

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter mainly includes, data presentation and the findings of research, which are derived from the method and procedure described in chapter III. The data presentation is in the forms of narrations describing the result of observation and interview. Meanwhile, the data finding presents the result of data analysis, which are in the forms of pattern.

The researcher conducted the observation at EFB Tulungagung to find out the kind of communication strategies used by the English tutor in classroom interaction. In addition, the researcher interested to find the most dominant communication strategy used by the English tutor and the reasons behind that. Here the data collected from the English tutor, as the only one subject of the research. The data of this research was the utterances of the English tutor. Meanwhile, the utterances spoken by the learners are considered as complements of data. The interview conducted at June 5th, 2017, the observation was at June 12th, and June 15th, 2017, and documenting was at June 19th, 2017 at EFB Tulungagung.

EFB has many program in learning English, such as 30 meetings English program in many school (Junior high school level – Senior high school level) in Tulungagung, Blitar, Trenggalek, Nganjuk, Mojokerto, Pare, Surabaya, etc. Then, EFB also has a private program for all levels. Here, the researcher did an observation in ramadhan program at EFB Tulungagung. The ramadhan program at

EFB was the 10 meetings of English class. The learners were not only learning English. Every meetings, they also learned Qur'an before learn English.

Based on the data gathered on the classroom interaction conducted by English tutor and the learners at EFB Tulungagung. The researcher found that the English tutor used six kinds of communication strategies proposed by Tarone's and Ellis' theory, there are: repetition, mime, circumlocution, appeal for assistance, literal translation, and language switch. Meanwhile, the researcher found that language switch became the most dominant communication strategy used by the English tutor.

## A. DATA PRESENTATION

### a. Repetition

In repetition, speaker repeats a part or whole sentences. In the context of this study, the tutor repeated a part or whole her utterance in order to make sure that the learners understand the interaction, information, or material given by the tutor. By using this strategy, she also could provide the learners with more chance to process the information given.

**Table A.1**

Line	Speaker	Utterances
1	Tutor	<i>Good afternoon everybody?</i>
2	Learners	Good afternoon, miss.
3	Tutor	I can't hear you. Louder please!!
4	Tutor	<i>Good afternoon everybody?</i>
5	Learners	Good afternoon, miss!!

The utterances happened in the opening of the class meeting, the tutor delivered a greeting to the learner "Good afternoon everybody?". Meanwhile, there was no

good enthusiasm from the learners. There are only some learners responded the tutor, in line [2]. Then, the tutor tried to get good respond from all learners by repeated the greeting. Then, the tutor did a repetition. Datum (1) : *Good afternoon everybody?*”It is repetition. Here the tutor wanted to intrigue and brace the learners up.

**Table A.2**

Line	Speaker	Utterances
1	Tutor	Look at the picture. Repeat after me! <i>Sheep!!</i>
2	Learner	Sheep.
3	Tutor	Sheep!!
4	Learners	Sheep.
5	Tutor	Domba!!
6	Learners	Domba
7	Tutor	What is sheep?
8	Learners	Domba, miss.

Here, the tutor asked the learners to repeat what the tutor said. There is a repetition used by the tutor in line [1], and utterance, “repeat after me,” is the key of the instruction. Datum (2): “Look at the picture. Repeat after me! *Sheep!*”. Here, the researcher used the repetition as a way to input second language to the learners.

**Table A.3**

Line	Speaker	Utterances
1	Tutor	<i>How is everybody?</i>
2	Learner	(Silent)
3	Tutor	How is everybody, it means I say how are you?
4	Tutor	<i>How is everybody?</i>
5	Learners	I am fine, miss.

Here, the tutor used different utterance, and the learners were not familiar with the utterance in line [3], because usually, the tutor delivered, “How are you?”as a greeting in the opening of class meeting. It was something new for the learners,

and the effect, there was no respond from the learners, in line[2]. Then, the tutor gave the explanation about it, in line [3]. After that, the tutor repeated the utterance in line [1]. Datum (3): “*How is everybody?*”. It showed the process of input second language acquisition to the learners. The tutor delivered a new utterance that the learners did not know before. The tutor repeated the utterance after the learners got the meaning, and the learners’ respond were different.

### **b. Mime**

Mime is one of communication strategies using non-verbal communication or the action instead of the words. At this point, the tutor demonstrates the words by acting. They use non- verbal strategies in place of lexical item or action (E.g., clapping one hands to illustrate applause). The non-verbal behavior includes features such as physical space and interpersonal distance, called *proxemics*. While gestures, facial expression, eye gaze, directness of head, body orientation and posture called co-verbal behavior. Voice tone, rate of speech, pauses, disfluences (such as *um*, *uh*, and *err*, and non language sounds such as laughing and yawning called paralanguage. By using this strategy, the learners consciously evaluate the motives, intentions and attitudes of the teachers. In addition, this strategy requires the tutor to gives some clues to the learners, in order to avoid misunderstanding.

**Table B.1**

<b>Line</b>	<b>Speaker</b>	<b>Utterances</b>
1	Tutor	Nona, can you lauder? ( <i>while making a gesture by her mouth</i> )
2	Learner	Yes, miss.

The tutor knew that her learner didn't do the instruction well. So, the tutor made a new instruction and also moved her mouth to make the learner know about what the tutor wants. The tutor did a mime to support her instruction in order to make the learner did the instruction. Datum (4): "Nona, can you lauder? (*while making a gesture by her mouth*)". Mime is very effective to support the instruction made by the English tutor, and mime can used to make the class alives.

**Table B.2**

Line	Speaker	Utterences
1	Tutor	Dea, please move a bit, give space to your friend.
2	Learner	What miss???
3	Tutor	Please, one step to the left ( <i>while stepping to the left</i> )

The tutordelivered an instruction in order one of the learnerto move, the learner still did not get the point of the instruction, so that the tutor directly acted by stepping to the left. It is mime. Datum (5): "Please, one step to the left (*while stepping to the left*)" It showed the role of mime to help the learners' input in second language acquisition.

**Table B.3**

Line	Speaker	Utterences
1	Tutor	What time is it? ( <i>while pointing her arm</i> )
2	Learner	02.40 (using bahasa indonesia)

Here, the tutorasked the learners about time while pointing her arm as in line [1], it is mime. Datum (6): "What time is it? (*while pointing her arm*)" The tutor did it to make the learners get the tutor means. Mime is also useful to make the class alives. It depends on how well the tutor or the English teachers applies it.

### c. Circumlocution

Circumlocution is one part of paraphrasing strategy, in the circumlocution strategy, the tutor describes the characteristic of elements of the object instead of using the appropriate target language, and sometimes the tutor gives some examples to the learners. In order to get learners' understanding, the tutor do not only repeat their sentences, also they describe the characteristic or elements of the object or action.

**Table C.1**

Line	Speaker	Utterances
1	Tutor	Are you fasting today?
2	Tutor	Why do you silent?
3	Tutor	<i>Fasting is, no eat and no drink till maghrib.</i>
4	Tutor	You know right? Do you get it?
5	Learners	Yes, <i>puasa</i> , miss.

The tutor asked the learners about fasting, as in line [1], but there was no respond, then the tutor explained the definition of fasting by giving some clues of the object to make the learners understood as in line [3]. It calls circumlocution. Datum (7):  
***“Fasting is, no eat and no drink till maghrib.”***

**Table C.2**

Line	Speaker	Utterances
1	Tutor	Where is the turtle?
2	Learner	The left picture?
3	Tutor	No, its not.
4	Tutor	<i>Turtle is an animal which live in water, they walk slowly, and they have something to cover their body.</i>
5	Tutor	So, what is turtle?
6	Learners	Kura-kura, miss.

Here, the tutor asked the learners to find the picture of turtle, as in line [1], but one of the learner choosed the wrong picture. Then, the tutor explained the carachteristic of the object to make the learners understand. The tutor did a

circumlocution. Datum (8): “*Turtle is an animal which live in water, they walk slowly, and they have something to cover their body.*”. Circumlocution give more clues to the learners. It helps the learners to guess and get the correct meaning.

#### d. Appeal for assistance

This strategy is can used when the English teacher consults any sources of authority: a colleague, a dictionary etc. Sometimes when the English teachers forget the word, they can ask for help to the learners by using this strategy. E.g., what is this?, what is it called?, what do you call? How do you say.....? Here, this strategy is effective to give rise to the learners to speak up. In addition the tutor also applies this strategy to know how far the learners master in vocabularies.

**Table D.1**

Line	Speaker	Utterences
1	Tutor	Ok, I have a question.
2	Tutor	<i>How do you say</i> detik in English?
3	Learner	Second, miss.
4	Tutor	Great.

From the interaction above showed the tutor’s utterance, here the tutor wanted to check the learners understanding in material, showed in line[1]. The tutor used appeal for assistance. Datum (9): *How do you say* detik in English?”. Appeal for assistance became a way of the English tutor to check the learners vocabulary, it also can help the tutor about the result of the learning process.

**Table D.2**

Line	Speaker	Utterences
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1	Tutor	Look at the pictures.
2	Tutor	<i>How to say</i> nyamuk in English?
3	Learner	Mosquito, miss.
4	Tutor	Yes. mosquito.

The tutor asked the learners to say the name of animal in the picture, using English. The tutor used appeal for assistance by asking “*how to say....*” as in line [2].Datum (10): “*How to say* nyamuk in English?”. There was no explanation from the tutor to the learners about the object (mosquito), the tutor directly used appeal for assistance to know learners’ input in second language acquisition.

#### e. Literal translation

The tutor translates their language words to words from the native language, and it calls literal translation strategy. When the English teacher translates the word or sentence that the learners do not understand by using synonymy, another word or by giving more definition of the word, it indicates that the English teacher is applying literal translation strategy. The English teacher also can translate a lexical item, idiom, compound word, or structure from first language (L1) to second language (L2). Translation in the learners’ language is the last strategy if the learners still do not understand after the English teacher has used other strategies such as repetition, circumlocution etc.

**Table E.1**

Line	Speaker	Utterances
1	Tutor	Any question so far?
2	Tutor	Have you memorized it?
3	Learners	(just silent)
4	Tutor	<i>Memorize is menghafal</i> , have you memorized it?
5	Learners	No, miss.

The tutor gave a question to the learners, in line [1 and 2], but there was no respond from the learners, and the learners looked confused. Then, the



tutor translated the word “*memorize*” into native learner’s language, in line [4]. There was literal translation used by the tutor. Datum (11): “*Memorize is menghafal*, have you memorized it?” Here, the tutor only translated one word, it means there was only one clue for the learners, and it is good to improve the learners ability.

#### f. Language switch

In this strategy, the tutor switched their English with the native students’ language, in this case the tutor switched English into Indonesian language. The tutor employed language switch when she wanted her learners really understand about what she said. The tutor switched the language to avoid misunderstanding and to make sure that the learners received the tutor’s message.

**Table F.1**

Line	Speaker	Utterances
1	Tutor	In English, minute first, than hour
2	Tutor	<i>Jadi, menitnya taruh di depan, jam nya taruh dibelakang.</i>

Here, the tutor switched the language to the learners’ language, Bahasa Indonesia and give the more explanation to avoid misunderstanding, in line [2]. So there is language switch used by the tutor. Datum (12) : “*Jadi, menitnya taruh di depan, jam nya taruh dibelakang.*”. In this case, the tutor directly switched the language into Bahasa Indonesia, not only meaning, but also the more detail explanation used Bahasa Indonesia.

**Table F.2**

Line	Speaker	Utterances
1	Tutor	Dea, are you ready to study?

2	Learner	Heh?
3	Tutor	<i>Siap untuk belajar?</i>

Here, the tutor switched the language because there was a respond from the learner, in line[2], and the English tutor identified that the learner did not understand the meaning of utterance in line [1]. Then, the tutor did a language switch. Datum (13): “*Siap untuk belajar?*”. Even, the tutor only focus on one learner who answered the question of utterance in line [1], but others, all learners got input of second language acquisition cause of the language switch used by the English tutor.

**Table F.3**

Line	Speaker	Utterances
1	Tutor	You have to know
2	Tutor	I like monkey and I am like monkey is different.
3	Tutor	Be careful. <i>Hati-hati ya, itu beda.</i>

Actually the tutor used full English in explaining, but after she finished, she added another explanation used Bahasa Indonesia, in line[3]. The very simple explanation is the learner’s native language. So, there is language switch. Datum (14): “Be careful.*Hati-hati ya, itu beda.*”. It is effective to make the learner really clear about what the tutor said, and what the tutor means.

**Table F.4**

Line	Speaker	Utterances
1	Tutor	Today we will memorize some vocabularies of animals.
2	Tutor	How many animals do you know?
3	Tutor	<i>Tahu bahasa inggrisnya hewan apa saja?</i>

Here, the tutor switched the language used Bahasa Indonesia and she gave more explanation to make it sure that the learners get what the tutor means. There is language switch used by the tutor. Datum (15): “*Tahu bahasa inggrisnya hewan*

*apa saja?*” It is the language switch of utterance in line [2]. The English tutor often delivered additional explanation when she switched the language, it used the first language of the learners, Bahasa Indonesia.

## **B.FINDINGS**

The findings in this research are:

Based on the kind of communication strategies used by the English tutor in classroom interaction with the learners at EFB Tulungagung:

1. Repetition. This kind of communication strategies appeared 3 times. All of the data appeared, because there was no good respond from the learners, in first try of the tutor.
2. Mime. This kind of communication strategies appeared 3 times. All of the mixed the tutor’s utterance and the tutor’s gesture.
3. Circumlocution. This kind of communication strategies appeared 2 times. All of the data gave some clues about one object. Some clues was given by the tutor in order to input second language acquisition.
4. Appeal for assistance. This kind of communication strategies appeared 2 times. All of the data of appeal for assistance was almost similiar. It used *“how do you say?”* and *“how to say?”*.
5. Literal translation. This kind of communication strategies appeared 1 time. The data wastranslation of second language (L2) to the first language (L1), English to Bahasa Indonesia.

6. Language switch. This kind of communication strategies appeared 4 times.  
All of the data was switched by the tutor from second language(L2) to first language (L1), English to Bahasa Indonesia.