study the researcher conducted a study in BCF (Bali Children Foundation). Bali Children Foundation is a training center that helps children to provide community education in remote areas of Bali that is located in Banjar village. Based on the preliminary observation, it was found that Bali Children Foundation has developed a new program for community of children in the village to learn English. One of the advantages is that children are able to speak English confidently to express their feeling using English. To make children confident in speaking English, teacher conducts a learning strategy, which is learning by playing. But, teacher still considered that it was difficult to make students understood the material using English. Because of that, the teacher mostly used translation method, switch the language and body gesture when explaining the topic as an alternative in teaching English. For examples:

Teacher: can you remember about our previous meeting? Minggu kemarin kalian sudah belajar tentang apa?

Teacher: today we are going to learn a new topic. So, before that I want ask you. Do you still remember about conjunction? What is conjunction?

Student: kata penghubung, kata sambung

Teacher: sebelumnya we have learn about conjunction and dan but. Today we continue about conjunction also but tentang because.

Teacher: do you know what conjunction in bahasa is?

Student: kata penghubung, kata sambung

Teacher: sebelumnya we have learn conjunction about and dan but. Can you still remember when you use conjunction and?

Kalian masih inget kapan kalian menggunakan conjunction and?

Student: secara langsung

Teacher: ya..Secara langsung. Terus kapan kalian menggunakan conjunction and dan kapan menggunakan conjunction but? Can you raise your hand? oke gak apa-apa you can speak in bahasa.

From the example above, it can be seen that there were many types of communication strategies used by the teacher during teaching and learning process to help students learn to communicate in English. The used of communication strategies in teaching-learning process is very interesting to be observed. It is because by implementing communication strategies in the teaching, the teacher can help the students learn English effectively and help them get better understanding in learning English. Therefore, the researcher considered that it is important to study the implementation of these strategies and this was carried out in Bali Children foundation.

RESEARCH METHOD

According to Forzano & Gravetter (2005:147) defined qualitative research as "a research which is based on making observation that are summarized and interpreted in a narrative report". This study was qualitative research in which the data based on making observation that are summarized and interpret in a narrative report. This study conducted in a natural setting. The study observed the teaching and learning process setting without giving treatment during observation. The types of the research applied here was a descriptive research in which the data taken were automatically analyze descriptively. Forzano & Gravetter (2005:352) explained there were three different types of descriptive research, namely (1) observational research design, (2) survey research, and (3) case study research. Definitions for each type were presented as follows.

Table 3.1 Definitions of each type of descriptive research design.

Types of Definition	
Descriptive Research Design	
Observational design	A research study that employs systematic observation and record of individuals' behavior in order to describe the behavior
Survey research design	A research study that uses a survey to obtain a description of a particular group of individuals.
Case study design	A research study that involves the in-depth study and detailed description of a single individual (or a very small group). A case study may involve an intervention or treatment administered by the researcher. When a case study does not include any treatment or intervention, it often called a case history.

Based on the types of descriptive research design defined above, it can be concluded that this study was considered into an observational research design. The process of observation simply involved direct observation and systematic recording. Recording added from complex situations that occur in interaction between teacher and the students. This study conducted in BCF (Bali Children Foundation) which is located at Banjar

village. The subject of this study was the English teacher which is teaches Elementary students in Bali Children Foundation.

The object of this study was communication strategies used by the teacher to help the students communicate in English. There were twelve communication strategies that applied in this research. They were Approximation, Word coinage, Circumlocution, Literal translation, repetition, language switching, Appeal for assistance, topic avoidance, message abandonment, paralanguage, comprehension check, and clarification request.

In this study the researcher used three techniques in collecting the data. They are: The first technique used was observation. Observation is the best way in gaining the natural data in research since the research only watches the subject without altering or manipulating (Gay et al 2009). There are two types of observing, that is participant observation and non participant observation. In this research, the researcher decided to choose non-participant observation, which means the researcher not involve in the situation that was observed and only collect the data by observed and recorded the interaction occurred among teacher and the students.

The second technique used was interview. Interview used to answer the second research question, the researcher asked about the teacher's reasons in using certain type of communication strategy. The interviews conducted by giving some questions that provided by the researcher. The data in interviews method collected by write some notes from the teacher responds to the researcher question. The interview obtain as much as the purpose of researcher enough to analyze.

The questionnaire used to collect the data of students' response toward the strategies used by the teacher. The questionnaire consists of fifteen items about the students' perception towards the strategies used by the teacher. The

questions that existed in questionnaire are the questions that focus on the researcher purposes.

In this study the researcher used two instruments in collecting the data. There were human instrument and questionnaire. Besides that, this study also used devices namely mobile recorder, observation sheet, and interview guide to support the researcher in collecting the data. Human instrument in this study was the researcher herself. The researcher collected the data and act as non-participant observer. So, the researcher here is the human instrument.

Questionnaires used to collect the data of the students about their perception to the strategies used by the teacher. The questionnaire was chosen as the instrument of collecting data to students because it more efficient for getting students results in the bigger population. The researcher asked students through questionnaire about their perception or opinion toward the strategies used by teacher. The question focused on the purpose of study and the questionnaires given to students after the class.

In the process of collecting the data, mobile recorder used to record interview and observation toward interaction between the teacher and the students. The used of recorder was very crucial since the recorder data were authentic evidences in collecting the data. Moreover this instrument was very useful in process of analyzing the data. Observation sheet is a sheet that the researcher used after observing the communication or the interaction happened between the teacher and the students. Observation sheet used in classifying the data, the observation sheet was in the form of table. There were four criteria in observation sheet. There are number, utterance, context and frequency.

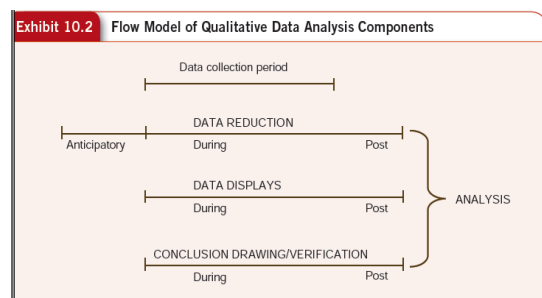
Interview guide is a list of question that the researcher used to ask information to the teacher about reasons why the teacher is applying certain communication strategies. There were five lists of

questions in interviewing the teacher which was related to the types of communication strategies that were applied by her during the observation.

Here are the steps in the procedure of collecting the data as follows:

1. In the first step, the communication between the teacher and the students observed during the teaching learning process. Mobile recorder used to record the utterances and also teaching learning process that are done by the teacher.
2. The second step, the recorded data transcribed into written form.
3. The third step, the transcription was reduced and analyzed
4. Then, researcher interviewing the teacher. The purposes are to investigate the teacher's reasons why they use certain communication strategies and to get more information if there are interesting findings.
5. The last, the researcher gave the students questionnaire. The purposes are to investigate the students about their perception toward the strategies used by the teacher.

Based on Miles and Huberman's (1994), there are three systematic activities in analyzing the data namely, data reduction, and data display and conclusion drawing/verification. The procedure of data analysis for this study can be explained as follows:



Data collection

The first step was the observation and recording of the utterances of the teacher during the teaching learning process. Besides took the data from observation and recording was processed then, the recording was transcribed.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written up field notes or transcriptions.

Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing". A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions.

According to Guion, Diehl, and McDonal (2013), triangulation is a method used by qualitative researchers to check the validity in their study by analyzing a research question from multiple perspectives. There were five basic types of triangulation: namely: data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation.

- 1) Data triangulation: involves time, space, and person.
- 2) Investigator triangulation: involves multiple researchers in an investigation.
- 3) Theory triangulation: involves using more than one theoretical scheme in the interpretation of a phenomenon.
- 4) Methodological triangulation: involves using more than one method to gather data such as interviews, and observations.

- 5) Environmental triangulation: involves locations, settings, and other key factors related to the environment in which the study took place such as the time, day or season.

Based on the explanation above, the researcher used data triangulation in obtaining the data from the teacher. Theory triangulation used to involve several taxonomies of communication strategies used and the last, methodological triangulation used in order to check the validity and reliability by using different or several methods such as observation, interview and questionnaire.

FINDING AND DISCUSSION

All findings and discussion were presented in order to achieve the goal of the study. As stated in previous chapter, this study concern with the investigation of the types of communication strategies which were used by the teacher, the teacher's reason in applying the communication strategies and the students' perception toward the strategies used by the teacher. The results are as follows.

From the observation and the recording which had been conducted, there were some types of communication strategies used by the teacher. Total occurrences of the communication strategies on the first observation showed that there were eight communication strategies utilized by the teacher namely: Literal translation (5) times, Repetition (5) times, Language switching (9) times, Appeal for assistance (2) times, Topic avoidance (1) time, Paralanguage (14) times, Comprehension check (11) times and Clarification request (9) times. On the second observation, there are eight communication strategies used by the English teacher namely: Literal translation (4) times, Repetition (6) times, Language switching (17) times, Appeal for assistance (2) times, topic avoidance (1) time, Paralanguage (12) times, Comprehension check (8) times and Clarification request (2) times. From the result above strategies that applied by the teacher, the researcher conducted an interview to know what the teacher's reason

applied certain types of those strategies and the result showed that there were five main reasons the use of communication strategies by the teacher in teaching and learning process in the classroom. First, the teacher applied the communication strategies because they wanted to help the students to understand the meaning of English utterances. The second was to help the students memorize the word in English, third was to avoid a mistake, improve students' motivation and the last was to help the students comprehend the lesson. Then, as a feedback of the students toward the strategies that used by the teacher, Questionnaire was given to the students in order to know the students' perception toward communication strategies used by the teacher. The questionnaire consists of several questions that should be answered and completed by the students in expressing their perception about communication strategies used by the teacher during the learning process in the classroom. This questionnaire had fifteen statements, and to complete it the students only gave checklist (✓) in every statement. The questionnaire used likert scale from 1 until 5. The explanation to the range scale can be seen as follows.

- 5 = strongly agree. 'Sangat setuju'
- 3 = neutral. 'Netral'
- 2 = disagree. 'Tidak setuju'
- 1 = strongly disagree. 'Sangat tidak setuju'

Here were the results of questionnaire that given to the students:

1. The perception of the students toward the statement (item 1), *saya merasa senang ketika guru menjelaskan materi dengan menggunakan dua bahasa (bahasa inggris dan bahasa Indonesia) karena itu dapat membuat saya lebih mengerti tentang materi yang diajarkan.* "I'm feel happy when the teacher explain the material using two languages (English language and Indonesian language) because it can make me more understand about the material that she teach" is

that most of the students state strongly agree (66.7%) and agree (33.3%). It means that 100% of the students feel happy when the teacher thought the material using two languages.

2. The perception of the students toward the statement (item 2), *guru selalu memberikan instruksi yang jelas untuk setiap kegiatan dikelas* "the teacher always give clear instruction to every activities in the classroom" is that most of the students state strongly agree (73.3%) and agree (26.7%). It means 100 % of the students agree that the teacher always provided clear instruction in every activity that the they did in the classroom.
3. The perception of the students toward the statement (item 3), *guru menggunakan cara lain untuk mengatakan sesuatu dalam bahasa Indonesia apabila beliau tidak tahu kata yang tepat dalam bahasa inggris* "the teacher used other strategy to explain something in Bahasa if she not know the correct word in english" is that most of the students state agree (60%) and neutral (40%). It means 100 % of the students agree that the teacher used other strategy to explain something in Bahasa when she faces the difficulties to explain the correct word in English.
4. The perception of the students toward the statement (item 4), *guru menjelaskan materi dengan jelas dan menggunakan beberapa object untuk sebagai contoh untuk memotivasi siswa* "the teacher explain the material clearly and used some kinds of object as an example to motivate the students" is that most of the students state strongly agree (86.7%) and agree (13.3%). It means 100 % of the students agree that the teacher explained the material clearly and used some kinds of object as an example to motivate them.
5. The perception of the students toward the statement (item 5), *guru*

menjelaskan materi dengan jelas dan menggunakan beberapa object untuk sebagai contoh untuk membuat siswa lebih mudah mengerti tentang materi yang diajarkan“the teacher explain the material clearly and used some kinds of object as an example to make the students more understand about the material that she teach” is that most of the students state strongly agree (86.7%) and agree (13.3%). It means 100 % of the students agree that the teacher explain the material clearly and used some kinds of object as an example to make them more understood about the material that she thought.

6. The perception of the students toward the statement (item 6), *guru memberikan dorongan kepada saya untuk berbicara menggunakan bahasa inggris dikelas*“the teacher give me support to speak using English in the classroom ” is that most of the students state strongly agree (46.7%) and agree (53.3%) . It means 100 % of the students agree that the teacher gave the students support to speak using English in the classroom.
7. The perception of the students toward the statement (item 7), *saya lebih senang apabila dalam pelajaran bahasa inggris, guru lebih banyak memberikan latihan untuk berbicara menggunakan bahasa inggris*“I’m happier if in English lesson, the teacher give some exercises to speak using English” is that most of the students’ state strongly agree (20%) and agree (80%) It means 100 % of the students agree that that they happier in English lesson if the teacher gave some exercises to speak using English.
8. The perception of the students toward the statement (item 8), *Dalam kegiatan belajar mengajar berlangsung, komunikasi antara guru dan siswa berlangsung lancar.* “during teaching and learning

process, communication between teacher and students happen fluently” is that most of the students’ state strongly agree (20%) and agree (80%) It means 100 % of the students agree that during teaching and learning process, communication between teacher and students happen fluently there was no significant problem in communicating between them.

9. The perception of the students toward the statement (item 9), *guru mengecek pemahaman siswa dengan menanyakan beberapa pertanyaan tentang materi yang diajarkan setelah menjelaskan materi kepada siswa.* “the teacher check the students comprehension with asking some questions about the material that she teach after explained the material to the students” is that most of the students’ state strongly agree (80%), agree (13.3%) and neutral (6.7%). It means 93.3 % of the students agree that the teacher checked the students’ comprehension with asked some questions about the material that she thought after explained the material to the students.
10. The perception of the students toward the statement (item 10), *guru bahasa inggris saya menggunakan beberapa strategy pembelajaran sebagai upaya untuk meningkatkan motivasi belajar siswa.* “my English teacher use several teaching strategies as an effort to increase the students motivation in study” is that most of the students’ state strongly agree (60%), agree (33.3%) and neutral (6.7%). It means 83.3% of the students agree that the English teacher used several teaching strategies as an effort to increase the students’ motivation in study.
11. The perception of the students toward the statement (item 11), *guru mengajarkan saya beberapa cara untuk berinteraksi dalam bahasa inggris dengan orang lain*

“the teacher teach me several ways to communicate in English with each other” is that most of the students’ state strongly agree (53.3%), agree (40%) and neutral (6.7%). It means 93.3% of the students agree that the teacher thought the students several ways to communicate in English with each other.

12. The perception of the students toward the statement (item 12), *guru membantu atau memberikan solusi ketika saya menemukan masalah dalam proses belajar mengajar* “the teacher help or give solution when I find a problem in the teaching learning process” is that most of the students’ state strongly agree (80%) and agree (20%). It means 100 % of the students agree that the teacher helped or gave solution when they found any problem in the teaching learning process.
13. The perception of the students toward the statement (item 13), *saya merasa yakin dapat menggunakan bahasa inggris untuk berkomunikasi dengan orang lain* “I believe can use English to communicate with each other” is that most of the students’ state strongly agree (13.3%) and agree (40%) and neutral (46.7%) It means 53.3% of the students agree that they could use English to communicate with each other.
14. The perception of the students toward the statement (item 14), *guru dapat menciptakan suasana yang nyaman dan berkesan saat proses pelajaran berlangsung* “the teacher can create comfortable and memorable situation in the learning process ” is that most of the students’ state strongly agree (80%) and agree (20%). It means 100 % of the students agree that the teacher could create comfortable and memorable situation in the learning process.
15. The perception of the students toward the statement (item 15),

strategi berkomunikasi yang diterapkan oleh guru selama proses belajar mengajar dapat meningkatkan kemampuan saya dalam berbicara menggunakan bahasa inggris “communication strategies that applying by the teacher can improve my ability in speaking English ” is that most of the students’ state strongly agree (73.3%) and agree (26.7%) . It means 100 % of the students agree that communication strategies that applied by the teacher could increase their ability in speaking English.

The result of questionnaire that given to the students toward the communication strategies used by the teacher can be concluded that communication strategies used by the teacher have positive respond from the students and it have good impact for the students’ ability in speaking skill because the teacher could help them when faced the difficulties in communicate using English.

CONCLUSION

There were three main conclusions in this study.

The teacher applied eight of twelve communication strategies that covered from Tarone (1980) and Bialystok (1990) namely: literal translation, repetition, language switching, appeal for assistance, topic avoidance, paralanguage, comprehension check, and clarification request. From the eight communication strategies, the most frequently used were language switch and paralanguage.

The interview results showed that there were five main reasons the use of communication strategies by the teacher in teaching and learning process in the classroom. First, the teacher applied the communication strategies because they wanted to help the students to understand the meaning of English utterances. The second was to help the students memorize the word in English, third was to help the students mastering a topic, to improve students’ motivation and the last was to help the students comprehend the lesson.

The result of questionnaire that given to the students toward the communication strategies used by the teacher can be concluded that communication strategies used by the teacher have positive respond from the students and it have good impact for the students' ability in speaking skill because the teacher could help them when faced the difficulties in communicate using English.

SUGGESTION

In connection with the conclusion stated previously, the researcher would like to propose several suggestions:

1. To the students

The communication strategies that used by the teacher could be very useful during teaching learning process in the classroom so that it can be helped the students to get better understanding in achieve the lesson in English.

2. to the teacher

From the result of this study, it is suggested that the communication strategies can be implemented as the part of the overall English teaching because it was needed and very important if there was any difficulties in helping the students to communicate using English.

3. to other researcher

Communication strategies that used by the teacher has positive impact and benefits on the teaching and learning process. Further studies of the use of communication strategies are recommended to extend of knowledge of communication strategies in teaching and learning process.

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