

**COMMUNICATION STRATEGIES USED BY INDONESIAN
TEACHER TOWARD THAI STUDENTS IN TEACHING
ENGLISH AT CHARIYATHAM SUKSA FOUNDATION
SCHOOL IN THAILAND**

THESIS

**This Thesis is submitted to fulfill
the requirement for “Sarjana” degree
of English Study Program**



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Assalamualaikum Wr. Wb

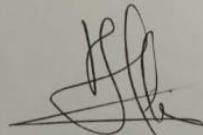
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalam mu' alaikum, wr. wb

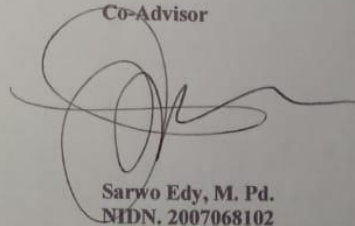
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PREFACE

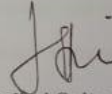
All praises to Allah that the writer had finally finished writing thesis entitled "Communication Strategies Used By Indonesian Teacher Toward Thai Students In Teaching English At Chariyatham Suksa Foundation School In Thailand".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English study program of IAIN Curup. The writer realized that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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The researcher finished this research entitled "**Communication Strategies Used By Indonesian Teacher Toward Thai Students In Teaching English At Chariyatham Suksa Foundation School In Thailand**" This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest

Appreciation to:

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2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and always give me the time for guidance, supports, motivation and suggestion along the process of this thesis.

MOTTO AND DEDICATION

“Beyond your Ability”

**“One of the greatest regrets in life is being what others would want you to be,
rather than being yourself”**

“Loving yourself is not vanity, it is sanity”

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mr. Hadi Suhermanto, M. Pd and My co-advisor Mr. Sarwo Edy, M. Pd who has guided and support my thesis to completion.

This thesis dedicates to:

- My wonderful and beloved family, the greatest man ever my father Mr. Dodi Darmawan. The most beautiful woman ever, my mother Mrs. Linda Haryani.
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ABSTRACT

Dolinsi Opitasari 2021 : **Communication Strategies Used by Indonesian Teacher Toward Thai Students in Teaching English at Chariyhtam Suksa Foundation School in Thailand**

Advisor : Hadi Suhermanto, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This research aimed to find out Communication Strategies used by Indonesian teacher in teaching English and how Indonesian Teacher implement those Communication Strategies toward Thai Students at Chariyhatam Suksa Foundation school in Thailand. This research is a qualitative method that is described in a descriptive manner. The focus of this study was an Indonesian teacher who teaches English at Chariyhatam Suksa Foundation School. To collect the data the researcher used Document Analysis and interviews. In analysis data, first researcher manages the data that be collected. After that, the researcher reads the result of the data. Then, classified based on the kinds of communication strategies and how the teacher implements these strategies in the class. Furthermore, the researcher describes all the data that has been obtained. The last, the researcher interprets the data and explain deeply about communication strategies and these implementation. The findings exposed that in teaching English toward Thai Students the teacher used three kinds of communication strategies they are Code switching, Nonlinguistic Strategy and filler or Hesitation. In addition the teacher also used other strategies that were not suggested in the theory it is Repetition strategies. Forward, the teacher also implement these communication strategies in the class and the implementation has good enough for the students.

Keywords: Teaching English, Communication Strategy, Chariyhatam Suksa Foundation School

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INTRODUCTION

A. Background of the Research

Teaching is as imperative as learning because by some procedures of teaching and learning, somebody can become knowledge and information to make their life superior, Brown states that teaching is to expression or assistance somebody in absorb the way to do somewhat, give education, leader in assessment somewhat, formulate knowledge, make somebody Distinguish or understand.¹ Based on the explanation above, teaching is a procedure to source the idea created on the involvement from one people to another, which the purpose of this procedure is another people understand.

In teaching proces the teacher usually plays as the information giver and the students play as information seeker. As a result, not only do teachers need to be able to teach optimally and correctly, but they also need to be able to communicate effectively and fluently in order for students to recognize the topics, especially in English classes. Communication can be thought as a process in which a sender sent a message to a receiver. In brief, a sender encodes the message then a receiver will decode it.² Furthermore, communication problems will

¹ H. Douglas Brown, *Principle of Language Learning and Teaching: six edition*, (New york: Allyb and bacon 2014) p. 8

² Oweis, T, *A literature review on communication strategies in language learning*:Vol. 9 No 26, (Learning European Scientific Journal, 2013)p. 245

happen if the process of encoding message differs from decoding message when this problem occurs, teachers try to face this problem by using devices to improve their level of communication which is called communication strategies. Corder outlines communication strategies as a methodical system employed by the speakers to repair their sense when confronted with some linguistic problems.³ Based on the explanation above, it can be decided that communication strategies are methods employed by the teachers to repair their meaning and also common efforts of interlocutors to decide on a meaning in condition when necessary meaning structures are not shared.

In English classroom the teacher needs communication strategies to share information, knowledge and also to build up the decent relation among teacher and students, if the teacher has difficulty in their conversation it can potentially miss understanding and get stuck in the middle conversation. Furthermore, Mary Finocchiaro stated to avoid misunderstanding between the speakers, they usually try to convey the messages clearly and find another way or strategy to convey the messages until both speaker and listener find the goals of communication and understand what the linguistic signals sent from another speaker.⁴ It means communication strategies are important for the teacher to avoid

³ Corder, S. P., *Error Analysis and Interlanguage*, (Oxford: Oxford University Press, 1983) P. 16

⁴ Mary Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: N.Y. 10016, 1974), P.3

misunderstanding and stuck in the middle when teacher teaching in an English class, with communication strategies teaching learning process will run smoothly without misunderstanding between teacher and students.

In this research, researcher aim to know about communication strategies used by Indonesian teacher who teach English at Chariyhatam Suksa Foundation School. There is a school that have a teacher from another country named Chariyatham Suksa Foundation School in Chana South Thailand, in this school there is a foreign teacher comes from Indonesia He is Mr. Jhefri who comes from Purwokerto, Central Java, he has the opportunity to teach at Chariyatham Suksa Foundation school in primary school and the school hires the Indonesian teacher to teach English in school in order to improve students' ability in English.

Researcher chooses this school because Chariyhatam suksa foundation school is one of the Islamic schools in Chana, Songkhla province in Thailand. This school especially for Matayum (secondary level), Prathom (primary school) and Anubhan (Kindergarten). In this school there is an English teacher from Indonesia who taught English. The teacher teaches there with many differences conditions from Indonesia one of them is language. Therefore, how the teacher communicate with the students with the differences language. If in Indonesia there are same conditions, at least the students understand Indonesian language or the teacher understand his students' mother tongue. So, the communication in the class can run smoothly. Based on some reasons above researcher

decide to investigate an Indonesian teacher who teach English in this school.

In English classroom Indonesian teacher need communication strategies to share information, deliver material and also to build up the decent relation among teacher and students, if the teacher has difficult in their conversation it can potentially miss understanding and stuck in the middle conversation. It is known that Indonesia and Thailand have many differences such as culture, custom and of course language it can potentially Indonesian teachers could get difficult to communicate with Thai Students. Indonesian teacher said that the difficulty faced when teaching is language, because most students use Thai language to communicate, while in English class they must use English, it is make Indonesian teachers must have communication strategies to avoid miss communication with their students.⁵ Furthermore, Mary finocciaro stated that if a speaker has difficulty in communication he should try convey the messages hardly and find another way or strategy to convey the messages that cannot shared until the speaker and listener find the goals of communication.⁶ This is reinforces that communication strategies is really needed for the Indonesian teacher who taught English in Chariyhatam Suksa Foundation School.

⁵ Jhefri, Indonesian teacher, *pre interview*, what Sapp application, 03 february 2021.

⁶ *ibid*

In addition, the researcher interviewed the Indonesian teacher who taught English there, he said that when teaching in the classroom he always tried to communicate with English, but the students responded use Thai language, even though the teacher asked to respond in English. Sometimes, some students also respond with body language. The teacher also said it is occur because the students did not fully understand English. Because of that miss communication usually occurs in the class. The difference in language between Indonesia and Thailand is also a major factor. Indonesian teacher said sometimes when he come to class the children still played outside the classroom, and Indonesian teachers had difficulty directing the children back into the classroom because they did not understand what he was saying. Another difficulty that Indonesian teachers face is that children sometimes cry and talk to him in Thai language, which makes Indonesian teachers confused about what causes their student cry. In addition, Indonesian teacher said he often confused with his students mood in learning English in the class, because of lack of communication and also students who did not fully understand English made his students did not want to learn English, it is make the students did not understand about the material that delivered by the teacher . Based on some of the difficulties and miss communication faced by Indonesian teachers, he said all of this happened because of the different languages between Indonesia and Thailand coupled with his students who did not

understand English. Therefore he needed some good communication strategies to overcome this problem.

Based on some reasons above mentioned, the researcher is absorbed to examine the communication strategies used by Indonesian teacher toward Thai students in teaching English and how do the teacher apply it. The researcher interested to investigate this research entitled **“Communication Strategies Used by Indonesian Teacher toward Thai student in Teaching English at Chariyhatham Suksa Foundation School”**.

B. Research Question

Based on the background that has been explained before, the researcher express the questions to find the outcome of this research, they are as follows:

1. What are the communication strategies used by Indonesian teacher toward Thai student in teaching English at chariyhatam suksa foundation school?
2. How does the teacher implement those communication strategies in teaching English process?

C. Objective of the Research

In involving to research questions above, the objectives of the research were to investigate aboutT :

1. To investigate the communication strategies used by Indonesian teachers toward Thai students in teaching English at Chariyhatam Suksa Foundation School.
2. To investigate how does the teacher implement those communication strategies in teaching English process?

D. Delimitation of the research

In this research, the researcher focused on communication strategy used by Indonesian teacher toward Thai students in teaching English at Chariyhatam Suksa Foundation School in Thailand and also how the Indonesian teacher implement those communication strategy in the class.

The researcher chose or focus on Dornyei's theory as a main theory that used in this research, because Dornyei's theory is more simplified, easy to use and easy to understand. So the researcher chose Dornyei's theory as a main theory of this research.

E. Significance of the Study

1. For the teachers

In this research, Researcher hopes that the finding of this research will give contribution to the teaching and learning context. Especially in the communication strategies it can be an alignment for the teacher to apply communication strategies that suitable with the situation of the class in Thailand. Then, it will be valuable for the teachers to apply dissimilar

communication strategies to the students and how use it well and also it could be a reference for the teacher to forestall the problems in teaching English in Thailand

2. for the researcher

The researcher could use this as the way to distinguish some stages in doing a research and also automatically the researcher will know some communication strategies used by teachers when teach in another country. Surely it would be valuable for researcher if someday the researcher has an opportunity to teach English in international school or in a school from another country.

F. Definition of key terms

1. Communication strategies

Corder defines communication strategies as a methodical technique employed by the speakers to express their meaning when faced with some linguistic difficulties.⁷ It means that communication strategies are techniques employed by the teachers to express their meaning and also mutual attempt of interlocutor to agree on a meaning in situation when requisite meaning structures are not shared.

⁷ Corder, *op,cit.* p.16

2. English in Thailand

In Thailand, the teaching of English skills has been deemed by many to be rather ineffective. This has in fact become a hotly debated issue on the Internet. According to the National Survey of the Ministry of Education, based on the results of tests carried out in 1997 and 1998, Thai learners' English proficiency was unsatisfactory in the four main skills: writing, reading, listening and speaking. Prapphal found out that the average English proficiency of Thai students was higher than that of Laotians but still lower than that of students of other ASEAN countries. More recently, another study conducted by an international language training company using data from online English tests revealed that Thais' English proficiency was among the lowest when compared to English learners in other Asian countries. drawing on data from TOEFL Tests (2011-2012), claims that Thai students who have spent twelve years learning English in primary and secondary schools have relatively low English proficiency compared to their ASEAN country counterparts in Indonesia, Malaysia, the Philippines, and Singapore. Khamkhien found that this problem continues to persist. Such dismal assessments lead to doubts about the quality of the approaches to teaching English in Thailand.

G. Systematic of the Research

This section provides the paper organization from chapter number one until chapter number three. Chapter 1 is introduction that consists of background of the research, research question, the objective of the research,

significance of the study, definition of key terms, and systematic of the research. Chapter II is literature review and previous related findings. Chapter III deals with Methodology of the research. It consist with kinds of the research, subject of the research, technique of collecting data, research instrument, and technique of data analysis.

CHAPTER II

LITERATURE REVIEW

A. REVIEW OF RELATED THEORIES

1. Communication

a. The Definition of Communication

The process of transferring thoughts or sentiments from one person to another who receives the communication is known as communication. We communicate with others around us through face-to-face dialogue throughout our daily activities in civilization. Let's take a look at some expert definitions of communication. The Longman Dictionary of Contemporary English, for example, considers communication to be a technique.⁸ Louis Allen defined Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.⁹ Based on the various descriptions provided by some experts above, the researcher concludes that communication is the process of sending and receiving information or a message from one person to another, and that communication becomes active when the transmitter and earpiece give each other advice or a reaction.

⁸ Longman, *communication Public Relation& Advertisement(USA: ,2010), P.27*

⁹ Louis Allen, *Language, Context, and text: (California, 2007)P.55*

2. Communication strategy

a. Definition of Communication Strategy

Communication Strategies are a vigorous portion of native speakers. In contact when speakers transmission sense and express their emotion sometimes, they get stuck in the central of noise and misunderstanding can always happen, uniform if the speaker learn grammar, vocabulary and some valuable languages for conversation and even though they have tried to use the media of communication properly to compensate the unknown words, there is still something missing; a lack of communication strategies. Speaker need to learn how to reestablish face to face conversation when they meet communication collapse in their conversation. In factual life, when the speaker make conversation, they often misunderstand each other, interrupt, hesitate, and get distracted by other speakers or by things they see and hear so pause and long silences may occur in their conversation.

Due to the fact that they do not always have all the capability, they try to discovery a way or strategy that can be used express what they have in mind regarding the certain topic. This kind of strategy is called communication strategy. Communication strategies, according to Tarone, are an attempt by two interlocutors to agree on a meaning in situations where the required meaning structure is not shared.¹⁰ Fearch and Kasper also mentioned the importance of communication strategy

¹⁰ Tarone, 1997 cited in Bialystok, 1990:39

in achieving a specific communicative aim. All communication techniques, according to Larsen-Freeman and Long, are beneficial for language acquisition because they allow learners to keep the discussion running and so provide more opportunities for input.¹¹ It indicates that communication methods are the most effective approaches to avoid misunderstandings or a lack of communication when a teacher is attempting to communicate knowledge and feelings to their students during the learning process.

There are some strategies of communication which stated by Dornyei¹²

1) Avoidance, strategies mentions all methods by which the speaker, missing the essential board language piece to carry the initially intended message, does not make orientation to it.

Example : the teacher were talking about tenses. The student knew their topic about it. but it seemed that the teacher was talking about something else. It happened because the teacher didn't know many words related to the topic.

2) Message Abandonment, is the speaker arise to talk about a theory but, feeling incapable to continue, stops before success communicative aim.

¹¹Larsen Freeman, D., & Long, M. *An Introduction to Second Language Acquisition Research*, (London: Longman , 1991)

¹²Dornyei, Z, *On the Teach Ability of Communication Strategies*, (TESOL Quarterly, 29(1). 1995) P. 5

Example : a teacher called pita is a very motivated teacher, and one day her students were asking about politics in USA. As the conversation went on, it became more complicated for teacher answered her students and she started getting lost. So she switched the topic to traveling around USA and the Students enjoyed talking for the rest of the time.

- 3) Circumlocution, Describing or exemplifying the target object of action.

Example: The teacher describing a flower by saying the characteristic features of flower.

- 4) Approximation, using an alternative term which express the meaning of the target lexical item as closely as possible

Example: a teacher didn't know the word "professor", so she said to his students, "a teacher who teach in a university"

- 5) Use all-purpose words, extending a general, empty lexical item to context where specific words are lacking

Example: Someone prefer use the regular verb than irregular verb.

- 6) Word coinage, the mentions to learners making new words or phrases for words that they do not know.

example: a teacher might refer to an art gallery as a "picture place"

- 7) Use nonlinguistic means-mime, gesture, facial expression or sound imitation

Example: Expressing the happy or sad feeling

8) Literal translation , translating literally a lexical item, an idiom, a compound word or structure from L1 to L2

9) Foreignizing, using a L1 word by adjusting it to L2 phonologically

Example: use L2 pronunciation

10) Code switching, may insert a word from their first language into their sentence and hope the interlocutor will understand.

Example : a teacher called Suhei said to the ALT, “do you like “masturi” (festivals) ? since the ALT didn’t know the word, he asked him what ‘what masturi meant’

11) Appeal for help, the strategy for requesting the interlocutor for the right word or other help is a communication strategy.

Example : a teacher called mami asked her student in class how to say “Kujira” in English and continued the conversation after she was told the English word.

12) Use of filler or hesitation , strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think.

Example : strategy that used when the speaker use fillers or hesitation to fill pauses and to gain time to think for example: well, uh..., mmm..., eee.

This is another communication strategies that stated by Tarone¹³

¹³ Tarone, 1997 cited in Bialystok, 1990:39

1) Avoidance, avoidance strategies refers all the technique by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it. Within this group two types of strategies can be distinguished:

- a. Topic Avoidance : the speaker, lacking the necessary vocabulary to refer to an object, action or idea, avoid any kind of reference to it
- b. Message abandonment : the speaker begins to talk about a concept but feeling unable to continue , stops before reaching the communicative goal.

2) Paraphrase, the speaker exploit his/her resources in the target language to develop an alternative means to convey the original message. This can be achieved in at least 3 ways:

- a. Approximation : the speaker substitutes the desired unknown target language item with a new one which , although incorrect , is thought to share enough semantic features with it to be correctly interpreted
- b. Word coinage: the learner make up a new word following the target language rules of derivations and composition
- c. Circumlocution: the learner describes an object or action instead of using the appropriate target language item.

3) Conscious transfer the speaker also can communicate their intended meaning transferring items for their first language or any other language they know, and this can be done in two different ways:

- a. Literal translation : the learner use the first language item or structure modified in accordance with features of the target language .
- b. Language switch: the speaker uses the first language item with no modification at all

4) Appeal for assistance, the learners ask the interlocutor for help

5) Mime, the learners uses a gesture or any paralinguistics form to refer to an object or event.

Those all twelve communication strategies it will be used in my research as a guide of data observation. The types of communication strategy by Dornyei are chosen because those communications strategies included all the communication strategies and Dornyei classified it in easy way so that it is more untestable. Furthermore the researcher will investigate the communication strategies used by Indonesian teacher toward Thai students in teaching English at Chariyatam Suksa Foundation School. Apply those classifications from Dornyei. The strategies will divide and describe into a table :

Table 2.1

Communication strategies

| No | Communication strategies | Description |
|----|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Avoidance | <p>The teacher avoids a topic of conversation that is difficult to deliver to students</p> <p>Ex: The teacher were talking about tenses but a few moments later the teacher seemed talking about daily activities. It happened because the teacher did not know many words related the topic about tenses and also the students could not understands</p> |
| 2 | Message abandonment | <p>The teacher leaves message unfinished because of language difficulties</p> <p>Ex: a student asks about international zoo. As the conversation went on, it become more complicated for teacher answered his students and he started getting lost. So the teacher leaves the topic about zoo and start talking about animals and the students enjoyed talking for the rest of the time</p> |
| 3 | Circumlocution | <p>The teacher Describing or exemplifying the target object of action.</p> <p>Ex: The teacher describing a flower by saying the characteristic features of flower.</p> |
| 4 | Approximation | <p>The teacher using an alternative term which express the meaning of the target lexical item as closely as possible</p> <p>Ex: a teacher didn't know the word "professor", so she said to his students, "a teacher who teach in a university"</p> |

| | | |
|----|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| 5 | Use all-purpose words | The teacher extending a general, empty lexical item to context where specific words are lacking Ex: the teacher prefers use the regular verb than irregular verb. |
| 6 | Coining new words | The teacher creating new words or phrases for words that they do not know. It is almost same as phrase Ex: The teacher might refer art market as a “picture place” |
| 7 | Use nonlinguistic | In teaching the teacher use mime, gesture, facial expression or sound imitation Ex: the teacher use gesture when teach the class |
| 8 | Literal translation | The teacher translating literally a lexical item, an idiom, a compound word or structure from L1 to L2 |
| 9 | Foreignizing | The teacher using a L1 word by adjusting it to L2 phonologically Ex: use L2 pronunciation |
| 10 | Code switching | The teacher insert a word from his students first language into their sentence and hope the students will understand Ex: The teacher talk about “Thank you” in English, but his students did not know about it. Therefore, the teacher said in Thai language that thank you same as “Khaxbkhun”. |
| 11 | Appeal for help | The asking the students for the correct word or other help is a communication strategy. This strategies same with language switch but the different the teacher ask to his students for clarification. Ex: The teacher asked his students in the class how they greet people in their language, after that the teacher explain the topic in English about greeting and also explain if this topic |

| | | |
|----|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| | | same with their language when they greet people in Thai language. |
| 12 | Use filler or hesitation | The teacher use fillers or hesitation to fill pauses and to gain time to think Ex: The teacher says well, hemm,uhh,eee to gain time to think. |

Based on explanation above to make the communication always flows well, there are twelve strategies which teachers should be mastered, there are: topic avoidance, message abandonment, circumlocution, approximation, use all purpose, coinage words, nonlinguistic, literal translation, foreignizing, code switching, appeal for help and use filler or hesitation . After mastering all of the strategies, teachers will be able to anticipate difficulties in communicating with their students, which is the best way for them to ensure that their students understand what their teacher is saying, especially when learning English, and that the teacher has no difficulty conveying ideas and material about English. To ensure what is English teaching means it would be discussed in the following discussion.

3. Teaching English

a. Definition of Teaching

Teaching is the act of performing or assisting someone in learning how to do something, of providing training, of directing someone in the study of something, of offering knowledge, of causing someone to know or understand something. Teaching is the process of guiding and

facilitating learning, as well as creating the conditions for learning.¹⁴ Because the presence of teaching serves as a tool for learning, it is impossible to separate the terms "teaching" and "learning."

Teaching English is a foreign concept to most individuals, especially those who speak English as a second or foreign language. Then, when teaching English, pupils are able to study and follow all activities that are relevant to learning English. The teacher must demonstrate his or her educational philosophy, teaching style, strategy, methods, and classroom practice when teaching English.

b. Teaching English in Thailand

English is unquestionably becoming more essential as a method of social advancement as well as a language of greater communication. This is especially true in Asia, where English has become the lingua franca for every government member of the Association of Southeast Asian Nations (ASEAN). It has increased efforts to improve English language teaching (ELT) in order to prepare their citizens for the upcoming merger of the ASEAN Economic Community (AEC) in 2015. The AEC integration is expected to foster an environment in which human resources, professional qualifications, and English fluency will all be critical for the success of

¹⁴ Andrew Pollard and Jill Bourne, *Teaching and Learning in the Primary School*, (Wolten Hall: Upon University), p. 80

citizens of every member nation. Therefore, the demand for good ELT approaches is crucial.¹⁵

In Thailand, the teaching of English skills has been deemed by many to be rather ineffective. This has in fact become a hotly debated issue on the Internet. According to the National Survey of the Ministry of Education, based on the results of tests carried out in 1997 and 1998, Thai learners' English proficiency was unsatisfactory in the four main skills: writing, reading, listening and speaking. Prapphal found out that the average English proficiency of Thai students was higher than that of Laotians but still lower than that of students of other ASEAN countries.¹⁶

More recently, another study conducted by an international language training company using data from online English tests revealed that Thais' English proficiency was among the lowest when compared to English learners in other Asian countries. drawing on data from TOEFL Tests (2011-2012), claims that Thai students who have spent twelve years learning English in primary and secondary schools have relatively low English proficiency compared to their ASEAN country counterparts in Indonesia, Malaysia, the Philippines, and Singapore.

¹⁵ Teng et all. *Teaching and Learning English in Thailand and the Integration of Conversation Analysis into the Classroom* (Faculty of Liberal Arts, Prince of Songhkla University, Hat Yai, Thailand. 2015) P.13

¹⁶ Teng B and Sinwongsuwat K, *Teaching and Learning English in Thailand and the integration of conversation Analysis into the Classroom* (Canadian Center of Science and Education 2014) P. 13

c. Chariyhatam Suksa Foundation Schools

Chariyhtam is located on Chana pattani road number 48, Sakom sub-district, Chana district, Songkhla province 90130 Thailand is a school that is under the auspices of "Islamic education foundation". So Sampao, the owner of this school in 1966, was a cottage in Bangkok. In 1971, it was registered as a school based on the Islamic religion (license no.79 / 254) by the owner of Hajj Ho Ha Mo and So Sampao as the principal of the school that used a comprehensive curriculum and a curriculum of Islamic studies. In 1995, it became a private school and was allowed to open a junior high school. In 1996, the license holder from So Sampao became a foundation called the Ethical Education School Education Foundation or Man Buamat Foundation, Province Songkhla, by Mr. Abdul Azizi Samoh, as a substitute for So Sampao. The school established a high school at the M4-6 level in 1997. It was converted to an Islamic school in the year 2000. They opened an elementary school in 2003. They opened a kindergarten school in 2005, and it is now a Chariyhtam suksa foundation school with levels ranging from kindergarten to high school.

Chariyhatam is a school having school levels from kindergarten to high school level. Kindergarten consists of 6 classes with 1 English teacher. Primary school consists of 17 classes and has 6 English teachers. Junior high school consists of 20 classes and has 7 English teachers while senior high school consists of 14 classes and has 7 English teachers. This

school also has an English teacher from Indonesia, he is Mr. Jhefri who comes from Purwokerto, Central Java, he has the opportunity to teach at Chariyatham Suksa Foundation school in kindergarten and primary school but in primary school he teach 4 classes only. The school hires the Indonesian teacher to teach English in order to improve students' ability in English

B. Review of the Related Findings

Communication strategy Here were a lot of researches deliberated about it which done by so many researchers before this. In line with this to support this research, the researcher was observed some earlier research that connected to this research and has different with them.

The first earlier research belongs to Ana Zulaiha in the Institute Collage for Islamic Studies (IAIN) Curup, his research is entitled “ *The Students Strategies in Building up Effective Communication in conversation*”. After doing so many periods and processes in this study, she concluded that all of participants of English study program in IAIN Curup are used communication strategies and from nine strategies there were 7 strategies of communication that students used, there were, asking for clarification, time gaining strategy, paraphrase, body language, coinage new word, body language, and switch language.

The researcher found it is totally connected to this research because both of the researches are in the same view: Communication strategy . But, the

researcher above focused in the communication strategies used by students in conversation , while this research is about communication strategy used by teachers in teaching English.

The second earlier study is belong to Ramadayanti in the Institute Collage for Islamic Studies (IAIN) Curup , which titled "*Communication Strategies of Indonesian announcers in conversation with their participant*", there are so many steps taken by the researcher to investigate what are the strategy communication of Indonesian announcers in conversation with their participant.

That research is so closely related to what the researcher wants to observe here: the communication strategy. But, the difference is, the researcher focuses *Communication Strategy Used by Indonesian announcers in conversation whit their participant*. while this research is about communication strategy used by Indonesian teachers in teaching English toward Thai students at Chariyhatam Suksa foundation school.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This study was classified as a descriptive study with a qualitative component. “Qualitative research is focused with developing explanations of social phenomena,” Hancock says. Because the researcher is mainly discussing communication strategies employed by Indonesian teachers in teaching English to Thai students, this study is a descriptive qualitative study.¹⁷ Additionally, the researcher also described how does the teacher implement those communication strategies toward Thai students in teaching English. There were nine strategies of communication strategies that the researcher described in this research into qualitative data.

B. Subject of the Research

The subject of this research was English teacher who thought English subject at Chariyhatam suksa Foundation school in Thailand. The researcher designated the subject of the research by using *purposive sampling*. Gay has stated Purposive sampling is non probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be taken as a number of sample and one of type of Purposive Sampling is criterions. Where it is sample

¹⁷ Beverly Hancock, *Trend Focus for Research and Developing in Primary Health Care: An introduction to Qualitative Research*, (University of Nottingham : Trend Focus Group,.1998), P 2.

that chose to all participants who met defined criteria.¹⁸ These are some deliberations based on this research characteristic such as: The teacher teaches English. The second, the teacher comes from Indonesia.

Thus, in this research there are 14 English teachers in Chariyhatam suksa foundation school. There are one teacher from Indonesia and 13 teachers from Thailand. The Indonesian teacher taught in primary school and kindergarten. Based on the considerations, researcher took one teacher from Indonesia who taught English as the subject in this research.

C. Technique of Data Collection

The technique of collection data means the way which the researcher used to collect the data or informations from the participats.¹⁹ In this study, the researcher used Document Analysis and interview guidance as the techniques of collecting data.

1. Document Analysis

Document analysis is a type of qualitative research in which the researcher interprets documents to give them voice and meaning in relation to an assessment issue. Document analysis is a method of carefully capturing data obtained from documents, videos, test results, books, and other sources.²⁰

¹⁸ L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey:Prentice-Hall,Inc, 2000), P 137

¹⁹ Ibid.

²⁰ Khotari 2014. "*Research and methodology*", New Delhi, New Age International p.97

Based on the statement above the document which the researcher would analyzed was the videos when the Indonesian teacher teaching English in the classroom. First, the researcher ask the Indonesian teacher to record his class when he teaching English and this term would be did in a 9 times, the researcher asked in 9 times because to make sure what were the exactly strategies were used by the Indonesian teacher. Second, the researcher ask the Indonesian teacher to send those videos used WhatsApp or Email application After received those videos So the researcher analyzed to investigate the communication strategies used by Indonesian teacher in teaching English toward Thai students in teaching English.

2. Interview Guidance

The interview used in this research was *Semi-structured interview*. In this type of interview, the researcher wanted to know specific information which can be compared and contrasted with information gained in other interviews.²¹ In other words semi-structured interview was used to take the information from Indonesian teacher where the teacher were not limited in giving information that they feel important to talk and the researcher just give little directional as a guide.

In this research, interview means a dialogue process between the researcher and the Indonesian teacher which held by Messenger and WhatsApp application. The aim is to get information about how the

²¹ Catherine Dawson, *Practical research Method*, (United Kingdom: Deer Park production, 2000),P.28

teacher implements those communication strategies. It was done by using guidelines of interview and also by using tape recorder to get the result of interview. Then, the file recorded was change into transcripts text.

D. Research Instruments

The researcher needs tools as a media to collect the data from the participant. This is appropriate to “Research Instrumentts are simply devices for obtining information relevant to your research project, and there are many alternatives from which to choose.”²² Because this is Descriptive Qualitative study so, the main instrument in this research was the researcher herself this is appropriate then Wikinson said that in Qualitative research, the main instrument to collect the data is the researcher herself.²³ But, the researcher also helped by some instruments, such as Document Checklist and interview guidance.

1. Document Checklist

One of the most frequently used of all measuring instruments is Checklist. A Checklist is used to determine whether an individual behaves in a certain (usually desired) way when asked to complete a particular task. If a particular behavior is present when an individual is observed, the researcher places a check mark (√) opposite it on the

²² David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), P 3.

²³ David Wilkinson and Peter Birmingham, Op,Cit, P.116.

list.²⁴ In this research, the checklist used to investigate what are the communication strategies used by Indonesian teacher.

The researcher built the Checklist in the following steps: first, the researcher determined the indication of each theory. The fundamental theory used in this study is Dornyei's Communication Strategy, which contains twelve strategies. Second, after receiving the indicator, the researcher entered the utterances or sentences that each method featured as an example. Third, for checking and classifying the accuracy of it, the researcher gave it to validator lecturer.

Furthermore, the researcher was able to construct the checklist below for analyzing the documents gotten from teaching videos of Indonesian teacher which taken in 3 times, the following table displays the example of Checklist:

Table. 3.1
Document Checklist
Communication Strategies

| No | Communication strategies | Indicators | Checklist |
|-----------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1 | Avoidance | - The teacher avoids using English vocabularies that he has not yet mastered comprehensively when teaching, in order to avoid misinformation and students' misunderstanding. | |

²⁴Ibid., P 120-122

| | | | |
|---|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <ul style="list-style-type: none"> - The teacher avoids discussing topics that he is not very good at and sensitive topics that lead to conflicting perspectives. Thus, the teacher orients towards topics that are familiar and accessible to students. | |
| 2 | Message abandonment | <ul style="list-style-type: none"> - The teacher does not talk about topics that are not very good at for the sake of the continuity of learning. - The teacher quickly changes the orientation of the conversation to the topics he is good at, ones driving students' interests, and ones triggering students' active involvement in interactions while learning. | |
| 3 | Circumlocution | <ul style="list-style-type: none"> - When speaking with the students Teacher describing or exemplifying a word or a vocabularies | |
| 4 | Approximation | <ul style="list-style-type: none"> - When using English while teaching, the teacher replaces vocabularies that students find them difficult with easier ones, without changing the meanings of the messages. - When speaking in English, the teacher replaces grammar constructions that are difficult for students to understand with grammatical patterns that | |

| | | | |
|----|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | are easier, without changing the messages conveyed. | |
| 5 | Use of All-purpose word | <ul style="list-style-type: none"> - The teacher makes use of words or sentences that are easier for students to understand. - The teacher conveys a word or sentence that is general in nature to the students. | |
| 6 | Word coinage | <ul style="list-style-type: none"> - The teacher conveys an English word in his own language. - The teacher conveys new words that are easier for students to understand. | |
| 7 | Nonlinguistic | <ul style="list-style-type: none"> - The teacher uses gestures to convey certain words or sentences. - The teacher uses facial expressions when saying certain words or sentences. | |
| 8 | Literal translation | <ul style="list-style-type: none"> - When teaching the teacher translating a compound word, idiom or structure to make students more understand about the message. | |
| 9 | Foreignizing | <ul style="list-style-type: none"> - The teacher pronounce an English word with other sound | |
| 10 | Code switching | <ul style="list-style-type: none"> - The teacher replaces English vocabularies that students do not understand with words from students' first language (Thai) for the sake of successful interactions during learning. | |
| 11 | Appeal for help | <ul style="list-style-type: none"> - When speaking in English, the teacher asks the meanings of some vocabularies to students | |

| | | | |
|----|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <p>to ensure that students understand what the teacher is saying.</p> <ul style="list-style-type: none"> - The teacher asks students a number of questions related to the topic of learning using students' first language so that later on the teacher can easily associate the topic's and discourse's similarities of English communication that the students are learning. - When students practice using English, the teacher asks some of the vocabularies students use to make sure students understand them and also to provide vocabulary input for other students. | |
| 12 | Time gaining strategies | <ul style="list-style-type: none"> - When communicating in English, the teacher uses fillers such as (emmm, hmmm) to fill in empty gaps when thinking about ideas to continue communication. | |

2. Interview guidance

In this research, the researcher used some questions in interview section for the teacher. The steps of constructing questions were; first, the researcher determined the indicator of each theory. The main theory used in this research is communication strategy from Dornyei; where there are twelve strategies in it. Second, after getting the indicator, the researcher determined the question used based on the

indicator. Third, to establish the question the researcher formulated the question with validator. This step aims for checking and classifying the accuracy of the questions. This interview consisted of some questions that were used to get information about how the Indonesian teacher implements the communication strategies:

Table. 3.2

Interview guidance

Implementation of Communication Strategies

| No | Communication strategies | Indicators | Questions |
|----|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Avoidance | <ul style="list-style-type: none"> - The teacher avoids using English vocabularies that he has not yet mastered comprehensively when teaching, in order to avoid misinformation and students' misunderstanding. - The teacher avoids discussing topics that he is not very good at and sensitive topics that lead to conflicting perspectives. Thus, the teacher orients towards topics that are familiar and accessible to students. | <ol style="list-style-type: none"> 1. What do you do when you are hampered in using some English vocabularies because of feeling that you have not yet mastered those vocabularis comprehensively? 2. Do you avoid using English vocabularies that you have not yet mastered comprehensively? 3. Please give some examples when you avoid using English vocabularies that you are not very good at for the sake of successful delivery of teaching |

| | | | |
|---|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>materials!</p> <p>4. When using English in front of students, what do you do when you accidentally get into a topic that you are not familiar with in detail?</p> <p>5. Do you avoid discussing topics that you are not very good at for the sake of the continuity of learning English?</p> <p>6. Please give examples of how you avoid topics that you are not good at but you are still trying to keep the communication and learning going well!</p> |
| 2 | Message abandonment | <ul style="list-style-type: none"> - The teacher does not talk about topics that are not very good at for the sake of the continuity of learning. - The teacher quickly changes the orientation of the conversation to the topics he is good at, ones driving students' interests, and ones triggering students' active involvement in interactions while learning. | <p>7. Do you replace a topic that you are not good at with another topic?</p> <p>8. How many similar alternative topics do you prepare when teaching English?</p> <p>9. How do you leave a topic that you are less good at and move on to another topic that you know better for the sake of the continuity of English learning? Please give some examples!</p> |

| | | | |
|---|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Circumlocution | <ul style="list-style-type: none"> - When speaking with the students Teacher describing or exemplifying a word or vocabularies | <p>10. What do you do when you see students starting to have difficulty understanding English vocabularies that you use when you speak in English?</p> <p>11. Do you ever describing or exemplifying a word or vocabularies when the students couldn't understand?</p> <p>12. Please give some example!</p> |
| 4 | Approximatio | <ul style="list-style-type: none"> - When using English while teaching, the teacher replaces vocabularies that students find them difficult with easier ones, without changing the meanings of the messages. - When speaking in English, the teacher replaces grammar constructions that are difficult for students to understand with grammatical patterns that are easier, without changing the messages conveyed. | <p>13. What do you do when you see students starting to have difficulty understanding English vocabularies that you use when you speak in English?</p> <p>14. Do you replace difficult English vocabularies with alternative ones which are more commonly understood by students? Please give some examples!</p> <p>15. What do you do when students start to get confused about the complexities of the English grammar which you use when</p> |

| | | | |
|---|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>you speak English?</p> <p>16. Do you help students understand your English communication more easily by replacing complex grammar constructions with easier grammatical patterns? Please give some examples!</p> |
| 5 | Use All purpose | <ul style="list-style-type: none"> - The teacher makes use of words or sentences that are easier for students to understand. - The teacher conveys a word or sentence that is general in nature to the students. | <p>17. Do you use words and sentences that are easier for students to understand when speaking English? Please provide some examples according to what you have ever done!</p> <p>18. Do you use common English vocabularies or sentence constructions that are easy for students to understand when speaking English? Please provide some examples according to what you have ever done!</p> |
| 6 | Word coinage | <ul style="list-style-type: none"> - The teacher conveys an English word in his own language - The teacher conveys new words that are easier for students to understand. | <p>19. Have you ever used an English vocabulary that was your own creation to build contextual associations in students' mental language? (For example, English teachers in Indonesia often say</p> |

| | | | |
|---|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>(thinking out) to represent (fantasizing). Even though (thinking out) does not exist in English colloquialism. What does exist is (daydreaming or fantasy). But, teachers use it to make it easier for students to build meaning associations in their mental language).</p> <p>20. Please provide some examples of your version, if any!</p> <p>21. Do you always prepare alternative English vocabularies which are easier for students to understand as an anticipation in case your students have difficulty understanding your vocabularies? Please give some examples!</p> |
| 7 | Use nonlinguistic | <ul style="list-style-type: none"> - The teacher uses gestures to convey certain words or sentences. - The teacher uses facial expressions when saying certain words or sentences. | <p>22. Do you use gestures to help convey messages when communicating in English</p> <p>23. When do you use gestures?</p> <p>24. Are there any contexts in which you consider that you should use gestures when speaking in</p> |

| | | | |
|----|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>English? Please provide some examples!</p> <p>25. Apart from using gestures, do you also use certain facial expressions to help convey messages when communicating in English? Please provide some examples!</p> |
| 8 | Literal translation | - When teaching the teacher translating a compound word, idiom or structure to make students more understand about the message. | 26. Have you ever translating a compound word, idiom or structure that you deliver to students? Please provide some examples! |
| 9 | Foreignizing | - The teacher pronounce an English word with other sound | 27. Have you ever pronounce an English word with other sound? 28. Why you do it? 29. Please provide some examples! |
| 10 | Code switching | - The teacher replaces English vocabularies that students do not understand with words from students' first language (Thai) for the sake of successful interactions during learning. - | 30. Have you ever used students' mother tongue (Thai language) as a strategy to explain the meanings of English vocabularies or utterances that your students do not understand? Please provide some examples! |
| 11 | Appeal for help | - When speaking in English, the teacher asks the meanings of some vocabularies to | 31. What do you do when you start to doubt that your students understand your English |

| | | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>students to ensure that students understand what the teacher is saying.</p> <ul style="list-style-type: none"> - The teacher asks students a number of questions related to the topic of learning using students' first language so that later on the teacher can easily associate the topic's and discourse's similarities of English communication that the students are learning. - When students practice using English, the teacher asks some of the vocabularies students use to make sure students understand them and also to provide vocabulary input for other students. | <p>communication?</p> <p>32. Do you clarify by asking students the meanings of some English vocabularies that you use when explaining the material using English? Please provide some examples!</p> <p>33. When you explain a topic using English, have you ever asked students about the same topic in the context of their mother tongue (Thai) to make an association in their mental language? Please provide some examples!</p> <p>34. When you doubt that students understand the vocabularies they use when speaking English, what will you do?</p> <p>35. Do you ask students about the meanings of some English vocabularies they use when they speak English?</p> <p>36. How would you ask students to explain the meanings of some English vocabularies they use when speaking English? Please provide some examples!</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|----|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | Use filler or hesitation | - When communicating in English, the teacher uses fillers such as (emmm, hmmm) to fill in empty gaps when thinking about ideas to continue communication. | 37. Do you often use fillers (such as emmm, hmmm) as a strategy when communicating in English? 38. In your opinion, what is the function of fillers as an English communication strategy? 39. Please give examples of contexts when you used fillers as an English communication strategy? |
|----|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

E. Technique of Data Analysis

The researcher continues to evaluate the data after the data has been collected using the data collection procedures. According to Creswell, the researcher can undertake data management, reading, describing, classifying, interpreting, and representing the findings in a written report while evaluating qualitative data.²⁵ The following steps were used to examine all of the data :

1. Managing

Before the data from observation and interviews could be read and analyzed, they had to be controlled first by predicting how the data from

²⁵ John W. Creaswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

observation and field notes of the research would look. The data was sorted into categories based on the resources available to the researcher. They saved the checklist in one folder, but the interview data in another.

2. Reading

After managing the data, the researcher read the result of data from observation by using checklist and interview by using interview guidance. The researcher read what are the communication strategies used by Indonesian teacher toward Thai students in teaching English at Chariyhataam Suksa foundation school and then interpretation of it which are used. In addition the researcher also read interview result of how the teacher implements those strategies by read the transcript of interview.

3. Classifying

Classifying data were done after reading the data observation and interview. The data were classified based on the kinds of strategies of communication that is used and the implementation of those strategies.

4. Description

In this step, the researcher started to describe all the data that can help the researcher to do next step in analyzing the data.

5. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of

writing the result of study. The researcher attempted to interpret the data and explain deeply about communication strategies used by Indonesian teacher and how the teacher implements those strategies.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

The researcher presented research findings and further discussion related to the research question of what are the communication strategies used by Indonesian teachers in teaching English to Thai students, based on data collected through video analysis and document analysis checklist, and how the teachers implement those communication strategies by interviewed the teacher.

1. The Communication strategies used by Indonesian teacher toward Thai students in teaching English at Chariyhatam suksa foundation school in Thailand

To find what were the teacher communication strategies, in doing the process of analysis, the researcher used document analysis checklist to check what were strategies that teacher used, here the following below were the result of them.

The researcher observed the video of the teacher which researcher got from the teacher June 17th 2021 and the researcher analyzed the video from 18th June 2021 until 10th July 2021.

The researcher employed particular codes to designate who the speakers are in the interactional dialogue taking place in the classroom during the teaching learning process when displaying transcribed data. The following are the codes:

T : Teacher

SS : All students

S : A students

Bold : The words or sentences that bold it show that they are words when Indonesian teacher is using the communication strategies.

To have clear description and discussion on the findings of these communication strategies, these are the extract of them:

Table 4.1

Document Analysis Checklist Result

Communication strategies

| NO | Video | Communication Strategies | Utterances |
|----|-----------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Video 1 (letter A,B,C,D and E) | Code switching | T : What day is today? SS : Today is Wednesday T : Ok good, what is Wednesday in Thai? S : Wan phut (Wednesday in Thai language) T : OK, very good wan put |
| | | Nonlinguistic strategies | T : How about the weather? (while pointing out the window). SS : It is sunny T : When it is sunny, it is hot or cool? (while expressing like hot and cool) SS : Hot T : Clap one (while clap his hand once) SS : follow their teacher T : Clap three (While clap his hand three times) T : Teacher says hand up (while hand up his hand) SS : Hand up their hand |

| | | | |
|---|------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>T : Teacher says hand down (while lowering his hand)</p> <p>T : Where is the cat? (while directing the cat image into the box).</p> <p>SS : cat in the box</p> <p>T : Where is the cat? (while directing the cat image under the box).</p> <p>SS : The cat under the box</p> <p>T : Where is the cat? (while directing the cat image inside the box).</p> <p>SS : The cat inside the box</p> |
| | | filler and hesitation strategy | T : Today we will learn about mmmmm about aaaa .family |
| 2 | Video 2 (Preference) | Filler and hesitation strategy | T : If you want to say with your friends emmmmm you choose banana or apple aaaaa how you say that in English? |
| | | Nonlinguistic strategy | <p>T : Who want to present? (while raise his hand)</p> <p>SS : Yes</p> <p>T : Who want to present?</p> |
| 3 | Video 3 (Letter F) | Code switching | T : Ok students, write 10 capital F and 10 small F, Nakrian tongkian sit capital F sit leko F duainakap |
| 4 | Video 4 (sound F) | Code switching | <p>T : What is Friday in Thai? Wan arena? Wan sut</p> <p>T : Ok, very good wan sut</p> <p>T : If today is Friday so what day is tomorrow? To ni wan arenakap if today is Friday. Ok tomorrow is Saturday. What is Saturday in thai? Wan sau.</p> <p>If today is Friday, what day was yesterday? What arena?</p> <p>Yesterday was Thursday. What is Thursday in Thai? Yes, wan purhat.</p> |
| 5 | Video 5 (what is the weather like) | Nonlinguistic strategy | <p>T : Today we will learn about weather</p> <p>We have sunny (while making an expression like it is hot)</p> <p>Rainy (while making an</p> |

| | | | |
|---|----------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>expression like it is cool) Stormy (while making a scared expression) Windy (while making an expression like it is cool)</p> |
| 6 | Video 6 (My school) | Code switching | T : Number one is false, false, may tok tong prof wa . Ara is not in classroom ara is in playground, understand? |
| 7 | Video 7 (Demonstrative pronouns) | Nonlinguistic strategy | T : That is pencil (while pointing a pencil far away from him) This is pencil (while pointing a pencil near from him) |
| 8 | Video 8 (preposition) | Nonlinguistic strategy | T : What is the weather like? It is stormy (while express the stormy) Ok every one teacher will show you how we use preposition, using this one ok. The ball is on the box (while directing the ball on the box) The ball is under the box (while directing the ball under the box) The ball is near the box (while directing the ball near the box) The ball is in the box (while directing the ball in the box) |
| 9 | Video 9 (what is the...doing?) | Filler/hesitation strategy | T : What is the boy doing? What is the girl doing? Emmmmm if you heart the sentences what is the boy doing |
| | | Code switching | T : In Thai we can say ani dek putcai kamlangtong arenaikap? What is Mr. jefri doing? Any Mr. jefri kamlangtong arenaikap? So, we will learn about kamlangtong arenaikap , but in English what is she or he doing. T : What is the girl doing? ani dek puying kamlang kian? So, we use writing no write. what is the boy doing? Ani dek pucak kamlang an nanse. |

In the table below the teacher found out other Communication strategy that used by the teacher and this communication strategy is not in the theory presented by Dornyei. This communication strategy is repetition strategy.

| | | | |
|----|---------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Video 2 | Repetition strategy | <p>T : If you want to say “you choose banana or apple” how you said it in English?</p> <p>S : Did not give respond</p> <p>T : If you want ask or to say with your friends “you choose banana or apple” how you said it in English?</p> |
| | Video 3 | Repetition strategy | <p>T : Ok, every one, today weare going to learn about letter F. we have two kinds of letter f. Capital F and small f (repeated by the teacher three times)</p> |
| | Video 4 | Repetition strategy | <p>T : If today is Friday, what day is tomorrow? What day? What day is tomorrow? Ok, very good tomorrow is saturday</p> |

Based on the table above the researcher has analyzed the documents videos. There are nine videos that researcher has analyzed and based on the analyzed researcher found out when teaching English toward Thai students the teacher used three types of communication strategies stated by Dornyei they are code switching, Nonlinguistic, and use mime or hesitation strategies. Dornyei stated there are twelve communication strategies but, in this research the researcher found out three types that used by teacher. In addition, the researcher also found that the teacher used other communication strategy that did not stated by Dornyei it is Repetition strategy. Below the clear explanation about the table above.

1. Code switching

First communication strategy that Indonesian teacher used was code switching. Code switching means the teacher switches English into students' first language, in this situation Thai language. Indonesian teacher used code switching five times such as in 1, 3, 4, 6 and 9 videos. The following are the explanation of code switching.

Video 1

In the first video the teacher teach Thai students about letter ABC and in this video the students are very excited to learn English with the teacher. Duration of this video is about five minutes. The researcher has analyzed this video and the researcher found out that the teacher used code switching in this video. The code switching that the teacher used was explained by the researcher in the utterances below.

T : What day is today?

T : Today is Wednesday

T : Ok good, **what is Wednesday in Thai?**

S : Wan phut (Wednesday in Thai language)

T : OK, very good **Wan put**

Based on the utterances above the expression of language switch strategy that teacher used was "*wan put*". The teacher used code switching at the beginning of teaching in the 2 minutes of the video. In this video the teacher ask the students about the day of today and the students answer that today is Wednesday. After that the teacher asks what is Wednesday in

Thai. One of the students answer that Wednesday in Thai is Wan Phut. Then, the teacher switch his language into Thai he said ok, very good wan phut. The teacher used this strategy because wants his students received his message and to ensure the students din not confused. Based on the data above it can conclude that the teacher switch the language into Thai language to make sure the students received the teacher's message.

Video 3

In the third video teacher teach Thai students about letter F and in this video the teacher teach online class because the school is lockdown. Hence, the teacher only makes a teaching video after that the video shared to students. But, in this video the teacher still teach English like in the class. The teacher still communicates like there are the students there. Duration of this video is about seven minutes. The researcher has analyzed this video and the researcher found out that the teacher used code switching in this video. The code switching that the teacher used was explained by the researcher in the utterances below.

T : Ok students, write ten capital F and ten small f. **Nakrian tongkian sit capital F sit leko f duainakap!**

On the utterances above the expression of code switching that teacher used was "*Nakrian tongkian sit capital F sit leko f duainakap*". The teacher used code switching when the teacher gives instructions to do the exercise. The teacher used English first to gives the instructions "students write ten capital F and small F. Then, Indonesian teacher switch

English into Thai. The expression was “*Nakrian tongkian sit capital F sit leko f duainakap!*”. The teacher switch language because he did not want to have miss communication with the students and make sure the students understand what he was said.

Video 4

In the fourth videos teacher teach Thai students about sound of letter F and in this video the teacher still teach online class because the school is lockdown. Hence, the teacher only makes a teaching video after that the video shared to students. But, in this video the teacher still teach English like in the class. The teacher still communicates like there are the students there. Duration of this video is about six minutes. The researcher has analyzed this video and the researcher found out that the teacher used code switching in this video. The code switching that the teacher used was explained by the researcher in the utterances below.

T : What is Friday in Thai? **Wan arena? Wan sut**

T : Ok very good, **wan sut**

T : If today is Friday so what day is tomorrow? **To ni wan arenakap?** Tomorrow is Saturday! What is Saturday in Thai? **Wan sau.**

T : If today is Friday so what day was yesterday? **Wan arena?** Yesterday is Thursday. In Thai **Wan purhat.**

On the utterances above the Indonesian teacher switch English into Thai and the expression was “*Wan arena, wan sut, to ni wan arenakap,*

and wan purhat". The teacher used code switching at the beginning of teaching in the first minute of the video. The first, the teacher switch language when asks the students about the day of today and the students answer that today is Friday. Then the teacher switches his language to Thai by said Ok, very good wan sut. Second, code switching used by teacher when the teacher ask students what day is tomorrow and the expression of code switching "Toni wan arenakap?". Third, code switching used by the teacher when the teacher asks about what day was yesterday and the expression of code switching was "wan arena?". Based on the explanation above the Indonesian teacher switch the language to ensure the students understand what he said and to avoid the students confused about his message.

Video 6

In the this video teacher teach Thai students about My School and in this video the teacher still teach online class because the school is lockdown. Hence, the teacher only makes a teaching video after that the video shared to students. But, in this video the teacher still teach English like in the class. The teacher still communicates like there are the students there. Duration of this video is about eight minutes. The researcher has analyzed this video and the researcher found out that the teacher used code switching in this video. The code switching that the teacher used was explained by the researcher in the utterances below.

T : Number one is false, **May tok tong prof wa**. Ara is not in classroom ara is in playground, understand?

On the utterances above, the teacher switch English into Thai such as “*May tok tong prof wa*”. The Indonesian teacher switches language when the teacher gives an example of the material. The teacher explained about true or false. Then, after the teacher explains in English he switch into Thai because there are maybe students still confused. Therefore, he switches language into Thai.

Video 9

In the last video teacher teach Thai students about what are they doing and in this video the teacher still teach online class because the school is lockdown. Hence, the teacher only makes a teaching video after that the video shared to students. But, in this video the teacher still teach English like in the class. The teacher still communicates like there are the students there. Duration of this video is about six minutes. The researcher has analyzed this video and the researcher found out that the teacher used code switching in this video. The code switching that the teacher used was explained by the researcher in the utterances below.

T : In Thai we can say **ani dek putcai kamlangtong arenaikap?**
 What is Mr. jefri doing? **Any Mr. jefri kamlangtong arenaikap?**
 So, we will learn about **Kamlangtong arenaikap**. But in English
 what is she or he doing?

T : What is the girl doing? Writing, **Ani dek puying kamlang kian?**
 So, we use writing no write. What is the boy doing? **Ani dek pucak kamlang an nanse.**

On the data above the Indonesian teacher switch English into Thai and the expression was “*Any Mr. jefri kamlangtong arenaikap?*”, “*kamlangtong arenaikap*” and “*ani dek pucak kamlang an nanse*”. The teacher switch language because the teacher explain about new material and then the material more complicated to understand. The teacher switch language to make sure the students understand about the material. The teacher explain English first and then if the students confused the teacher switch English into Thai. First, the teacher explains what is Mr. jefri doing? Then he switches in Thai “*Any Mr. jefri kamlangtong arenaikap?*”. Second, the teacher explain that they are going to learn about “*kamlangtong arenaikap*” it means in English what is she or he doing. Last, the teacher said English in Thai “*ani dek puying kamlang kian*” and “*ani dek pucak kamlang an nanse*” it means in English what is the girl and boy doing.

2. Nonlinguistic strategy

The second communication strategy that Indonesian teacher used was Nonlinguistic strategy. Nonlinguistic strategy is when teacher used gesture, expression and body language to communicate with the students. Indonesian teacher used Nonlinguistic strategy five times such as in 1, 2, 5, 7 and 8 videos. The following are the explanation of Nonlinguistic strategy.

Video 1

In the first video teacher teach Thai students about letter ABC and in this video the students are very excited to learn English with the teacher. Duration of this video is about five minutes. The researcher has analyzed this video and the researcher found out that the teacher used Nonlinguistic strategy when teaching English. The Nonlinguistic strategy that the teacher used was explained by the researcher in the utterances below.

T : **How about the weather?** (while pointing out the window).

SS : It is sunny

T : **When it is sunny, it is hot or cool?** (While expressing cold and hot weather).

T : **Clap one** (while clap his hand once)

T : follow their teacher

T : **Clap three** (While clap his hand three times)

T : **Teacher says hand up** (while raising his hand)

T : follow the teacher

T : **Teacher says hand down** (while lowering his hand)

T : follow the teacher

T : **Where is the cat?** (while directing the cat image in the box)

T : cat in the box

T : **Where is the cat?** (while directing the cat image under the box)

T : The cat under the box

T : **Where is the cat?** (while directing the cat image inside the box)

T : The cat inside the box

On the utterances above, the teacher used gesture and facial expression to deliver material and message. The gesture and facial expression that teacher used is expression of hot and cool, clap his hand, up and lower his hand, and also directing the cat in, under, and inside the box. The teacher also asks the students to follow his gesture and facial expression. Based on some data above it could summarize that the teacher used this strategy because first, to make students more understand about the word by the expression of teacher. Second, make students more interest to learn. Third, also make students more active in the class because the teacher asks the students to follow his gesture and his expression.

Video 2

In the second video teacher teach Thai students about preference. Duration of this video is about fifteen minutes. The researcher has analyzed this video and the researcher found out that the teacher used nonlinguistic strategy in this video. The nonlinguistic strategy that the teacher used was explained by the researcher in the utterances below.

T : **Who want to present?** (while raise his hand)

SS : yes

T : Who want to present?

Based on the utterances above the teacher used Nonlinguistic strategy in the twelve minutes of the video. Teacher used nonlinguistic strategy when he asks the students to present about the material in front of the class. The teacher asks who want to present and hope the students raise

their hand if they are wanted to present. Because the students only respond with yes and nothing students raise their hand it makes the teacher raises his hand to make students understand what he said. It can conclude that the teacher used this strategy because the students still confused about the teacher's instruction.

Video 5

In the fifth video teacher teach Thai students about what is the weather like and in this video the teacher teach online class because the school is lockdown. Hence, the teacher only makes a teaching video after that the video shared to students. But, in this video the teacher still teach English like in the class. The teacher still communicates like there are the students there. Duration of this video is about five minutes. The researcher has analyzed this video and the researcher found out that the teacher used nonlinguistic strategy when teach English toward Thai students. The Nonlinguistic strategy that the teacher used was explained by the researcher in the utterances below.

T : Today we will learn about weather. **We have sunny** (while making an expression like it is hot), **rainy** (while making an expression like it is cool), **stormy** (while making a scared expression) and **windy** (while making an expression like it is cool).

On the utterances above, the teacher used nonlinguistic strategy at the second minutes of the video. The teacher used this strategy when he explains about the weather such as: sunny (while making an expression

like it is hot), rainy (while making an expression like it is cool), stormy (while making a scared expression) and windy (while making an expression like it is cool). To ensure the students understand about it the teacher used gesture and also facial expression. Such as: sunny, rainy, stormy and also windy.

Video 7

In the seven video the teacher teaches Thai students about Demonstrative pronouns. Same with other videos this video still make by teacher to teach in online class. Duration of this video is about fourth minutes. The researcher has analyzed this video and the researcher found out that the teacher used Nonlinguistic strategy in this video when teaching English toward Thai students. The code switching that the teacher used was explained by the researcher in the utterances below.

T : **That is pencil** (while pointing a pencil that far away from him) ,
This is pencil (while pointing a pencil near from him)

On the utterances data above the teacher used gesture while explain the material. The teacher used gesture when the teacher explains about the materials. The teacher explains about how to use That and this in English. Then, after he explain how to use it he use gesture to give some example how to use it. The gesture that teacher make is pointing a pencil that is far away from him and this is pencil that is near from him. The teacher used this strategy because to avoid miss communication.

Video 8

In this video teacher teach Thai students about preposition and in this video the teacher still teach online class because the school is lockdown. Duration of this video is about six minutes. The researcher has analyzed this video and the researcher found out that the teacher nonlinguistic strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : Ok everyone teacher will show you how we use preposition, using this one ok. **The ball is on the box** (while directing the ball on the box), **the ball is under the box** (while directing the ball under the box), **the ball is near the box** (while directing the ball near the box), **the ball is in the box** (while directing the ball in the box).

On the utterances above the teacher explains the material while show the gesture. The teacher used nonlinguistic strategy when teaching English toward Thai students. The teacher teaches about preposition and how to use it. Then, to make sure the students understand about the material the teacher use nonlinguistic strategy. The teacher deliver material about how to use in while directing the ball in the box. The other gesture that he make is directing the ball on, under, near and in the box.

3. Filler or hesitation strategy

The third communication strategy that Indonesian teacher used was filler or hesitation strategy. Indonesian teacher used this strategy three times such as in 1, 2 and 9 videos.

Video 1

In the first video the teacher teach Thai students about letter ABC and in this video the students are very excited to learn English with the teacher. Duration of this video is about five minutes. The researcher has analyzed this video and the researcher found out that the teacher used filler or hesitation strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : Today we will learn about..**mmmmm**..**about** **aaa**..family

On the data above, the teacher uses filler such as **emmm**.

Based on the data above the teacher used filler or hesitation strategy when the teacher wants continue the conversation. The teacher wants to move to the material that will they learn that day. Then, because the teacher need time to think after continue the conversation he used filler emmmm.

Video 2

In the second video teacher teach Thai students about preference. Duration of this video is about fifteen minutes. The researcher has analyzed this video and the researcher found out that the teacher used filler or hesitation strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : If you want to say with your friend **emmmm** you choose banana or apple **aaaaa** how you say that in English?

On the data above the teacher teaches about preference. While explain the material the teacher used filler or hesitation because he need time to think after he continue the conversation.

Video 9

In this video teacher teach Thai students about what are they doing and in this video the teacher still teach online class because the school is lockdown. Duration of this video is about six minutes. The researcher has analyzed this video and the researcher found out that the teacher used filler or hesitation strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : What is the boy doing? What is the girl doing ? **emmmm** if you hear the sentences what is the boy doing.

On the data above the teacher used **Hmmmm**, **aaaaa** to fill in empty gaps when thinking about ideas to continue communication. The teacher explain what is the girl doing then, because need time to think he used this strategy.

4. Repetition Strategy

Repetition strategy is the teacher repeated a part or whole his utterances in order to make sure that students understand the information or material given by teacher. The teacher used this communication strategy in the 2, 3 and 4 videos. The Repetition strategy that the teacher used was explained by the researcher in the utterances below.

Video 2

In the second video teacher teach Thai students about preference. Duration of this video is about fifteen minutes. The researcher has analyzed this video and the researcher found out that the teacher used

Repetition strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : If you want to say **“you choose banana or apple”** how you said it in English?

S : Did not give respond

T : If you want ask or to say with your friends **“you choose banana or apple”** how you said it in English?

On the utterances above the teacher used Repetition strategy when the teacher explains the material about preference. The teacher asks the questions to students. The question is how the students said in English if the students want to asks they friend he choose banana or apple. Then, because the students did not give respond. Next, the teacher repeat his utterances how to asks with friend he choose banana or apple.

Video 3

In the third video teacher teach Thai students about letter F and in this video the teacher teach online class because the school is lockdown. Duration of this video is about seven minutes. The researcher has analyzed this video and the researcher found out that the teacher used Repetition strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : Ok, every one, today we are going to learn about letter F. we have two kinds of letter f. **Capital F and small f** (repeated by the teacher three times).

On the utterances above the teacher used repetition strategy when the teacher explains about the material. The teacher explain that letter f have two kinds they are Capital F and small F. The teacher repeat the

utterances 3 times to make sure the students did not confused about his message.

Video 4

In the fourth videos teacher teach Thai students about sound of letter F and in this video the teacher still teach online class because the school is lockdown. Duration of this video is about six minutes. The researcher has analyzed this video and the researcher found out that the teacher used Repetition strategy in this video. The strategy that the teacher used was explained by the researcher in the utterances below.

T : If today is Friday, **what day is tomorrow?** What day? **What day is tomorrow?** Ok, very good tomorrow is Saturday.

On the utterances above the teacher repeat the utterances when the teacher asks about the day. The teacher repeat the utterances “ What day is tomorrow” to avoid miss communication.

2. The Implementation of Communication strategies used by Indonesian teacher toward Thai students in teaching English at Chariyhatam suksa foundation school in Thailand

To answer the second research question and the question is how the teacher implements those communication strategies in conversation, the researcher did an interview to the teacher then the interview have done on 23th June 2021. The interview held by what Sapp application and voice note.

Based on the interview, the researcher got the information about how the teacher implements those communication strategies in conversation.

There are twelve communication strategies by Dornyei that teacher used. The result can be mentioned on the table below:

Table 4.2
Implementation of Communication strategies that Used by Indonesian
Teacher toward Thai Students in Teaching English at Chariyhatam
Suksa Foundation School

| NO | Communication Strategies | Video | Interview result |
|----|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Code switching | Video 1 | <p>The teacher explained that he switches languages because his students are frequently confused and do not understand what he is saying when he explains or gives instructions. Then, he said to make sure the students understand and also to avoid miss communication in the class he switch the language. On the data bellow how the teacher implement this communication strategies.</p> <ul style="list-style-type: none"> - The teacher asks students what Wednesday in thai - Then the students respond it “wan put” - To ensure the students understand the teacher switch language he said that “wan put” is Wednesday in English. |
| | | Video 3 | <ul style="list-style-type: none"> - The teacher write the instruction first - The teacher explains the instruction “Write 10 capital f and small f”. - Then to avoid miss communication the teacher switch language from English into Thai “nakrian tongkian sit capital f sit leko f duaikap”. |
| | | Video 4 | <ul style="list-style-type: none"> - The teacher explain English first |

| | | | |
|---|--------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> - If the students did not give response then the teacher switch the language - The teacher switch language because the students still confused about what he said in English. |
| | | Video 6 | <ul style="list-style-type: none"> - Teacher explain English first - Because there is student still confused the teacher switch the language |
| | | Video 9 | <ul style="list-style-type: none"> - The teacher explain material in English “what is mr. Jefri doing?” and the teacher explain that they are going to learn about “kamlangtong areinakap” it means what are he or she doing. - Then the teacher continue to switch the language after explain English first. |
| 2 | Nonlinguistic strategies | Video 1 | <p>The teacher stated that he frequently employs gestures, and that he always employs gestures when conveying new vocabulary. He also said that when using gestures, the students were more interested in learning. The teacher said he also used facial expressions because, by using facial expressions, the children were more enthusiastic about learning. On the data below how the teacher implement this communication strategies.</p> <ul style="list-style-type: none"> - The teacher explain the material about preposition - The teacher explains about kind of preposition in, on, under and near. - While explain the kind of preposition the teacher used gesture, example directing the cat image in the box. - The teacher also claps his hand and asks the students to follow him. |
| | | Video 2 | <ul style="list-style-type: none"> - The teacher asks who want to present in front of the class - The teacher hopes the students who want to present raise they hand. - Because the student did not understand about what he said. |

| | | | |
|---|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>Then the teacher use body language and raise his hand.</p> <ul style="list-style-type: none"> - After that the students respond it. |
| | | Video 5 | <ul style="list-style-type: none"> - The teacher explain the material about weather - To make students more interesting to learn the teacher used facial expression to explain the material - The teacher make facial expression about rainy, sunny, stormy, and windy. |
| | | Video 7 | <ul style="list-style-type: none"> - The teacher explain about this and that - To ensure the students more understand about the material the teacher used gesture while explain the material - The teacher use Nonlinguistic strategy such as: this is pencil (while pointing out the pencil that ner from him) |
| | | Video 8 | <ul style="list-style-type: none"> - The teacher explain that he is going to show how we use preposition - The teacher used a box and a picture - Then, the teacher show how we use preposition such as: the ball is on the box (while directing the ball on the box) |
| 3 | Time gaining | Video 1 | <p>The teacher said he also used fillers in the class. The reason is to take a pause when conveying something and also to stimulate the children to be actively involved in communication. On the data bellow how the teacher implement this communication strategies.</p> <ul style="list-style-type: none"> - The teacher explain that today they are going to learn about something - Because the teacher need time to think the teacher use filler emmmm after continue the conversation. |
| | | Video 2 | <ul style="list-style-type: none"> - The teacher explain about preference - Because the teacher need time to think about some sentence, then the |

| | | | |
|---|---------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | teacher used filler aaaaaa to continue conversation. |
| | | Video 9 | - The teacher use filler hmmm and aaaaa when the teacher thinking about ideas to continue communication. |
| 4 | Repetition strategy | Video 2 | <ul style="list-style-type: none"> - The teacher explains the material. - The teacher give students questions - The teacher asks how to say in English if the student want asks he choose apple or banana. - Then, the students did not give respond. Hence, the teacher repeat the utterances |
| | | Video 3 | <ul style="list-style-type: none"> - The teacher explain about letter f - The teacher explains that there are 2 kinds of letter f. Capital F and small f. - To make sure the students understand the teacher repeat the utterances “ Capital F and small f”. |
| | | Video 4 | <ul style="list-style-type: none"> - The teacher asks the students what day is today. - Then, the teacher asks “what day is tomorrow. - To avoid miss communication the teacher repeat the utterances about “ what day is tomorrow”. |

Researcher interviewed the Indonesian teacher and the researcher found that the Indonesian teacher implement three of communication strategies stated by Dornyei they are: Code switching, Nonlinguistic strategy and Filler or Hesitation strategy in teaching English toward Thai students at Carhiyatam Suksa Foundation school in Thailand. In addition the researcher also found other communication strategy that used by the teacher. The communication strategy was repetition strategy that did not suggested by Dornyei. The

following below the explanation of how the teacher implements those communication strategies toward Thai students in teaching English in Thailand.

1. Code switching

The teacher explained that he switches languages because his students are frequently confused and do not understand what he is saying when he explains or gives instructions. Then, he said to make sure the students understand and also to avoid miss communication in the class he switch the language. On the data bellow how the teacher implement this communication strategies. Based on the table above the teacher implements those communication strategies in 1, 3, 4, 6 and 9 videos.

The first implementation of code switching strategies used by teacher was in the first video. The implementation of this communication strategies, the teacher ask students in English about what Wednesday in Thai. Then, the teacher asks students to answer it. After that one of the students answer wan phut. To make sure the other students understand the teacher switch language by said Ok, very good wan phut.

The second implementation of code switching strategies used by teacher was in third videos. The implementation of this communication strategy, the teacher writes the instructions in the white board. Then, the teacher explain it to students about the instructions. The instruction was the teacher asks the students to write ten capital F and small F. Last, to avoid miss communication the teacher switch the language into Thai such as Nakrian tongkian sit capital F sit leko f duaikap.

The third implementation of code switching strategies used by teacher was in fourth video. The implementation of this strategy, the teacher explains English first. Second, if the students did not give response then the teacher switch language.

The fourth implementation of code switching strategies used by teacher was in six videos. The implementation of this strategy, the teacher explain English first. The teacher explains about true and false. Then, the teacher explains it in Thai language to make sure the students receive this material.

The last implementation of code switching that teacher used was in nine videos. The implementation of code switching in this video, the teacher explain the material in English first about what are they doing. And give an example of it. The teacher give an example by himself. After explain about it in English he repeat this material used Thai language to make sure the students understand about the materials.

2. Nonlinguistic strategy

The teacher said that he frequently employs Nonlinguistic strategy when conveying new vocabulary. He also said that when using Nonlinguistic the students were more interested in learning. Then, by using nonlinguistic strategy the students more enthusiastic to learning. On the data below how the teacher implement this communication strategies in the class. The teacher used Nonlinguistic strategy in 1, 2, 5, 7, and 8 videos.

The first implementation of Nonlinguistic strategy used by the teacher was in the first video. In this video the teacher implements this strategy. The teacher explains the material about preposition. Then, the teacher explains about kind of preposition. While explain it the teacher used gesture, like directing the cat image in, on, near and under the box. This strategy used by teacher to make the students more interest to learn. Moreover the teacher asks the students to follow him.

The second implementation of nonlinguistic strategy that teacher used was in second video. The implementation of this strategy, the teacher gives the students exercise about the material. After that asks the students to presents in front of the class. The teacher hopes tha students who want to present raise his hand. Because the students did not understand about what he said. Then, the teacher used body language and raises his hand while asks the students to raise hand if the students want to presents in front of the class.

The third implementation of nonlinguistic strategy that teacher used was in fifth video. The implementation of this strategy, the teacher explains the material about weather. To make the students more interesting to learn he used facial expression to explain the material. The teacher make facial expression about Rainy, sunny, stormy and also windy.

The fourth implementation of nonlinguistic strategy that teacher used was in seven videos. The implementation about this strategy, the teacher explains the material about how to use this and that in English. To

make sure the students understand about the material the teacher used gestures while deliver the material. The teacher used nonlinguistic strategy when give an example of this and that. The teacher said this is a pencil and that is a pencil, while pointing out the pencil that near and far away from him.

The last implementation of nonlinguistic strategy was in eight video. The implementation of this strategy, the teacher explains that he is going to show how to used preposition. Then, the teacher used an image and a box that can help him to explain it. Next, the teacher used gesture while show it by directing the ball in, on, near and under the box.

3. Filler and Hesitation strategy

The teacher said he also used fillers in the class. The reason is to take a pause when conveying something and to stimulate the students to be actively involved in communication. On the data below how the teacher implement those communication strategy. The teacher used this communication strategy three times in 1, 2 and 9 videos.

The first implementation of this strategy was in the first video. In this video the teacher going to start the lesson and the teacher said that today they are going to learn about some materials. But, the teacher need time to think the material he used filler such as emmmmm. After that he continues to communicate with the students.

The second implementation of this strategy was in the second video. In this video the teacher explain about preference. Because the teacher need time to think some sentences he used filler such as aaaaaa.

The last implementation of this strategy was in nine videos. In this video same as the previos video the teacher implent this communication strategy because need time to think some point. The expression of this strategy such as aaaaa, ammmmmm.

4. Repetition Strategy

The first implementation of repetition strategy was in second video. The implementation of this strategy, The teacher explains the material. The teacher gives students questions. The teacher asks how to say in English if the student want asks he choose apple or banana. Then, the students did not give respond. Hence, the teacher repeats the utteraces.

The second implementation of repetition was in third video. The implementation of this strategy, The teacher explain about letter f, The teacher explains that there are 2 kinds of letter f. Capital F and small f. To make sure the students understand the teacher repeat the utterances “ Capital F and small f”.

The last implementation of repetition was in fourth video. The implementation of this strategy, the teacher asks the students what day is today. Then, the teacher asks “what day is tomorrow. To avoid miss

communication the teacher repeat the utterances about “ what day is tomorrow”.

B. DISCUSSIONS

The researcher offered the outcomes of the finding discussion in this section. The process starts with a video analysis to determine what communication strategies Indonesian teachers employ, and then moved on to an interview to learn more about how the teachers implement the communication strategies.

1. The Communication strategies used by Indonesian teacher toward Thai students in teaching English at Charihatam sukra foundation school in Thailand

Teachers have important role in teaching and learning process. Thus, Communication strategies are one of essential aspects needed by teacher in the class. In Bialystok Tarone defines “communication strategies are a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared²⁶. This theory accordance with Dornyei and scott they extended the concept of communication strategies. They asserted that every potential attempt to cope language related problems in which the speaker is aware during communication course can called as communication strategy. Based on the theory by employing these communication strategies, the teacher can overcome the communicative problems that occur during conversation in the class.

²⁶ Tarone, 1997 cited in Bialystok, 1990:39

Related the theory above by evaluating the videos, the researcher were able to obtain all of the necessary information on the teacher communication strategies. Researcher found out that the teacher used three communications strategies stated by Dornyei they are code switching, Nonlinguistic, and filler or hesitation strategy. Opposite with Tarone and Dornyei The teacher used communication strategies not only because there is problem or difficulties in communicate with the students but, there are some reasons the teacher used communication strategies in teaching English in Thailand. It will be explained below.

Researcher found out that the first communication strategies which is mostly used by the teacher was code switching. Code switching employed by teacher five times. Dornyei defined code switching insert a word from their first language into their sentence and hope the interlocutor will understand.²⁷ In this strategy teacher switches their English with the native students' language, in this case Thai language. Cook emphasizes that code switching should be extremely restricted in the classroom. Based on the theory the use of code switching is not recommended in foreign language teaching and learning.²⁸ But in this research the teacher used code switching when the teacher wants his students to comprehend what he was saying, to avoid misunderstandings and to ensure that the students did not confused about the teacher's message.

²⁷ Dornyei, Z. loc.cit

²⁸ Cook, V, *second language learning and teaching*, (New york: oxford university press 2001)

The second strategies that teacher always utilized in class was the Nonlinguistic strategy. Nonlinguistic strategy employed by teacher five times. Dornyei identified to relay messages, nonlinguistic strategies such as gesture and mime can be used.²⁹ The teacher explains the term by acting and expressing it at this point in the lesson. The relationship between teachers and students can be improved if nonlinguistic communication is used effectively by the teachers.³⁰ Based on the theory this communication strategies are suitable use by the teacher in teaching English. In this research the teacher used nonlinguistic strategy to make his students more active in class and also to make the communication process more enjoyable.

The third strategy that teacher used is filler and hesitation strategies. Filler employed by teacher three times. Dornyei defined this strategy use fillers or hesitation to fill pauses and to gain time to think. This strategy when the teacher communicating in English, the teacher uses filler such as *hmmmm* or *aaaaaaa* to fill in empty gaps when thinking about ideas to continue communication.

From the explanation above the researcher could conclude that the teacher used three communication strategies. communication strategies used by the teacher not only because there is problem or difficulties when communicate with the students but, the teacher also used communication strategies to avoid miss communication, to make sure the students more

²⁹ Dornyei,Z. loc.cit

³⁰ Agus Rahmat, *Teachers' Gesture in Teaching EFL Classroom*, Journal of English Literature and Teaching, Vol. 2. No. 2, 2018, P. 1

understand about what he was said, to make the students more active and enjoyable in the class.

Moreover, in this research the researcher also found other strategy that was not suggested in the theory. It was repetition strategy. Repetition can be described as the act of repeating or reproducing verbal and non-verbal actions created by oneself or another in communicative context. A specific meaning of repetition usually refers to the act of reproducing the linguistic element of the previous phrases in precisely the same manner. In addition Tannen stated there are four functions of repetition in conversation: first, accomplishes a conversation. Second, shows one's response to another utterance. Third, show acceptance of other utterances, their participant, and them. Fourth, give evidence of one's participation.³¹ Based on the theory above, repetition can be described as the act of repeating utterances to interlocutors to accomplishes a conversation.

In this research the teacher used repetition to make the students understand about the importations and instruction that given by him. The teacher used repetition when the students still did not understand what the teacher meant. It is known from the response of the students. Based on the explanation above it shows that the teacher use one of some functions of repetition that is accomplishes a conversation. Hence, the teacher used repetition to make sure the conversation with the students run smoothly. The

³¹ Tannen, 1998, p. 34. Cited in Skehan, 1998, p.34

researcher assumed that repetition is a pretty good communication strategy used by the teacher in teaching English. Although, this strategy was not suggested by Dornyei.

2. Implementation of those Communication Strategies used by the Teacher toward Thai Students in Teaching English

The researcher used an interview to gain more about the answer to the second study question. Based on the findings, the researcher concludes that the teacher's implementation of those communication tactics in class conversation.

The first implementation of technique used by the Indonesian teacher was Code switching. Because sometimes when the teacher explains and gives instructions, the students are still confused and find it difficult to answer or follow the instructions, the teacher used code switching. As a result, the teacher should switch the language to Thai, but first use gestures to help the students understand. If the students are still confused, the teacher should switch languages. Implementation of this strategy, the teacher said "Students please write this in your book" if the students could not understand the instruction the teacher used gesture, but if the students still confused the teacher switch the language into Thai language. Such as "Agrian tukun karuna kheiy n anakokap". Furthermore, code switching helps to facilitate the flow of classroom instruction since the teacher do not have to spend so much time trying to explain to the students or searching simplest word to clarify

any confusion that might arise.³² According to the theory, this communication strategy is appropriate for the teacher to use in order to avoid any miscommunication strategies that may develop in the classroom.

The second implementation of communication strategies used by the teacher was Nonlinguistic strategy. The teacher used these communication strategies almost every time it is because the students more interest to learn if the teacher use the gesture or mimic when explain the material or communicate with them. This approach is implemented when the teacher describes an emotion, such as happiness, and then expresses and shows the gesture of happiness. Similarly, while expressing anger, surprise, or other emotions, the teacher should employ a gesture, mime, or expression. The relationship between teachers and students can be improved if nonlinguistic communication is used effectively by the teachers.³³ Based on the theory these communication strategies are suitable use by the teacher in teaching English. It is also to improve the relationship with the students.

The last implementation of the communication strategies was filler and hesitation strategy. The implementation of this strategy when the teacher asks the students “what is this?” and the teacher used filler “emmmmm this is...” to make students more active to answer his questions and also to give his students time to think the answer. The speaker use fillers or hesitation to fill

³² Badrul Hisham, *Teacher Code Switching in classroom instruction for low English proficient learner*, English language teaching, vol. 2, No.2, 2009. P.1

³³ Agus Rahmat, *Teachers' Gesture in Teaching EFL Classroom*, Journal of English Literature and Teaching, Vol. 2. No. 2, 2018, P. 1

pauses and to gain time to think.³⁴ Based on the theory it can conclude the teacher used filler to give his students time to think the answer of the questions.

From explanation above, three communication strategies were applied by the Indonesian teacher in teaching and learning process. The teacher has good enough implementation.

Furthermore, the implementations of repetition strategy were the teacher repeats the information, instruction and word that the students still confused or did not give respond. Mitchell, stated the teacher simply repeat the problematic target language items in order to give time to learners to understand his message and his information.³⁵ Based on the theory above, the teacher implement this strategy to make sure the students understand and repeat the utterances when the students did not understand. It means that that the implementations of this strategy suitable for the students.

³⁴ Domyei, Z. Loc. cit

³⁵ Mithcel in Ellis:1990

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After investigating and describing the obtained data in the previous chapter, the next section is conclusion and suggestion. The conclusion below is the answer of the research questions, while the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

A. CONCLUSIONS

Based on the finding and discussion in previous chapter, the conclusions are:

1. From twelve strategies of communication there were 3 strategies of communication that teacher used, there were, Code switching, Nonlinguistic strategy and Filler or Hesitation. The teacher used those strategies based on the difficulty that they found while doing conversation. In addition the teacher also used communication strategies to avoid miss communication, to make sure the students understand what he said, make the students more active and make the class enjoyable. Furthermore, the researcher also used repetition as a communication strategy that was not suggested by Dornyei.
2. The teacher implements the communication strategies based on the strategy that he used. First, implementation of code switching: The teacher explains the material in English then, the if there are students still confused he switch the language from English to Thai language. Second, implementation of Nonlinguistic strategy : the teacher deliver material in English while he make an expression or gesture of what he said. Third, implementation of Filler or hesitation strategy: the teacher used filler because the teacher need time to

think after continue the communication with Thai students. Fourth, the implementation of repetition strategy: the teacher deliver material in English class after that, to make the students more understand the teacher repeat once or two times what he said before.

B. SUGGESTIONS

After doing analyzing and interview the respondents, the researcher would like to give some suggestions which may be useful for:

1. Academically

- a) This research is expected give additional information about the the communication strategies for students
- b) This research is expected can be useful as an academic reference that discusses about the communication strategies, especially for English Learner and English Lecturer.

2. The teacher

The teacher could know about the strategies that effective for the students and the teacher could improve his communication strategies in teaching English.

3. Other researcher

For further researcher, the researcher suggests to conduct a research related to inclusion classroom with different area and different kind research. Furthermore, the researcher hopes this research can be better and could become motivated to other researchers to investigate this research deeply.

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Table 1
Document Checklist
Communication Strategies

| No | Communication strategies | Indicators | Checklist |
|----|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 | Avoidance | <ul style="list-style-type: none"> - The teacher avoids using English vocabularies that he has not yet mastered comprehensively when teaching, in order to avoid misinformation and students' misunderstanding. - The teacher avoids discussing topics that he is not very good at and sensitive topics that lead to conflicting perspectives. Thus, the teacher orients towards topics that are familiar and accessible to students. | |
| 2 | Message abandonment | <ul style="list-style-type: none"> - The teacher does not talk about topics that are not very good at for the sake of the continuity of learning. - The teacher quickly changes the orientation of the conversation to the topics he is good at, ones driving students' interests, and ones triggering students' active involvement in interactions while learning. | |
| 3 | Circumlocution | <ul style="list-style-type: none"> - When speaking with the students Teacher describing or | |

| | | | |
|---|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | exemplifying a word or a vocabularies | |
| 4 | Approximation | <ul style="list-style-type: none"> - When using English while teaching, the teacher replaces vocabularies that students find them difficult with easier ones, without changing the meanings of the messages. - When speaking in English, the teacher replaces grammar constructions that are difficult for students to understand with grammatical patterns that are easier, without changing the messages conveyed. | |
| 5 | Use of All-purpose word | <ul style="list-style-type: none"> - The teacher makes use of words or sentences that are easier for students to understand. - The teacher conveys a word or sentence that is general in nature to the students. | |
| 6 | Word coinage | <ul style="list-style-type: none"> - The teacher conveys an English word in his own language. - The teacher conveys new words that are easier for students to understand. | |
| 7 | Nonlinguistic | <ul style="list-style-type: none"> - The teacher uses gestures to convey certain words or sentences. - The teacher uses facial expressions when saying certain words or sentences. | |
| 8 | Literal translation | <ul style="list-style-type: none"> - When teaching the teacher translating a compound word, idiom or structure to make | |

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|----|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | students more understand about the message. | |
| 9 | Foreignizing | - The teacher pronounce an English word with other sound | |
| 10 | Code switching | - The teacher replaces English vocabularies that students do not understand with words from students' first language (Thai) for the sake of successful interactions during learning. | |
| 11 | Appeal for help | <ul style="list-style-type: none"> - When speaking in English, the teacher asks the meanings of some vocabularies to students to ensure that students understand what the teacher is saying. - The teacher asks students a number of questions related to the topic of learning using students' first language so that later on the teacher can easily associate the topic's and discourse's similarities of English communication that the students are learning. - When students practice using English, the teacher asks some of the vocabularies students use to make sure students understand them and also to provide vocabulary input for other students. | |
| 12 | Time gaining strategies | - When communicating in English, the teacher uses fillers such as (emmm, hmmm) to fill in empty | |

| | | | |
|--|--|-----------------------------------------------------------|--|
| | | gaps when thinking about ideas to continue communication. | |
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Table 2
Interview guidance
Implementation of Communication Strategies

| No | Communication strategies | Indicators | Questions |
|-----------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Avoidance | <ul style="list-style-type: none"> - The teacher avoids using English vocabularies that he has not yet mastered comprehensively when teaching, in order to avoid misinformation and students' misunderstanding. - The teacher avoids discussing topics that he is not very good at and sensitive topics that lead to conflicting perspectives. Thus, the teacher orients towards topics that are familiar and accessible to students. | <ol style="list-style-type: none"> 1) What do you do when you are hampered in using some English vocabularies because of feeling that you have not yet mastered those vocabularis comprehensively? 2) Do you avoid using English vocabularies that you have not yet mastered comprehensively? 3) Please give some examples when you avoid using English vocabularies that you are not very good at for the sake of successful delivery of teaching materials! 4) When using English in front of students, what do you do |

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| | | | <p>when you accidentally get into a topic that you are not familiar with in detail?</p> <p>5) Do you avoid discussing topics that you are not very good at for the sake of the continuity of learning English?</p> <p>6) Please give examples of how you avoid topics that you are not good at but you are still trying to keep the communication and learning going well!</p> |
| 2 | Message abandonment | <ul style="list-style-type: none"> - The teacher does not talk about topics that are not very good at for the sake of the continuity of learning. - The teacher quickly changes the orientation of the conversation to the topics he is good at, ones driving students' interests, and ones triggering students' active involvement in interactions while learning. | <p>7) Do you replace a topic that you are not good at with another topic?</p> <p>8) How many similar alternative topics do you prepare when teaching English?</p> <p>9) How do you leave a topic that you are less good at and move on to another topic that you know better for the sake of the continuity of English learning? Please give some examples!</p> |
| 3 | Circumlocution | <ul style="list-style-type: none"> - When speaking with the students Teacher describing or exemplifying a word or vocabularies | <p>10) What do you do when you see students starting to have difficulty understanding English</p> |

| | | | |
|---|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>vocabularies that you use when you speak in English?</p> <p>11) Do you ever describing or exemplifying a word or vocabularies when the students couldn't understand?</p> <p>12) Please give some example!</p> |
| 4 | Approximatio | <ul style="list-style-type: none"> - When using English while teaching, the teacher replaces vocabularies that students find them difficult with easier ones, without changing the meanings of the messages. - When speaking in English, the teacher replaces grammar constructions that are difficult for students to understand with grammatical patterns that are easier, without changing the messages conveyed. | <p>13) What do you do when you see students starting to have difficulty understanding English vocabularies that you use when you speak in English?</p> <p>14) Do you replace difficult English vocabularies with alternative ones which are more commonly understood by students? Please give some examples!</p> <p>15) What do you do when students start to get confused about the complexities of the English grammar which you use when you speak English?</p> <p>16) Do you help students understand your English communication more easily by</p> |

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|---|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | replacing complex grammar constructions with easier grammatical patterns? Please give some examples! |
| 5 | Use All purpose | <ul style="list-style-type: none"> - The teacher makes use of words or sentences that are easier for students to understand. - The teacher conveys a word or sentence that is general in nature to the students. | <p>17) Do you use words and sentences that are easier for students to understand when speaking English? Please provide some examples according to what you have ever done!</p> <p>18) Do you use common English vocabularies or sentence constructions that are easy for students to understand when speaking English? Please provide some examples according to what you have ever done!</p> |
| 6 | Word coinage | <ul style="list-style-type: none"> - The teacher conveys an English word in his own language - The teacher conveys new words that are easier for students to understand. | <p>19) Have you ever used an English vocabulary that was your own creation to build contextual associations in students' mental language? (For example, English teachers in Indonesia often say (thinking out) to represent (fantasizing). Even though (thinking out) does not exist in English</p> |

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|---|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>colloquialism. What does exist is (daydreaming or fantasy). But, teachers use it to make it easier for students to build meaning associations in their mental language).</p> <p>20) Please provide some examples of your version, if any!</p> <p>21) Do you always prepare alternative English vocabularies which are easier for students to understand as an anticipation in case your students have difficulty understanding your vocabularies? Please give some examples!</p> |
| 7 | Use nonlinguistic | <ul style="list-style-type: none"> - The teacher uses gestures to convey certain words or sentences. - The teacher uses facial expressions when saying certain words or sentences. | <p>22) Do you use gestures to help convey messages when communicating in English</p> <p>23) When do you use gestures?</p> <p>24) Are there any contexts in which you consider that you should use gestures when speaking in English? Please provide some examples!</p> <p>25) Apart from using gestures, do you also use certain</p> |

| | | | |
|----|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | facial expressions to help convey messages when communicating in English? Please provide some examples! |
| 8 | Literal translation | - When teaching the teacher translating a compound word, idiom or structure to make students more understand about the message. | 26) Have you ever translating a compound word, idiom or structure that you deliver to students? Please provide some examples! |
| 9 | Foreignizing | - The teacher pronounce an English word with other sound | 27) Have you ever pronounce an English word with other sound? 28) Why you do it? 29) Please provide some examples! |
| 10 | Code switching | - The teacher replaces English vocabularies that students do not understand with words from students' first language (Thai) for the sake of successful interactions during learning. - | 30) Have you ever used students' mother tongue (Thai language) as a strategy to explain the meanings of English vocabularies or utterances that your students do not understand? Please provide some examples! |
| 11 | Appeal for help | - When speaking in English, the teacher asks the meanings of some vocabularies to students to ensure that students understand what the teacher is saying. | 31) What do you do when you start to doubt that your students understand your English communication? 32) Do you clarify by asking students the meanings of some English vocabularies that |

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| | | <ul style="list-style-type: none"> - The teacher asks students a number of questions related to the topic of learning using students' first language so that later on the teacher can easily associate the topic's and discourse's similarities of English communication that the students are learning. - When students practice using English, the teacher asks some of the vocabularies students use to make sure students understand them and also to provide vocabulary input for other students. | <p>you use when explaining the material using English? Please provide some examples!</p> <p>33) When you explain a topic using English, have you ever asked students about the same topic in the context of their mother tongue (Thai) to make an association in their mental language? Please provide some examples!</p> <p>34) When you doubt that students understand the vocabularies they use when speaking English, what will you do?</p> <p>35) Do you ask students about the meanings of some English vocabularies they use when they speak English?</p> <p>36) How would you ask students to explain the meanings of some English vocabularies they use when speaking English? Please provide some examples!</p> |
| 12 | Use filler or hesitation | <ul style="list-style-type: none"> - When communicating in English, the teacher uses fillers such as (emmm, hmmm) to fill in | <p>37) Do you often use fillers (such as emmm, hmmm) as a strategy when communicating in English?</p> |

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|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | empty gaps when thinking about ideas to continue communication. | 38) In your opinion, what is the function of fillers as an English communication strategy? 39) Please give examples of contexts when you used fillers as an English communication strategy? |
|--|--|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Catatan validator

1. Ada beberapa constructs dari teori yang kelihatannya belum representatif berdasarkan maksud teori aslinya. Dengan demikian, validator membantu membahasulangkan teori dari bab 2 ke dalam bulir-bulir indikator.
2. Validator membantu mentranslasikan ke dalam bahasa Inggris hasil modifikasi tiap indikator sesuai dengan versi Indonesianya.
3. Karena ada perubahan bulir-bulir indikator, maka pertanyaan-pertanyaan wawancara otomatis dimodifikasi juga oleh validator.
4. Pertanyaan-pertanyaan wawancara sekarang sudah tersaji berbasis pada prinsip kualitatif yang meminta jawaban panjang. Untuk pertanyaan yes/no questions, ditambah dengan (mohon jelaskan atau mohon berikan contoh) agar jawaban informatif tetap didapatkan
5. Semua yang validator modifikasi diwarnai biru.
6. Menurut validator, instrumen ini sekarang sudah valid. Silahkan peneliti gunakan untuk mengambil data.

Curup, 20 Mei 2021

Validator

Ruly Morganna, M. Pd

Table 3**Result of Document Checklist****Communication Strategies**

| No | Communication strategies | Indicators | checklist |
|-----------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1 | Avoidance | <ul style="list-style-type: none"> - The teacher avoids using English vocabularies that he has not yet mastered comprehensively when teaching, in order to avoid misinformation and students' misunderstanding. - The teacher avoids discussing topics that he is not very good at and sensitive topics that lead to conflicting perspectives. Thus, the teacher orients towards topics that are familiar and accessible to students. | |
| 2 | Message abandonment | <ul style="list-style-type: none"> - The teacher does not talk about topics that are not very good at for the sake of the continuity of learning. - The teacher quickly changes the orientation of the conversation to the topics he is good at, ones driving students' interests, and ones triggering students' active involvement in interactions while learning. | |
| 3 | Circumlocution | <ul style="list-style-type: none"> - When speaking with the students Teacher describing or exemplifying a word or a vocabularies | |

| | | | |
|---|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 4 | Approximation | <ul style="list-style-type: none"> - When using English while teaching, the teacher replaces vocabularies that students find them difficult with easier ones, without changing the meanings of the messages. - When speaking in English, the teacher replaces grammar constructions that are difficult for students to understand with grammatical patterns that are easier, without changing the messages conveyed. | |
| 5 | Use of All-purpose word | <ul style="list-style-type: none"> - The teacher makes use of words or sentences that are easier for students to understand. - The teacher conveys a word or sentence that is general in nature to the students. | |
| 6 | Word coinage | <ul style="list-style-type: none"> - The teacher conveys an English word in his own language. - The teacher conveys new words that are easier for students to understand. | |
| 7 | Nonlinguistic | <ul style="list-style-type: none"> - The teacher uses gestures to convey certain words or sentences. - The teacher uses facial expressions when saying certain words or sentences. | |
| 8 | Literal translation | <ul style="list-style-type: none"> - When teaching the teacher translating a compound word, idiom or structure to make students more understand about the message. | |
| 9 | Foreignizing | <ul style="list-style-type: none"> - The teacher pronounce an English word with other sound | |

| | | | |
|----|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 10 | Code switching | <ul style="list-style-type: none"> - The teacher replaces English vocabularies that students do not understand with words from students' first language (Thai) for the sake of successful interactions during learning. | |
| 11 | Appeal for help | <ul style="list-style-type: none"> - When speaking in English, the teacher asks the meanings of some vocabularies to students to ensure that students understand what the teacher is saying. - The teacher asks students a number of questions related to the topic of learning using students' first language so that later on the teacher can easily associate the topic's and discourse's similarities of English communication that the students are learning. - When students practice using English, the teacher asks some of the vocabularies students use to make sure students understand them and also to provide vocabulary input for other students. | |
| 12 | Time gaining strategies | <ul style="list-style-type: none"> - When communicating in English, the teacher uses fillers such as (emmm, hmmm) to fill in empty gaps when thinking about ideas to continue communication. | |

Table 4

SKRIPT OF INTERVIEW

On June 23th 2021 at 08:30-10:00

Implementation of communication strategies

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| Researcher | : | <p>Assalamualaikum wr wr, Good morning Mr. Jefri. Have a nice day and hopefully Mr. always in good health. Sorry to interrupt your time. My name is Dolinsi Opitasari. I study English at IAIN Curup, Bengkulu. OK, Mr. I mean that I'd like to ask Mr. for assistance in answering some of my questions. I hope Mr. is willing, and I appreciate your time.</p> <p>So, Mr., let me tell you a little bit about my research, which is related to the communication strategy you use and how you implement it in the classroom. I hope Mr. can answer as honestly and naturally as possible</p> |
| Teacher | : | <p>Waalikumsalam wr wb, Nice to meet you. I am Jefri Maulana. I graduated from the University of Purwokerto batch of 2014. I went to Thailand around the end of 2018 and now I teach at Charihatam Suksa Foundation School.</p> <p>God willing, I will answer your questions as honestly and naturally as possible.</p> |
| Researcher | : | <p>Alhamdulillah, thank you. Mr. Jefri was eager to answer all of my inquiries. To shorten the time, just go straight to the first question. When teaching in class and communicating</p> |

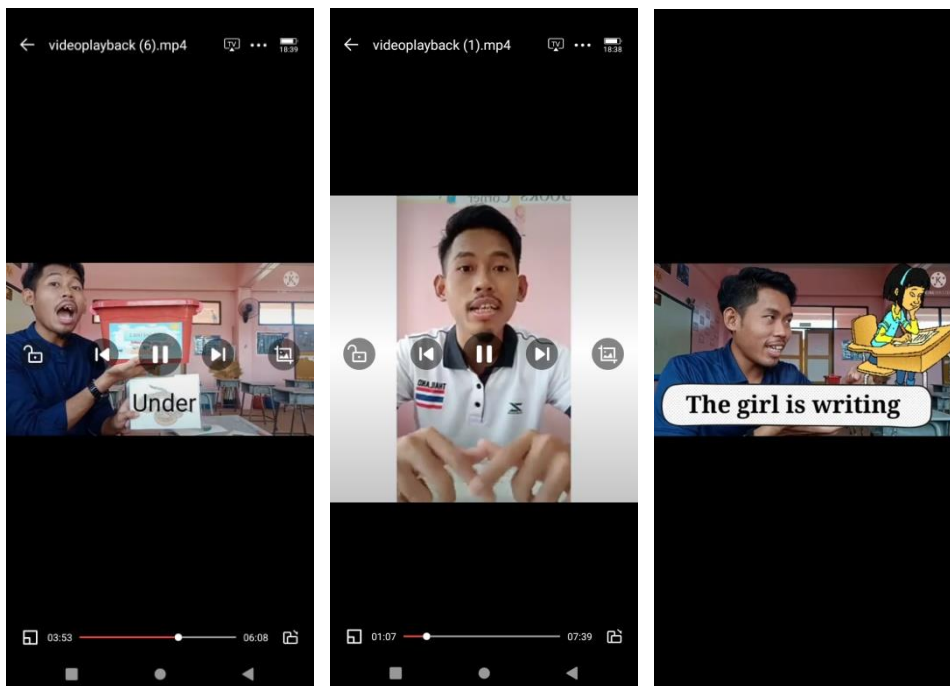
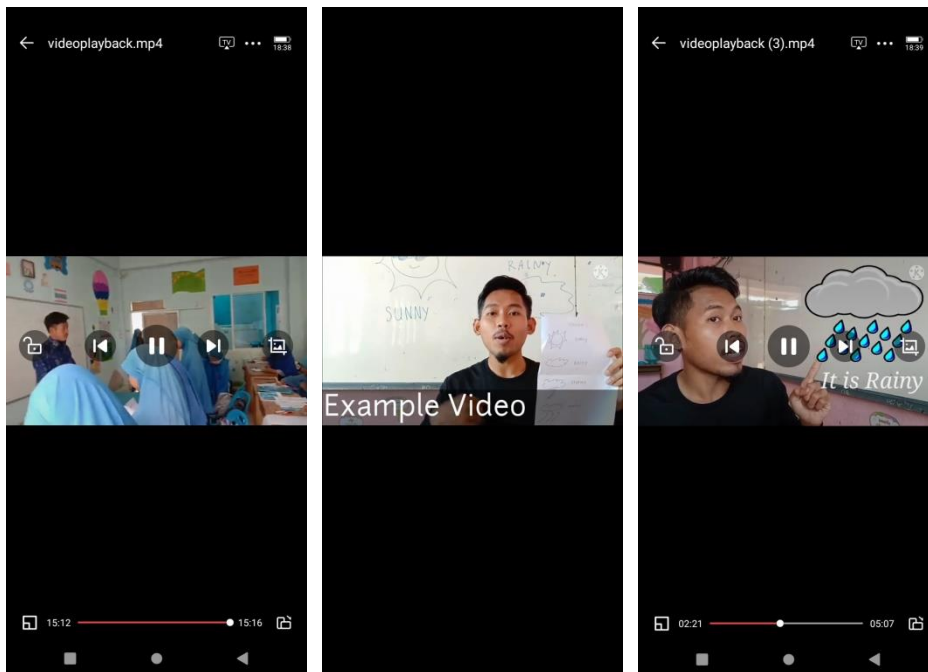
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| | <p>with students, have you ever used the students' mother tongue (Thai language) as a strategy to explain the meaning of an English word or utterance that the students do not understand? If so, can you give some example related your video.</p> |
| Teacher | <p>: Yes, I do use their mother tongue at times because, even when I explain and give instructions, the children are sometimes perplexed by my instructions and find it difficult to respond. So, like it or not, I have to use their mother tongue, which is Thai. For example Ok, in first video I used code switching. I asks the students what Wednesday in Thai. Then, to make sure the students understand I switch the language. I said that “wan put” is Wednesday in English. In third video I also used code switching. I write the instruction and explains the instruction to students. Then, to avoid miss communication I switch the language “Nakrian tongkian sit capital F sit leko f duaikap”. Next, in fourth video I switch language by explain in English first. If the students did not give respond I switch the language. In sixth video, I switch language same as in fourth video. Last, in nine video I switch language. I explain the material in English, that we are going to learn about “kamlangtong arenakap” its means to asks what are he or she doing.</p> |

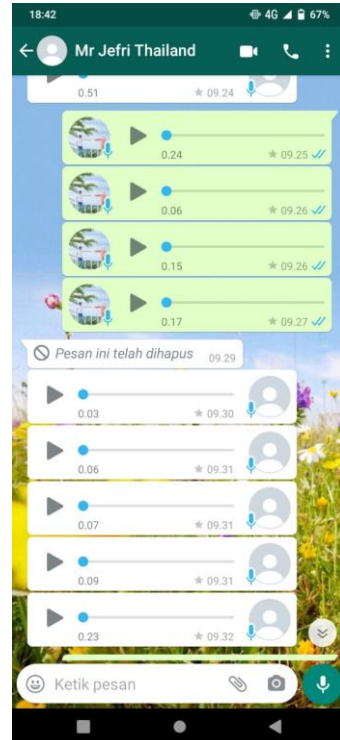
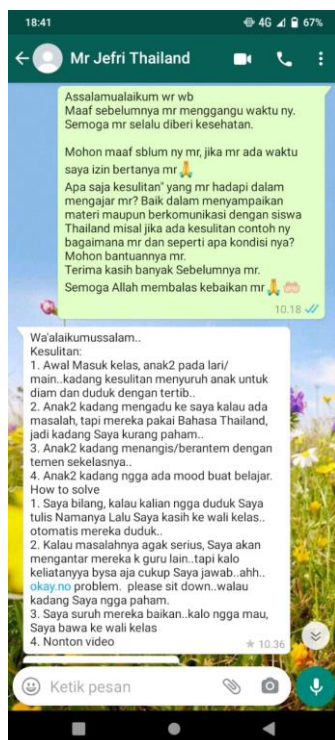
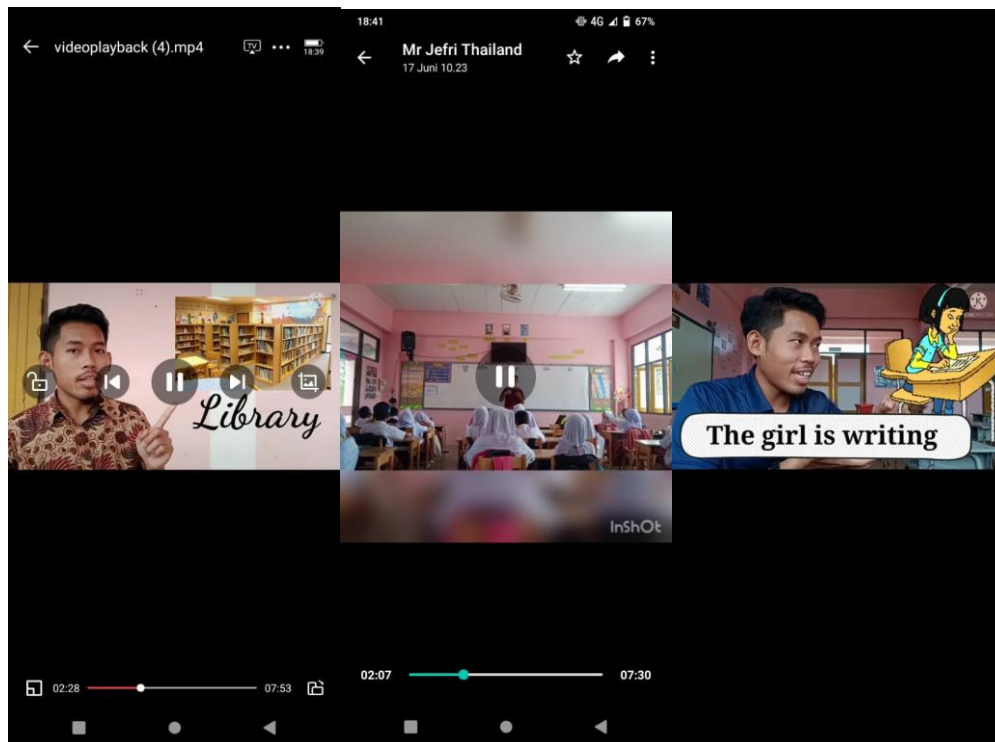
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| Researcher | : | <p>Okay, thanks for the answer. Then the second question: when teaching in class and communicating with students, have you ever used gestures to help convey messages when communicating in English? And if so, when did you use the gesture? Then, are there certain contexts that you consider that you should use gestures in? And lastly, besides using gestures, do you also use facial expressions or certain expressions to help convey messages when you communicate with students?</p> |
| Teacher | : | <p>I often use gestures. I think every time I convey a new vocabulary to them, I definitely use gestures. It's because children are more interested in us when we use gestures. And those who use mimicry and facial expressions, of course, I use them, because I have noticed that children like expressive teachers, so, like it or not, I have to smile every time to get their attention. They are more eager to learn. For example in first video. I explain the material about preposition and kind of preposition like, in, on, under and near. While explain it I used gesture and expression and I directing the media in, on, near or under the box. In the second video, I asks my students "who want to present in front of the class" and I hope the students who want to present raise his hand. Because my students still confused</p> |

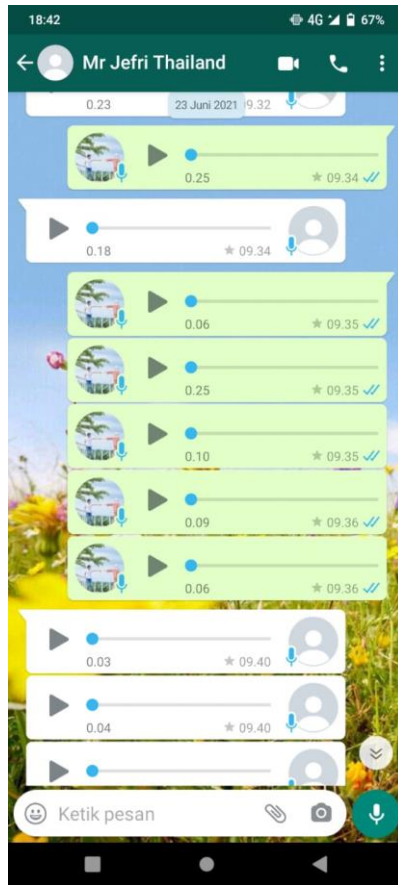
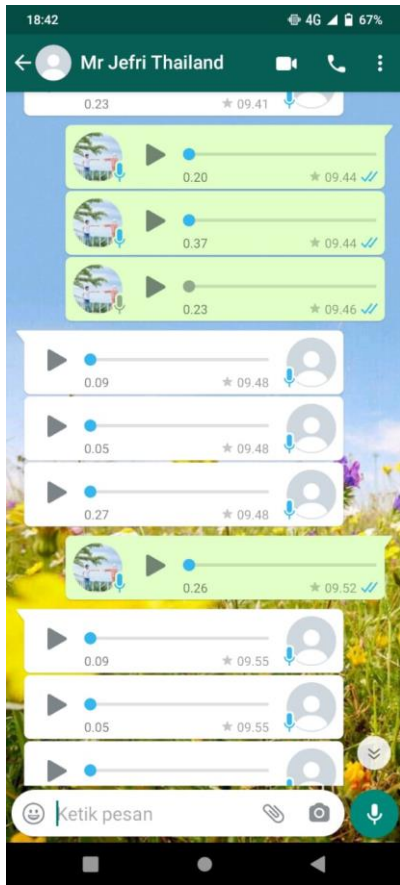
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| | | <p>and did not give respond I used gesture or body language it is raises my hand. In fifth video, I explain the material about weather. To make students more interesting to learn I used facial expression about the material. I make facial expression about rainy, sunny, stormy and windy. In seven video, I explain about this and that. How to use it. While explain it I used body language such as “ this is pencil” while I pointing the pencil that near from me. Last, in eight video, I explain that we are going to learn about preposition and how we use it. I used some media. I used the media such as “the ball in the box” while directing the ball in the box.</p> |
| Researcher | : | <p>Thank you for your answer. Okay for the last question when teaching in class and also communicating with students, do you often use fillers like emmmm..aaa.. as a communication strategy? What do you think the function of the filler is? Please provide an example of the context when you used the filler.</p> |
| Teacher | : | <p>As in the classroom, yes, I use fillers. Hmmm.. that's it. In my opinion, its function is for me to think for a moment about what I want to say again and then also to stimulate the children. For example, For example in first video I used this strategy. I explain that today we are going to learn about</p> |

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| | | <p>something. Because I need time to think I used emmmm that called as filler. After that I continue the conversation.</p> <p>Another video in second video, I was explained about preference. Because I need time and forget some sentence I used filler such as aaaaa. And this nine video I also used this strategy same as previous video.</p> |
| Researcher | : | <p>OK Mr. Jef Thank you so much for your time and also for the answers. If there are any wrong words or my delivery is not clear, I apologize. Then I thanked you once more. Last I say Assalamualaikum Wr wb</p> |
| Teacher | : | <p>I also apologize if there is a lack of explanation and if there is anything I can help you with, don't hesitate to ask.</p> <p>Waalikumsalam wr wb</p> |

Images of the videos and chat with the Teacher







SURAT KETERANGAN PENELITIAN

Assalamu'alaikum warahmatullah

Yang bertanda tangan di bawah ini:

Nama : Jefri Maulana

Jabatan : English Teacher at Chariyhatan Suksa Foundation School Thailand

Dengan ini menerangkan bahwa:

Nama : Dolinsi Opitasaki

NIM : 17551012

Fak/Jur : Tarbiyah

Universitas : Institute Agama Islam Negeri Curup

Adalah benar telah melakukan penelitian dan menjadikan saya sebagai subject penelitiannya dalam rangka penulisan skripsi yang berjudul **Communication Strategies Used by Indonesian Teacher toward Thai Students in Teaching English at Chariyhatam Suksa Foundation School in Thailand.**

Demikian surat keterangan ini disampaikan agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum warahmatullah,

Thailand, Agustus 2021



Jefri Maulana



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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 170 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan
Pertama

1. **Hadi Suhermanto, M.Pd** 19741113 199903 1 003
 2. **Sarwo Edy, S.Pd.L., M.Pd** 200700810

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Dolinsi Opitasaki

N I M : 17551012

JUDUL SKRIPSI : Communication Strategies used by Indonesian Teacher Toward Thai Students in Teaching English at Chariyhatam Suksa Foundation School in Thailand

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,
 Pada tanggal 22 Juni 2020
Dekan,

Hadi Nurman

Tembusan :

1. Rektor
 2. Bendahara IAIN Curup;
 3. Kabag Akademik kemahasiswaan dan kerja sama;
 4. Mahasiswa yang bersangkutan;

BIGRAPHY



Dolinsi Opitasari was born in Pungguk Meranti in September ninth 1999. She is a daughter of Mr. Dodi Darmawan and Mrs. Linda Haryani. She has two brothers, his name is Bayu Ade putra and Dio . She finished her elementary school at SD Negeri 04 Merigi and graduated in 2012. Then, she continued her study to junior high school at MTS Negeri 01 Kepahiang and graduated in 2014. Furthermore, she carried to senior high school at MA Negeri 01 Kepahiang and graduated in 2017. Moreover, after graduated for senior high school she decided to continue her study at IAIN (Institute for Islamic Studies) Curup and took English as her major. This year she will finish her study in college in 2021.