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COMMUNICATION STRATEGY OF INDONESIA LANGUAGE TEACHER IN LEARNING INTERACTION

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Abstract: This study aims to analyze and produce a description of on the teachers communication strategy and the impact of communication strategy in Indonesian language learning at Senior High School 1 Waru. The method used to collect the data is scrutinized, while the method used to analyze the data is the equal method. The result of the study are the communication strategy includes avoidance strategy, circumlocution strategy, and transfer strategy. The dominant strategy form is the strategy of using redundant words that are included in circumlocution strategy. The emerging impact are verbal and nonverbal responses. However, the influence of verbal responses is frequently used by the students.

Keywords: communication strategy, impact of communication strategy

Communication is an important need in life so that it can be said that the communication process is fundamental for human. However, the difficulties are frequently experienced by the speakers and the opponents of speech in the communication process. These difficulties can be in the form of disagreement between the speakers and the opponents of speech about a particular idea so that it causes the difficulties and obstacles when they are communicating. Thus, the strategies in communication are required in order to create communicative communication between the speakers and the opponents.

Furthermore, the teacher communication strategy is chosen because a teacher is not only demanded to be competent in mastering the material relating to his field, but also must be competent to convey it to the students. Therefore, certain methods or skills are required for the teacher is able to make the students understand the material being taught. The methods or skills can be in the form of implementation of model, method, or certain media in learning. However, all of them are in vain if it is not based on good language skills. Hence, a strategy in language or communication is required. In addition, the number of speech opponents faced by the teachers in

learning activities is very influential in the process. Therefore, those who are affected if there is an error or problem in communicating or speaking when delivering the material in learning activities are the students who attend the learning at that time. Another factor which causes the importance of communication strategies used by the teachers, especially Indonesian language teacher at Senior High School 1 Waru is the age factor. Indonesian language teachers at Senior High School 1 Waru are generally elderly. The communication between the teachers and the students is not quite fluent due to the age factor. It is caused by the teacher who has difficulty in remembering what he wants to say so the utterances spoken are a bit complicated. It means that the teacher cannot directly convey the intended message toward the students. However, it is not caused by the teachers who want to provoke the students to think critically in order to be able to express the opinions in learning activities, but it is because the teacher has difficulty in remembering or finding the right words/terms to represent the message that will be explored according to the material or discussion presented.

The students referred to in this study are Senior High School students. The students of Senior High School are generally considered as mature students, because Senior High School students are the students who occupy the highest level of primary and secondary education levels, so they are able to provide a more creative response to what their teachers say. Besides, they have received a lot of suggestions from previous levels of education, so they are highly demanded to be able to think critically than other students who occupy lower levels of education, namely primary and secondary education (Elementary and Junior High School).

The purpose of this study are; the first is to describe the form of teacher communication strategy at Senior High School 1 Waru in learning activities, and the second is to describe the impact of using the teacher communication strategy at Senior High School 1 Waru in learning activities.

In comparison, there are several previous studies that are relevant to this study. Among these are research conducted by Kulup (2007) that discuss about early childhood communication strategies. The second study was conducted by Mintowati (2009) in her dissertation which discussed speech acts, cooperative principles,

and communication strategies of people with autism. Furthermore, a similar research was conducted by Aladdin (2012) in the upload of his article with the title "Analysis of the Use of Communication Strategies in Arabic Oral Communication". Further relevant research also appears in Alfiyah's (2003) research which focuses on the communication strategies of foreign speakers especially Japanese native speakers at the Anggun course institute in Kuta, Bali. Furthermore, there is also Ari's research (2013) whose articles have been uploaded. In the study, Ari discusses the teacher's communication strategies for grade 1 elementary students in learning activities. The sixth study, that is research conducted by Wijayanti (2013). In this study, Wijayanti took the subject of elementary school students as research objects in learning activities (semiotic studies). The latest relevant research, which is research conducted by Setiawati (2013). The study discusses communication strategies in learning at children with intellectual disability, namely the way teachers can know and help children with intellectual disabilities express their desires. However, from all such studies there are also differences with this research. Among these are differences in research subjects, research methods, or theoretical concepts used in analyzing and solving problems.

Ellis (in Pujiastuti, 2010: 9) argues that communication strategies are divided into two categories, namely the strategy of using nonverbal forms and verbal forms. Nonverbal usage strategies include the use of sign and gestures, movement, images, and songs. As for the use of verbal divided into two types. The first type is the strategy of using speech forms which includes the transfer of speech codes, speech exposure, creative word creation, speech improvement, and translation; while the second type is the strategy to disclose the contents of the speech which includes sharpening the purpose of the speech, diversion of the topic of the speech, and termination of the message.

Tarone (1980: 420) defines a communication strategy as a joint experiment between two interlocutors to form one understanding in a situation when the required structure of meaning is not shared/expressed. It can be said that the relationship or reciprocal effort in communicating occurs between the speakers and the opponents. The effort aims to make the speakers and the opponents of speech have the same understand-

ing on the message or problem being discussed. The message clearly has an intention in it which is not explicitly expressed by the speaker, and that message must be understood by the opponent. This understanding must be the same as what is understood by speakers. Thus, it is clear that communication strategies can be said as an attempt to equalize the understanding of the contents of the message conveyed by the speakers to the opponents of speech. The similarity of understanding can be seen from the response of communicators toward what is expressed by the communicator.

Tarone (1980: 429) classifies the form of communication strategies into five parts, namely: (1) avoidance strategies conducted by avoiding problems which interfere the purpose of communication, including topic avoidance strategy and message relic strategy. Topic avoidance strategy occurs when the speaker does not speak a word about the concept being discussed, but they switches to another unknown structure of meaning. Meanwhile, message relic strategy occurs when the speakers start talking about a particular concept, but they cannot continue it because of the lack of structure of meaning which is owned. So, it stops them in the middle of speech or replaces it with another different message from the discussion or message they forgot but still in the same topic; (2) paraphrasing conducted by estimating, making/creating new words, and using unnecessary words. Estimation strategy practically uses a single target word item or structure of a language which is known that the item is a wrong word, but it is still displayed with other semantically sufficient items in order to give satisfaction to the opponent, the new word-making strategy where the speakers create new words to communicate the desired concepts, and the strategy for words implementation no need to be done by expressing sentences exaggeratedly and/or describing elements or characteristics of an unnecessary object in the concept of conversation; (3) the transfers carried out by literal translation and code switching. Literal translation is conducted by translating the arrangement of words from the original language or source language while code switching is a strategy of transferring languages or terms from the target language to the original language that is mastered without translation; (4) requests for assistance are made when the speaker asks to

justify the term or structure being spoken; (5) the use of cues (mime), is carried out when the speakers use nonverbal strategy to show the structure of certain meanings in their communication.

Impact is the influence or effect that occurs on certain actions taken, so that what is meant by the impact of the communication strategy is the result of the use of communication strategies in the communication process. In the communication process, the impact will generally be seen in the treatment opponent of speech as a reciprocal effort on what is spoken by the speaker. Therefore, this is very relevant to the concept of perlocution in the study of speech acts (Austin in Nadar, 2009: 11).

Perlocutionary action or the perlocutionary force is the result or effect of the utterance toward the listener, whether real or expected (Austin in Tarigan, 2009a: 100). In line with that matter, Wijana (2010: 23) states that a speech spoken has often an influence power (perlocutionary force). It means that the speech has an effect on the listener. The effect can be intentionally or unintentionally created by the speaker. Thus, the utterances spoken are intended to influence the opponent of speech.

METHOD

The approach used in this study is a qualitative approach with a descriptive method. It means that it elaborates or describes something, for example are the circumstances, conditions, situations, events, activities, and so on which are related and based on the problem.

The subjects of this study were Indonesian language teachers at Senior High School 1 Waru. The data in this study is the speech of the teachers and the students in Indonesian language learning activities related to the formulation of the problem. The data is in the form of fragments or speech quotations that reveal or refer to the form of teacher communication strategies application, the determining factors the form of teacher communication strategies, the function and the impact of the communication strategies application in Indonesian learning activities. Total of the data in this study are 64 data.

The method of data collection in this study uses the method of scrutinizing, recording, and noting with the research instrument of recording

tool, book, stationery, and observation sheet. The method of scrutinizing is conducted in this study without involving researchers as participants in the conversation when retrieval the data. That means, researchers only as instruments without engaging in learning conversation. Furthermore, the basic technique used in the scrutinizing method is the record technique. Record technique is a technique used to record the facts needed. It aims to collect data in the form of speeches or actions that are in accordance with the focus of the problem by recording and observing, then proceed with note taking techniques. The note taking technique aims to change the results of observation and recording from the field in the form of oral speech or treatment into written form, and take notes the important things that can support the data needed. The facts obtained through the process in the form of teacher speech notes and/ or utterances/actions of students when learning Indonesia language activities take place, while the data obtained in the form of fragments of speech and descriptions of actions related to the focus of the problem is the form of communication strategies used by teachers and the impact of using communication strategies in learning activities.

The data analysis technique in this study is an extralingual equivalent method with a referential and pragmatic determinant. Referential determinant is a determinant which is based on the theory used in analyzing, while the pragmatic determinant is a determinant based on the opponent of speech. The matching method is used in analyzing data by connecting and comparing. The technique used in this study is that the equalizing technique of equating and the equalizing technique of distinguishing. The equalizing technique conducted by equating or distinguishing between speech data which have been produced with other data, so that produce a logical and valid analysis based on these data.

FINDINGS AND DISCUSSION

Findings

Communication strategies are basically very necessary in communication activities. It is due to the transfer of messages from the speakers to the opponents of speech through communication activities so that with this existing strategy can

be a common understanding between two of them. The communication strategy has several forms of classification can be used in its application so that the speakers choose and consider the appropriate strategies to their needs. Therefore, the use of these strategies in communication activities has a specific function for communicators. In addition, the involvement of the speakers and the opponents in communication activities cause certain impact on the opponents.

The Form of Teacher Communication Strategy

Topic Avoidance; Topic Avoidance Strategy

Topic avoidance strategy occurs or refers to the speakers who avoid certain topics and switch to other topics due to certain factors in communication, such as the lack of memory of the speakers on the topic being discussed. The form of topic avoidance communication strategy conducted by teachers in learning Indonesian at Senior High School 1 Waru is shown through utterances '*kamu ndak, mengerjakannya di mana?*' (where do you do it?) as follows.

Data (01)

G : *Bukunya mana?* (Where is the book?)

S : *Ketinggalan buk* (It missed)

G : *Ooo, kamu ndak, mengerjakannya di mana?* (where are you doing it?)

S : *Di sini semua, Bu* (Here are all Ma'am)

G : *Lha teros endi?* (Then, where?)

S : *Di sini, Bu* (Here, Ma'am)

G : *Mana le?* (Where is it?)

S : *Ini* (Here)

G : *Lha yo mana pekerjaannya?* (Where is your work?)

S : *Ada (peserta didik menunjukkan semua pekerjaannya yang ditaruh di kertas)/Yes* (students show all their work put on paper)

G : *Ooo*

In data (01), the topic avoidance strategy appears in the teacher's statement asking '*ooo, kamu ndak, mengerjakannya di mana?*' to the students. '*Kamu ndak*' and '*mengerjakannya di mana?*' on that question is a continuous question. It is caused by '*kamu ndak*' which is disconnected makes the meaning of the statement unclear. So, the meaning is not delivered to the opponents of speech, and in this case is the students. Moreover, there is no response to that

statement because the statement is interrupted. It is said as the avoidance of the topic because it is clear when the teacher states '*kamu ndak*', there is a purpose he/she wants to convey, and there are matter she/he wants to know from the students. However, the statement was eventually followed by the question '*mengerjakannya di mana?*'. Therefore, it can be stated that the switching from '*kamu ndak*' to '*mengerjakan di mana?*' included into the topic avoidance strategy because the teacher clearly leaves '*kamu ndak*' and changes the discussion or dialogue with the question '*mengerjakannya di mana?*' at that time. Meanwhile, at the next conversation, the teacher did not repeat '*kamu ndak*' but continued to discuss the students's work by giving questions the work location of the students in the collected sheets.

Message Abandonment Strategy

Message abandonment means leaving a message in speech. The point is, if a speaker who uses a message abandonment strategy, he will leave the problems or messages he is discussing with the opponents of speech. Message abandonment occurs due to certain factors or obstacles which are being experienced by the speakers so that communication does not run well. However, the speaker does not have to leave the opponent when he leaves the message in order to keep the communication well, but he is able to deliver other continuous messages with the messages he wants to convey previously or the speaker even replaces them with more pleasant discussions. Hence, the speaker is still able to stay in place and keep the relationship with the opponent of speech. The use of message abandonment strategy in Indonesian language learning activities at Senior High School 1 Waru is shown through speech fragments 'The observation... who does like observation,... what is the meaning of observation' in the following quote.

Data (02)

G: *Observasi itu, coba siapa yang suka observasi, apa arti observasi?* (The observation ... who likes observation, what is the meaning of observation?)

S: Pengamatan (*Observation*)

Data (02) indicates that the teacher has left a message. It is caused by the teacher who ini-

tially gave the questions to the students about 'who likes to make observations' then suddenly it switches and leaves the question, and the teacher actually adds other questions to students about the definition of observation. It is said as inheritance messages because when the teacher gives the question (concerning like of observation), the students have not had time to answer it, and the teacher immediately diverts it or adds the questions about the definition of observation. In addition, it can be said as message abandonment because the students also do not respond or provide the answers to questions or messages about liking observation, while they provide the answers to the question of 'what is observation'.

Circumlocution; Creating New Words Strategy

Creating a new word is one of the strategies used by speakers by creating a word that is generally rare or never used but has almost the same meaning or intent as the word you want to express. The use of strategies for making new words in the following part of the conversation is realized through the word 'male' and the word 'female' spoken by the teacher.

Data (03)

G: *Coba Dit nyapu Dit.*

(*Adit menuruti perintah gurunya dan menyapu lantai kelas*)/(Try to sweep the floor Dit). (Adit obeys his teacher's orders and sweeps the classroom)

G: *Nah apa yang dilakukan Adit?* (So what did Adit do?)

S: *Menyapuuu* (Sweeping the floor)

G: *Piye to?* (How come?)

S: *Mengambil dan menyapu* (Take and sweep)

G: *Buatlah kalimatnya* (Make the sentence)

S: *Adit menyapu* (Adit sweeps)

G: *Ssst, secara jantan dan betina (Shhh, in male and female)*

(*Peserta didik menahan tertawa*)/(Students hold back laughing)

Based on quote (03), it appears that the teachers has used a new word-making strategy. It can be seen through the utterance '**Shhh, in male and female**'. It is called a new word because the words 'male' and 'female' are generally used to denote sex in plants and animals. Even so, the word 'male' can be interpreted as 'manly

and brave' while the word 'female' does not have such meaning. While the message meant by the teacher is so that students when answering questions are not scrambling. That is, students must raise their hands first when they will speak in class. Therefore, the use of the word 'male' and 'female' in learning activities especially Indonesian language learning can be categorized in the use of communication strategy, especially communication strategy for making new words.

The Use of Redundant Words Strategy

The use of redundant words strategy refer to the disclosure of excessive words or sentences, but it does not change the meaning or content of the intended expression of the speaker. It means that the speaker conducts the arrangement of words by explaining the concept, but the words do not add or change the content of the intended or expressed conversation from the speakers. In the following quote, the unnecessary word spoken by the teacher appears through speech '*karena nanti dikerjakan bersama tugasnya*' (because the task will be done together later) after the teacher says '*dah sekarang berkelompok*' (make a group).

G: *Dah sekarang berkelompok, karena nanti dikerjakan bersama tugasnya, sekarang berkelompok empat empat saja atau kalo misalnya lima juga ndak pa pa ya? Saling menghadap (guru memberikan instruksi ketika peserta didik telah selesai membaca)*

(make a group, **because the task will be done together later**, now gather in group of four or five, is it okay? Face each other). (the teacher gives instructions when students have finished reading)

S: *Ayo Rek (Peserta didik berkelompok dan guru membantu peserta didik untuk membentuk kelompok)*

(come on kids) (Students are in groups and the teacher helps the students to form the groups)

Based on quotation (04) it appears that the teacher has used redundant word strategy learning activities. It is proven through the teacher's speech which said that students had to do their tasks together, while the teacher had instructed to make a group previously. It means that without saying the task has to be done together, the

students will still do the task together with their group members. Thus, it can be stated that the speech '..., because the task will be done together, ...' which accompanies the utterance 'make a group,' which is conveyed by the teacher is unnecessary because even if the word is not conveyed, the students still understand the assignments given must be done together because it has been group responsibility.

The strategy for using redundant words is also shown through utterance '*nomor, mulai nomor delapan puluh empat ya, halaman lapan empat paket, ya tugas satu, ssst*' (number, starting from number eighty four, page eighty four of textbooks, task one, shhh) in the following piece of conversation.

Data (05)

G: *Nomor, mulai nomor delapan puluh empat ya, halaman lapan empat paket, ya tugas satu, ssst* (Number, start number eighty four, page eighty four of textbooks, task one, shhh)

S: *Halaman piro rek?* (what's page kid?)

G: *Halaman lapan empat* (page eight four)

S: *Lapan empat* (eight four)

Based on the quote (05), the strategy of using redundant words expressed by the teacher appears through utterances '*nomor, mulai nomor delapan puluh empat ya, halaman lapan empat paket, ya tugas satu, ssst*' (number, starting from number eighty four, page eighty four of textbooks, task one, shhh). It is regarding the pages must be done by the students is expressed ineffectively. The teacher indirectly reveals that the students have to do 'page eighty-four of textbooks, task one'. Therefore, other used words or repetitions carried out are included into redundant words, so it does not require to do it.

Transfer Strategy; Literal Translation Strategy

The literal translation strategy is a strategy used by translating words from the original language or source language. It can be said that the speaker expresses it with the composition of original language when he wants to reveal something. The point is, the speakers express a word or sentence in target language by using the structure of the original language or source language of the speaker. For example, the sentence has a sentence structure of source language when a speaker expresses a sentence, but the sentence

still reads the target language. The use of literal strategy in the following is realized through the fragment of the phrase *'hujan paleng sana-sana ya'* (It's maybe raining there).

Data (06)

G: *Satu dua tiga empat...masih ada sekitar sepuluh orang nggak ada ini* (One two three four ... there are still around ten people left)

(Peserta didik menyebutkan beberapa nama temannya yang belum hadir)/
(Students mention some names of their friends who are not in the class yet)

G: *Hujan paleng sana-sana ya* (It's maybe raining there and there)
(Peserta didik masih ramai)/ (Students are still noisy)

Based on the piece of conversation on quote (06), literal translation strategy appears when the teacher states that the rain fell in the morning did not only occur around the school area, but also in other areas. *'Paleng sana-sana'* in the structure *'hujan paleng sana-sana ya'* (It's maybe raining there and there) is one of the literal translations. It is caused by the arrangement or structure of the sentence is not a sentence structure of the target language. As such, the sentence structure in *'Paleng sana-sana'* is the sentence structure of the language of the speaker (teacher), which is Javanese *'kono-kono'* spoken in the target language (Indonesian) *'sana-sana'*/ everywhere. In addition, the signatory word (there) in Indonesian is not generally used repeatedly. Therefore, the sentence will be more effective if it is changed by saying *'di mana-mana mungkin hujan ya'* (It's maybe raining everywhere) as in the following quote.

Data (06a)

G: *Satu dua tiga empat...masih ada sekitar sepuluh orang nggak ada ini* (One two three four ... there are still around ten people left)

(Peserta didik menyebutkan beberapa nama temannya yang belum hadir)/
(Students mention some names of their friends who are not in the class)

G: *Di mana-mana hujan mungkin ya?* (It's maybe raining everywhere)
(Peserta didik masih ramai)/(Students are still noisy)

When it is compared, the quotation (06a) is highly effective than the quotation (06). It is caused by *'hujan paleng sana-sana ya'* in quotation (06) has been changed with *'di mana-mana mungkin hujan ya'* in quotation (06a). In addition, the structure of speech (06a) apparently more acceptable than *'hujan paleng sana-sana ya'* in quotation (06). Therefore, the fragment of the dialogue in quotation (06a) will be thoroughly relevant if it is conveyed because the resulting sentence is highly effective and standard.

Code Switching Strategy

The strategy carried out by switching the code means that the speaker switches the language they use from the target language to the native language which is mastered by the speaker. It means that the speakers switch it to their first language or mother tongue when communicating. The use of code switching strategy by the speaker (the teacher) in Indonesian language learning at Senior High School 1 Waru appears through the fragment of the utterance *'jangan koyok tawon'* (Don't like the bees) in the following quote.

Data (07)

G: *Manusia tergolong ke dalam kelompok apa?* (What group human belong to?)

S: *Makhluk hidup* (living creature)

G: *Benda hidup, ketika benda-benda hidup dikelompokkan menjadi dua yaitu tumbuh-tumbuhan dan hewan, ada anggapan bahwa manusia adalah hewan yang bisa berpikir, apakah maksud pernyataan tersebut, dan mengapa ada anggapan demikian? Ayok siapa bisa?*

(Living things. When living things are divided into two, namely plants and animals, there is an assumption that humans are animals who can think. What is the purpose of the statement? And why is there such assumption? Come on, who can answer it?)

(Peserta didik berebut menjawab sehingga jawaban tidak dapat terdengar dengan jelas)

(Students scramble to answer so the answer cannot be heard clearly)

G: *Ee, siapa yang bisa menjawab tunjuk tangan, jangan koyok tawon*

(Well, who can answer it? point your hand, don't like the bees)

(Peserta didik perlahan tenang)/ (Students slowly calm down)

S: Karena ada anggapan bahwa nenek moyang kita adalah Hewan
(Because there is an assumption that our ancestors are animals?)

Based on the quotation (07), it is extremely clear that the teacher does or uses a code switching strategy when communicating with the students in Indonesian language learning activities. It is indicated by the use of the phrase '*koyok tawon*' after saying, '*ee, siapa yang bisa menjawab tunjuk tangan, jangan koyok tawon*'. The phrase is a Javanese language which means 'like a bee'. It means that, the teacher reminds the students to be more orderly when answering questions in learning activities. They do not scramble to talk, so what they say are clearly heard and can be understood by others. Thus, it is obvious that the teacher uses the code switching strategy in the quotation of conversation. Even though the teacher speaks fewer Javanese language, the teacher still makes language switching or changing which is originally from Indonesian to Javanese.

Appeal for Help Strategy

Appeal for help is one form of strategies used in communication. Appeal for help strategy is carried out when the speaker asks the opponent to justify the term or structure of the language he is speaking about. In addition, appeal for help strategy also be used to ask unidentified something by the speakers. However, appeal for help strategy in this study is not only limited to ask unidentified something, but also to ask something forgotten by the speakers. The application of appealing for help strategy can be identified through the utterances '*anak-anak usahakan ininya dijaga ya, jangan ininya sing akeh*' conveyed by the teacher as follows.

Data (08)

G: *Anak-anak usahakan ininya dijaga ya, jangan ininya sing akeh* (sambil menunjuk mulut)/(Students, try to keep it, it don't too much) (pointing mouth)
(Peserta didik lebih diam, dan suasana kelas lebih tenang, namun tidak lama kemudian sudah agak sedikit ramai kembali tetapi tidak semua peserta didik ramai)

(Students are more silent, and the atmosphere of the class is quieter. However, not long after that, it's been a bit noisy again but not all the students are noisy)

In the quotation (08), the teacher instructs the students to keep their mouths by saying '*Anak-anak usahakan ininya dijaga ya, jangan ininya sing akeh*' by pointing his mouth. It means that the teacher encourages students not to talk too much when learning activity. The students who hear it are silent and the classroom atmosphere is quieter even though not long after that the students have started to be noisy again. As for, the strategy used by the teacher appears through teacher instructions delivered to the students. When the teacher asks the students to keep their mouths in order not to talk too much in learning activity, it is the time when the teacher asks for help from students. In addition to the reaction of students who are silent after that, it is clear that the instruction or the teacher's request gets a response from the students. Thus, it can be stated that the teacher has used appeal for help strategy in learning activities.

Use of Non-linguistic Strategy

Non-linguistic strategy or can be called as mime is a strategy which uses nonverbal language, especially the gestures of speakers. It means that the speakers do certain movements when communicating. However, the movement is a supportive movement to express the meaning of the language that he wants to convey to the opponents. Non-linguistic strategy can be aimed to illustrate the things through the movement. The use of mime strategy (non-linguistic strategy) in learning activities at Senior High School 1 Waru is shown by the attitude of the teacher who gave a response with a motion by shrugging the shoulder as follows.

Data (09)

S: *Salam pembuka sama pembuka itu sama ta bu?* (Is the greeting and opening paragraph same, Ma'am?)

G: *Pembuka itu alinea pembuka, alineanya* (The opening paragraph is the paragraph)

S: *Oo, alineanya?* (Oo, the paragraph?)

G: *Ada tujuh isi suratnya, tujuh surat itu pembuka isi, kalau ada salam pembuka ya salam pembuka dulu* (The contents

of the letter consist of seven parts. They are introduction of content, if there is a greeting is okay)

S: *Berarti ini salam pembuka ya bu?* (So, it is the greeting, isn't Ma'am?)

(Guru mengedikkan bahu peserta didik diam dan melanjutkan berdiskusi dengan temannya)

(The teacher shrugs the shoulder, the students are silent, and continue to discuss with their friends)

Based on quotation (09), it can be seen that non-linguistic strategy is carried out. This is indicated by the teacher's response to the question proposed by the students. The shoulder-struggling movement carried out by the teacher indicates that the teacher does not know the answers to the questions of the students, or it can mean the teacher does not want to answer the question from the students because the questions are so easy that they do not require the answer from the teacher, and the students are expected to be able to think highly critical based on the teacher's previous explanation. Thus, it can be stated that the shoulder movement carried out by the teacher indicates certain meaning or message that must be understood by students. In addition, based on the quotation of the dialogue fragment, it can be stated that the teacher has undergone or used nonlinguistic strategy in learning activities.

The Impact of the Implementation of Teacher Communication Strategy toward the Students in Indonesian Language Learning Activities

Impact of Verbal Intangibles

Verbal impact in the research is an effect or treatment arises in the form of oral communication spoken by the students on the implementation of certain communication strategies. The communication strategies include avoidance strategies consisting of topic avoidance strategy and message abandonment strategy, circumlocution strategies includes assessment strategy, making new words strategy, and redundant words strategy, and transfer strategies that includes literal translation strategy, code switching strategy, appeal for help strategy, and non-linguistic strategy. The verbal impact that occurs on the use of avoidance strategies, especially topic avoidance strategy by the teacher at Senior

High School 1 Waru in Indonesian learning activities are as follows.

Data (10)

G: *He, mesti mengeluh isinya* (Hey, why do you always complain?)

S: *Insya Allah, Bu* (God Willing, Ma'am)

G: *Halah (Peserta didik agak ramai dan mulai mengerjakan)* (Students are a little bit noisy and start working)

G: *Ssst ssst ssst* (Shhh shhh shhh)

S: ***Ham ham*** (Peserta didik mengingatkan temannya yang bernama Ilham) (The students reminded his friend named Ilham)

G: *Ilham itu sekarang banyak anu ya banyak ngomong* (Ilham is too much talking now)

S: *Iya, Bu* (Yes Ma'am)

The words "shhh shhh shhh" expressed by the teacher in the quotation (10) are the new words to replace the message of "silent". There is a student who responds by saying "Ham Ham". The response is a form of reaction on the use of communication strategy by the teacher, specifically the use of the new word-making strategy. The word "Ham-ham" expressed by one of the students is intended to call and remind the students named Ilham 'which makes the classroom atmosphere less conducive to Learning Activities. Thus, it can be stated that the use of this strategy has an impact on the students' behavior. Through these reactions, it can be viewed that the students participate in helping the teacher to remind the noisy student (his friend) and calm the classroom's atmosphere.

The following quotation also shows the impact of using redundant word strategy through the utterances '*halaman piro rek?*' and '*lapan empat*' by the students.

Data (11)

G: *Nomor, mulai nomor delapan puluh empat ya, halaman lapan empat paket, ya tugas satu, ssst* (Number, start number eighty four, page eight four of textbooks, task one, shhh)

S: ***Halaman piro rek?*** (What's page guys?)

G: *Halaman lapan empat (page eight four)*

S: ***Lapan empat*** (eight four)

Teacher's speech '*nomor, mulai nomor delapan puluh empat ya, halaman lapan empat pa-*

ket, ya tugas satu, ssst' in the quotation (11) is categorized as a form of communication strategy, especially the use of redundant word strategy. After saying the utterance, the reaction of the students is one of the students asks about the page of work to do, by saying '*Halaman piro rek?*'. The reaction in the form of verbal language is a response given by the students toward the use of teacher communication strategy. The emerging reaction can be caused by several things. Among them are the quite crowded classroom's atmosphere, indirect teacher's speech (too complicated), and even the lack of hearing power of the students or lack of the sound power of the teacher in speaking. Therefore, it can be stated that the reaction given by the students also have a positive impact, the students (willing) more concern to pay attention to what is told by the teacher in learning activities.

The following part of the conversation also shows that the code switching strategy used by the teacher has a certain impact on students. It is shown through the utterance '*kenapa Bu?*' expressed by the students in response to the teacher's utterance which contains code switching in it.

Data (12)

G: *Serbet sek nggo tissu, kotor* (Clean it with thea tissue, it's dirty)

S: *Kenapa Bu?* (Why Ma'am?)

G: *Serbet dulu baru dikasih* (Clean it first, then I'll give it)

S: *Iya, Bu* (Yes Ma'am)

In the part of the conversation or data (12), the teacher conducts code switching from the source language to the target language which appears through utterance '*Serbet sek nggo tissu, kotor*'. However, the student who is involved (who had a conversation with the teacher) has not been able to understand what is said by the teacher when expressing it. Therefore, the students had to ask about the meaning of the teacher's utterance, and the teacher reaffirmed it by using the target language. In other words, when the teacher communicates by using code switching, the students have not been able to respond according to what the teacher wants. Hence, the students indirectly show or provide the answers which require the teacher to repeat the instructions. Therefore, it can be concluded that the impact of the application of code switching strategy by the teacher arises the question '*Kenapa*

Bu?' spoken by students with the purpose of asking the teacher to repeat the utterance (instruction) again.

Nonverbal Impacts

Nonverbal impact in the research is an effect or treatment which emerges in the form of non-verbal communication. It is carried out or demonstrated by the students for the application of certain communication strategy. As discussed earlier, the communication strategies includes avoidance strategies consisting of topic avoidance strategy and message abandonment strategy. Circumlocution strategies consist of assessment strategy, new word-making strategy, and redundant word strategy. Transfer strategies consist of literal translation strategy, code switching strategy, appeal for help strategy, and non-linguistic strategy. The nonverbal impacts which are available on the use of avoidance strategies by the teachers at Senior High School 1 Waru in Indonesian learning activities are as follows.

Data (13)

G: *Coba Dit nyapu Dit.* (Try to sweep the floor Dit)

(*Adit menuruti perintah gurunya dan menyapu lantai kelas*)/(Adit obeys his teacher's orders and sweeps the classroom)

G: *Nah apa yang dilakukan Adit?* (So what did Adit do?)

S: *Menyapuuu* (Sweeping the floor)

G: *Piye to?* (How come?)

S: *Mengambil dan menyapu* (Take and sweep)

G: *Buatlah kalimatnya* (Make the sentence)

S: *Adit menyapu* (Adit sweeps)

G: *Ssst, secara jantan dan betina* (Shhh, in male and female)

(*Peserta didik menahan tertawa*) (Students restrain their laughter).

The new words making in the quotation (13), namely the words '*jantan*' and '*betina*' spoken by the teacher when he is asking the students not to mumble in the class. It is caused by at that time the students are responding to the teacher's speech simultaneously, the classroom is noisy and the speech of the students cannot be clearly heard. The students' responses after hearing the teacher expresses the speech is to restrain

their laughter. It aimed to avoid the noisy in the classroom in learning activities as before.

The response of students who restrain their laughter based on quotation (13) is the impact of new word-making application. The response arises due to the application of the words '*jantan*' and '*betina*' used by the teacher. It can be said that the students have already have a sight or imagination regarding '*jantan*' (male) and '*betina*' (female). In other words, the students have imagined that the words '*jantan*' and '*betina*' are generally associated with the sex of animals or plants. In addition, the word '*jantan*' can also be interpreted as a man who is manly and brave. However, it is not the same with the term of '*betina*'. The point is that the term '*betina*' cannot be used as a substitute for 'brave woman' like the term '*jantan*'. Therefore, the two terms sound awkward when spoken in learning activities so that the arising effect causes the students restrain their laughter. Thus, it can be stated that the impact of the implementation of the word '*jantan*' and '*betina*' as the new word used by the teacher is the emergence of the students' laughter due to their knowledge concerning to the terms '*jantan*' and '*betina*'. It means that when the teacher tells the term, the students want to laugh and hold it back because they already know the true meaning of the two terms. Meanwhile, the teacher's intention in using the term is to remind the students not to answer the proposed question by mumbling as previously, but by raising their hands bravely and answer it voluntarily.

The impact of nonverbal responses on the use of non-linguistic strategy also appears through the silence shown by the students in the following quotation.

Data (14)

G: *Anak-anak usahakan ininya dijaga ya, jangan ininya sing akeh (sambil menunjuk mulut)*

(Students, try to keep it, it don't too much) (pointing to the lip)

(Peserta didik lebih diam, dan suasana kelas lebih tenang, namun tidak lama kemudian sudah agak sedikit ramai kembali tetapi tidak semua peserta didik ramai)

(Students are more silent, and the atmosphere of the class is quieter. However, not long after that, it's been a bit noisy again but not all the students are noisy) (93/ENV5/090916/XS3)

Based on data (14), it can be seen that the teacher has carried out non-linguistic strategy. It is indicated by the teacher's gesture by pointing (touching with the index finger) to the lip when speaking, and the movement is the message to be delivered by the teacher. Next, the reaction showed by the student is silent. It can be understood that the students pay attention to the teacher's advice not to talk unnecessary things in learning activities. Thus, it can be stated that the impact caused by the use of non-linguistic strategy is the students' attention to the teacher which appears through the silence and the students stop talking automatically even though what is discussed is not complete yet.

Discussion

Based on the results of the observations and data analysis during the research process on the application of teacher communication strategies in learning activity in school, it is found: (1) the dominance of the application of redundant word strategy that were actualized through repetition, (2) the response of the opponent of speech as a realization of the effects or impacts on the use of communication strategies

Domination of the Redundant Word Strategy Actualized through Repetition

Based on the data analysis of the teacher's speech at Senior High School 1 Waru in Indonesian language learning activities, the form of communication strategy spoken is one of the ways used by the teacher (speaker) to express ideas and describe the intent of the ideas to be conveyed, so the opponents are able to understand the speech by giving the respond. The ideas and intentions which are conveyed can be found in the teacher's speech included in the classification of communication strategies. They are including avoidance strategies (topic avoidance strategy and message abandonment strategy), circumlocution strategies (assessment strategy, new word-making strategy, and redundant word s strategy), as well as transfer strategies

(literal translation strategy, code switching strategy, appeal for help strategy, and non-linguistic strategy).

From the analysis of communication strategies form from the teacher's speech in Indonesian language learning activities shows the dominance of the form of redundant words strategy, followed by code switching strategy, non-linguistic strategy, appeal for help strategy, new word-making strategy, topic avoidance strategy, message abandonment strategy, literal translation strategy, and assessment strategy in the last order. The dominance of the form of communication strategy, namely redundant words strategy of the teacher's speech in learning activities as one of distributing ideas or opinion appears through the teacher's speech which is delivered repeatedly. Meanwhile, the utterance spoken is similar, and it does not create the new meanings for the opponent of speech. However, the underlying matter of the speaker to do it is the great desire of the speaker to be able to get more attention from the opponent of speech. Consequently, what is spoken by the speaker produces a response based on the speaker's desire. The details are the form of communication strategy which dominates are the form of redundant words application is as many as seven data. It is followed by the form of message abandonment, code switching, and appeal for help for as many as five data of each. The forms of topics avoidance and the use of non-linguistic are as many as three data of each. The form of literal translation strategy is as many as one data. Therefore, the total amount of data in the form of teacher communication strategies in Indonesian language learning activities are 32 data.

The Response of the Opponents as an Effects or Impacts Realization of Communication Strategies Application

Communication strategies in learning activities are carried out by the teacher in the form of verbal and nonverbal. In other words, the language expressed can be in the form of speech and action. However, the speech referred to in this study is spoken speech instead of written speech. It is necessary to reveal its perlocutionary power in this study to find the effect or impact of the use of communication strategies in learning activities. Leech (2011: 323) states that perlocutionary can be seen from verbs or verb-

like expressions, among them are making the opponent of speech understand that, persuading, deceiving, encouraging, frightening, pleasing, making the opponent to do something, inspiring, impressive, distracting, makes the opponent think about relieving, humiliates, attracts attention, and boring. It is on the basis that the idea can be delivered directly or indirectly in conveying an idea.

Therefore, when the speaker wants to say A, perhaps the speaker indirectly and immediately say A but say B. It is conducted in order to the language used is able to give the effect or influence to the opponent of speech so that the opponent also provides the respond according to the speaker's speech. It is in line with the opinion expressed by Wijana (2010: 23) that a speech uttered by someone (speaker) has the power of influence or effect toward the opponent of speech. These effects can be realized or seen through the response of the opponent of speech either intentionally or unintentionally. Thus, the opinion expressed by Wijana strengthens Leech's opinion that the perlocutionary act is a speech act which is act of expressing is intended to influence the opponents of speech (Wijana, 2010: 23). Regarding the causing effects or speaker's speech can be in the form of verbal effects or nonverbal effects. Verbal effect is in the form of the opponent's speeches which are spoken verbally to respond it. Whereas, nonverbal effect is in the form of behaviors or actions carried out by the opponents of speech in responding to the speaker's speech. The impact of communication strategy application which dominates is the impact of a verbal which is nineteen data. Meanwhile, the impact of nonverbal is thirteen data. Thus, the total of overall data of impact of teacher communication strategy application towards the students in Indonesian learning activities are 32 data.

CONCLUSION

The conclusions of this study are; (1) the form of teacher communication strategy at Senior High School 1 Waru in Indonesian language learning activities, (2) the impact of the application of teacher communication strategy toward the students at Senior High School 1 Waru in Indonesian language learning activities.

Based on the results of research regarding the teachers communication strategy at Senior High School 1 Waru in Indonesian language learning activities, it can be drawn the conclusion. First, the form of communication strategies conducted by the teachers at Senior High School 1 Waru in Indonesian language learning activities are included into avoidance strategies, circumlocution strategies, and transfer strategies. First, avoidance strategies consist of avoidance topic strategy and message abandonment strategy. Second, circumlocution strategies consist of strategy for making new words and the use of redundant words strategy. Third, transfer strategies consist of literal translation strategy, code switching strategy, appeal for help strategy, and the use of non-linguistic strategy. The form of dominant strategy used by the teachers in learning activities is the use of redundant words strategy which is included in circumlocution strategy. It is generally in the form of repetition of words, phrases, or clauses. However, it does not change the meaning from words, phrases, or clauses which are spoken. Therefore, it can be stated that those three strategies basically have the same function, namely equating the understanding between the speakers (teachers) and the opponents of speech (students) so that the existing communication between them will run smoothly.

Second, the emerging impact on the use of certain teachers communication strategy at Senior High School 1 Waru in Indonesian language learning activities can be seen through the responses given by students after the teacher uses certain communication strategy. The results of this study, the impact or influence appears in the form of verbal and nonverbal responses. However, the influence of verbal responses are frequently found or used by the students. It means

that the students frequently give the reactions by speech rather than by actions in case of the application of specific teacher communication strategies. Therefore, it can be stated that the spoken speech by the students greatly influence the students' understanding regarding what is conveyed by the teacher. So, if the students are able to understand the message conveyed by the teacher, then the response given will be appropriate. In the other hand, if the student cannot grab the meaning delivered by the teacher, then the response will be different. However, it is sufficient to show that students are quite actively participating in giving responses to the messages conveyed by the teacher in learning activities.

As for the suggestions in this study, first for the teacher, it is suggested to be able to pay more attention to the utterances spoken and the behavior carried out in learning activities especially learning activities of Indonesia language, so that communication in the class can run effectively and smoothly, so that the teacher can convey more information, while students as speech partners can better understand what is spoken by the teacher. Second, for further researchers who are interested in researching communication strategies in learning activities it is recommended to make the results of this study or other similar research as a references for further research, especially for those study communication strategies according to Tarone's view which are modified/ quoted by Bialystok, so that future researchers can improve research regarding the communication strategies of Indonesia language teacher in learning activity at Senior High School 1 Waru. This can be done using theoretical analysis and other methods so that future researchers are expected to be more critical, creative, and complete in analyzing.

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