CHAPTER V

DISCUSSION

In this Chapter, the researcher would like topresent the result of the research. The discussion based on the data findings performed by the English tutor in classroom interaction at EFB Tulungagung. This chapter consist on A) Thekinds of communication strategies used by the English tutor at EFB Tulungagung. B) The most dominant communication strategy in improving the learners' ability.

Furthermore, the researcher chooses Tarone's (1977) and Ellis (1990) theorywith reasons that Tarone's and Ellis' theory are simple and easy to be understood and their theories are good examples to understand what is meant by communication strategies. With the result that, the readers of this research can understand easily on what the meaning of communication strategies are.

A. The kinds of communication strategies used by the English tutor.

According to Nakatani (2006) communication strategies can be divided in two types: Achievement or compensatory strategies where a student tries different solutions in order to achieve working communication, and reduction or avoidance strategies where a student gives up when the first attempt on communication fails.

Based on data gathered in the classroom. The researcher found out that The English tutor often only used several kind of communication strategies, proposed by Tarone's (1977) and Ellis (1990) theory, there are repetition, mime, circumlocution, appeal for assistance, literal translation, and language switch. All of strategies were used by the English tutor to avoid misunderstanding and

improve the learners' ability in learning process.

Moreover, the other purpose is, to make a second language (L2) input to the learners. Meanwhile, the researcher also found other strategies that were not suggested in the theory. They were such as spelling the words and writing the words.

1. Repetition

By repeating the words or sentences, the learners can understand easily the words or sentences that is uttered by the tutor. Besides,repeating the words or sentences will help the learner to be able for imitating the utterance and it is can improve the learners comprehension. The researcher found the repetition in data findings. For example at datum 2:

"Look at the picture. Repeat after me! *Sheep!!*".

In that sample, the tutor tried to input second language to the learners used repetition appropriate with Ellis' theory. Ellis states thatteachers simply repeat the problematic target language items in order to give time to learners to understand it. Here, the tutor repeated the word until she believed that the learners was already get it. By using repetition, the tutor wanted the learners memorize it quickly. From the example, repetition is very effective and useful to improve the learners comprehension. From the observation, the researcher saw that repetition is the good strategy to input second language acquisition.

2. Mime

The second communication strategy that was found on the research is mime. Moreover in the mime strategy, the tutor also did some gestures or eye contact. The tutor used gestures to help the learners comprehend the word or sentences. By applying this strategy, the learners can understand directly what the tutor means. In the observation, the researcher found mime strategy. For example, there was mime strategy at datum 4:

"Nona, can you lauder? (*while making a gesture by her mouth*)."

In the sample, the tutor was moving her mouth, she did a mime strategy. After the tutor thoughtthat one of her learners did not do well the instruction before. Meanwhile, Tarone's theory agrees that mime is used when the speaker wants to make the the meaning clearer by using non-verbal communication such as gesture and imitation. Thus, in the sample, the tutor used gesture in her running conversation. It implies that the tutor applies Tarone's theory in using mime strategy. Mime is the only one, in kinds of communication strategies that need the suport from non verbal action. It depends on how the English tutor and the English tutor do it. Mime can be a way to make the class alives, and make the learners become more enjoy. It can be the ice breaking.

3. Circumlocution

Another strategy used by the English tutor is circumlocution. In this strategy, the tutor did not directly explain the term that was new for the learners. However, they are rather describing the words or giving them examples than

giving them the definition directly. Circumlocution was also used by the tutor as the communication strategy to make the learners understand the word that they did not know before. As in Tarone theory, circumlocution is one of paraphrase strategy. It is wordy extended process in which appropriate target language structure. The learner describes the properties of the object or action instead of using the appropriate target language item or structure. In classroom interacton, the tutor used circumlocution, such as in datum 8:

"*Turtle is an animal which live in water, they walk slowly, and they have something to cover their body,"*.

Tarone's theory states that circumlocution is a process in describes the characteristics or elements of the object or action instead of using the appropriate target language structure'.Sometimes, the learners struggle to find the right word, it causes of the learners forget or indeed the learners do not know before. When this happens, it is usually not practical or possible to use a dictionary. For this reason it is important to explicitly teach the skill of using circumlocution. The sample above, in datum 8 shows that the tutor gave some clues for the learners. Here, the tutor was not directly gave the answer, but she gave a chance to the learners to answer it. By using this strategy, it is not only make the learners understand about new word, but the learners can improve their comprehension.

4. Appeal for assistance

The researcher found that the tutor also used appeal for assistance as the communication strategy to overcome communication problem in the class. Here, the researcher found that the tutor applied this strategy to know how far the

learners master in vocabularies. There is appeal for assistance strategy, for example in datum 9:

> *"**How do you say** detik in English?"*.

The speaker (the tutor) in this sample applies appeal for assistance strategy as what Tarone proposed. The tutor used the strategy to know the learners ability in mastery vocabulary, but here the tutor as though really do not know *detik*in English. Actually, this strategy was intended to know how far the learners mastered in vocabulary. Besides, the tutor wanted her learners were more active and brave to speak up, and this sample appropriates with theory which proposed by Tarone.

5. Literal translation

According to Tarone theory, in literal translation, teachers or tutor translate their language words to words from the native language. In this strategy the teacher translate the word or sentence that the learners do not understand by using synonymy, another word or by giving more definition of the word. The teachers also can translate a lexical item, idiom, compound word, or structure from first language (L1) to second language(L2). From the observation, the researcher found the literal translation strategy used by the English tutor. It found at datum 11:

> *"**Memorize is menghafal**, have you memorized it?"*.

The sample above is literal translation strategy. According to Tarone's theory which states, literal translation is an attempt of the speakers to translate word for word from the native language.Here, the tutor translated the word into the learners' first language, in order to input second language to the learners. It

causes of, the tutor indicated that the learners do not know the word before, so the tutor translate the word into Indonesia language. However, translation in the learner's language is the last strategy if the learners do not understand after the teacher/tutor has used other strategies such as repetition, circumlocution etc. By using literal translation, the tutor gives a little chance for the learners to improve themselves.

6. Language switch

Language switch was also used by the tutor. In this strategy, the tutor switched their English with the native students' language, in this case Indonesian language. The tutor employed language switch when she wanted her students really understand about what she said. From the observation, it was found such as indatum 12:

"*Jadi, menitnya taruh di depan, jam nya taruh dibelakang*.".

The sample above appropriates to the theory of communication strategies proposed by Tarone in which the speaker switches the target languageinto the learners' native language when the learner do not know the meaning of the target language.In the sample, the tutor switched the language to avoid misunderstanding and to make sure that the learners received the tutor's explaination.

B. Themost dominantcommunication strategyin improving the learners ability that learn English for basic level.

The researcher found that language switch or code swiching became the most dominant communication strategy used by the English tutor, but in

classroom, switching language is still debatable. There are some claims which said that switching code has disadvantage.

The disadvantages of code switching are stated by some experts. Gumperzand Hernandez (1972) claim that those who code-switch make a mess out of the conversation and cannot speak the language properly. Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable.

Some theories above support that language switch or code switching is not recomended in learning foreign language. When learning a foreign language, the language input that we receive has for a long time been regarded as a very important part of learning the new language. Some studies, for example Hart and Risley (1995), have looked at children acquiring their native language and noticed that the quality of the language input the children get from their parents had a lifelong impact on the language skills of those children. This work was followed up by Huttenlocher, Vasilyeva, Cymerman and Levine (2002) who showed that teachers in classrooms could improve the students' language skills by using a more complex speech.

The explaination above supports one of strategies used by the English tutor as the recomendation in case, to improve the learners ability in learning English. That is repetition, to prove the role of repetition in improving the learners ability, the researcher showed the employing of repetition by the English tutor as the sample in the table below:

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

The table above showed the tutor way to input and improve the learners vocabulary. Here, the tutor used repetition,the tutor repeated the word until she believed that the learners was already get it, and it proved successfull improved the learners mastery in vocabulary. When the English tutor wanted to input the new vocabulary to the learners, she always uses repetition (Page 61-67).

Andrew Weiler (2016) stated that,for many language learners repetition is highly valued, whether it be repeating vocabulary, grammar conjugations, sounds or phrases. It is why, for learners who learn foreign language from basic, they need more input by repeating the foreign language.

The all of communication strategies have their own advantages and disadvantages. In teaching-learning English as the foreign language, the employing of the kind of communication strategies depends on the needs and the goals. When the English teachers want to solve communication problems and avoid the misunderstanding, perhaps they can use language switch/code switching, but when the goal of the teachers is, to improve the learners ability, perhaps repetition could be the best solution.