

Received: Oct 8, 2021  
Revised: Nov 13, 2021  
Accepted: Nov 25, 2021  
Published: Nov 30, 2021

## **Eighth Graders' Communication Strategies in English Classroom Activities at SMP Negeri 3 Kalibening**

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### **Abstract**

This study aimed to investigate the eighth graders' communication strategies in English classroom activities at SMP Negeri 3 Kalibening. This research conducted a qualitative approach with a descriptive method. The observational data were collected by using a video and audio recorder, observational sheet, and triangulated by structured interview. The data analysis procedures consisted of data reduction, data display, and conclusion drawing and verification by Miles & Huberman's (1994) framework. The Communication Strategies (CSs) taxonomy proposed by Celce-Murcia et al. (1995) was used as references to identify and classify types of CSs. The analysis revealed that the learners employed 5 types of CSs: avoidance or reduction strategy, achievement or compensatory strategy, stalling or time gaining strategy, self-monitoring strategy, and interactional strategy, with 11 sub-types of those categories in classroom discussion, group discussion, and group presentation activities. The findings also showed that the learners employed CSs to compensate for their linguistics problems and keep the communication going while participating in English classroom activities. This research made a valuable contribution in introducing communication strategies and increasing students' awareness to use English in real-life situations.

**Keywords:** *Communication Strategies, Eighth Grader Students, English Classroom Activities*

### **INTRODUCTION**

Communication is taking a crucial role in people's lives (Masithoh, et.al, 2018) because it facilitates the spread of knowledge and forms relationships between people. In the classroom context, according to Juliany and Mardijono (2017), communication between teachers and students is important as a medium to improve students' communication skills, and to make a good atmosphere in the class. Furthermore, communication between the teacher and the students can enable smooth information transferring about the lesson, and elicit the students' problems in the learning and teaching process; thus, better teaching and learning strategies can be implemented.

Indonesia's current Curriculum 2013, both at junior and senior high school levels, provides standard competencies into Core Competency (*Kompetensi Inti*) and Basic Competency (*Kompetensi Dasar*) that set the standards for the students to achieve in communication, delivered in such text types as transactional/interpersonal texts, functional and monologue texts (Jufri, 2016). Moreover, achieving communicative competence is the ultimate goal of foreign language learning (Saidah et.al, 2020). However, since English is

not Indonesian students' first language, using English as the main classroom language may lead to problems. Students find it difficult to express the message and their ideas in their conversation fluently because they lack daily exposure, are not used to using it, or have limited knowledge of basic English usage (Mariani, 2010). According to Suttinee and Kanchana (2009), some EFL speakers were able to communicate effectively by only uttering some words, while the rest of them found it difficult to achieve the same level of communication. In line with Suttinee and Kanchana (2009), based on the researcher's experience during her Teaching Practice in SMP N 90 Jakarta, the students had problems communicating in English during the class. They avoided the interaction with their teacher. When the students got opportunities to speak in English, some of them were hesitant to do so, while some others used their native language. In some cases, some students also did the code-switching. This was obvious that they were unconsciously practicing communication strategies in the classroom.

Communication Strategy (CS) is the way interlocutors use when encountering an issue in communication (Mariani, 2010) so that they can keep going with the communication and reach mutual goals. This means speakers employ CSs when they experienced a problem in communication, either because the speakers cannot say what they really mean or because the listeners cannot understand what is being talked about. In addition, Ahmed and Pawar (2018) stated that communication strategies are often more needed by those learners who are in earlier stages of their language learning as they struggle to get meanings across due to their linguistics deficiency. Therefore, the use of communication strategy during classroom activity has an important role for students to stay in the channel of the interaction during students' speaking performance.

A previous study in the field of communication strategies was conducted by Rahman (2015) regarding the use of CSs by the students in classroom interactions in some international junior high schools in Jakarta. Another study was done by Saidah, et.al (2020), investigating the use of CSs by intermediate level students in an English course located in Sidoarjo during their debate activities. None of these studies portray the use of communication strategies in classroom activities by junior high school students located in a rural area. In fact, with all its limitations, the students in rural areas have the same demand to achieve the standard competencies as mandated by Curriculum 2013 that standardizes the students to be able to communicate based on such targeted texts as transactional texts, interpersonal texts, functional texts, and monologue texts (Jufri, 2016).

Thus, the researchers would like to observe the communication strategies used by the eighth-grade students in their English classroom activities at SMP Negeri 3 Kalibening, which is located in a small village in Kalibening Sub-district, Banjarnegara Regency, Jawa Tengah Province. The students in this area speak more than one language, they are Javanese as the first language, Indonesian and English as classroom languages in English class. This factor leads to various problems in their communication in participating in English classroom activities. Besides that, the lack of linguistics knowledge and low skills in using knowledge for communication are common problems for the students since there is limited exposure and practice to English use and there is even no English course or such place to improve their English other than at school. Therefore, communication strategies could be effective tools to help the students compensate for their linguistics problems and keep the communication going while participating in classroom activities.

Referring to the background above, the researchers would like to investigate more deeply related to the use of communication strategies. Then, the researchers formulate the research question as follows:

1. What are the types of communication strategies from the Celce-Murcia, et al (1995) framework used by the Eighth Grade Students at SMP Negeri 3 Kalibening in English classroom activities?
2. How do the Eighth Grade Students at SMP Negeri 3 Kalibening use certain communication strategies to communicate in their English classroom activities?

## RESEARCH METHOD

This present study belongs to descriptive qualitative research. A qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary, 2010). Therefore, the present researcher used a qualitative approach because this study focused on the analysis or interpretation of the data in the form of excerpts from video recording and audio recording of classroom observation and interview. For instance, Nassaji (2015) stated that qualitative research attempts to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables. Thus, the present researcher observed the students' communication during their classroom activities as a non-participant observer. The design for this study was descriptive research design since this method attempts to describe a phenomenon and its characteristics (Nassaji, 2015). The descriptive method was implemented because the data would be analyzed and presented descriptively. The present researcher used the students' utterances in the form of verbal and non-verbal communications during English classroom activities both in English and Indonesian that were being analyzed.

The study was conducted in SMPN 3 Kalibening, Kalibening Sub-district, Banjarnegara Regency, Jawa Tengah Province. The observational data of this study were the utterances in the form of verbal (words, phrases, and clauses) spoken by students and non-verbal (gestures, eye contact, and facial expressions) done by students that containing with communication strategies during English classroom activities both in English and Indonesian. The source of data in the study is the subject from which the data can be obtained (Arikunto, 2010). Thus, the source of data for this study was 24 students in the class of VIII B at SMPN 3 Kalibening year of 2018/ 2019.

In collecting the data, the researcher used observation and interviews. To analyze the data in this qualitative research, the researcher used the data analysis procedures proposed by Miles and Huberman (1994). The procedure included data reduction, data display, and conclusion drawing and verification.

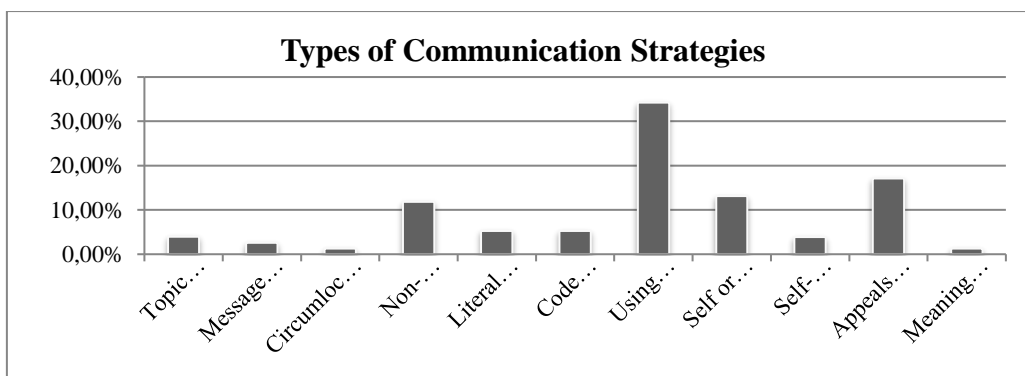
According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field notes or transcripts. After collecting data through recording, observing, and interviewing, the researcher transcribed the audio recording and the video recording. Data display is the next step of data analysis procedures after the process of data reduction. Miles and Huberman (1994) stated that, generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The data display was done by identifying and analyzing students' utterances and classifying them into Celce-Murcia, et al (1995) taxonomy. The researcher used this taxonomy because she considered that the taxonomy is highly covered all the types of CSs but easy to be applied rather than the newest taxonomy by Mariani (2010) besides that the taxonomy also can be used to analyze the CSs in all languages, in this study were English and Indonesian.

The last stage of Miles and Huberman's (1994) data analysis framework is conclusion drawing and verification. After considering that the data displayed was in line with RQ, the last step was concluding. Then, the researcher gave the result of the analysis based on the research question into description forms and concluded the students' communication strategies in English classroom activities.

## RESULTS AND DISCUSSION

This study identified the communication strategy used by the eighth-graders in SMP Negeri 3 Kalibening in their communications during English classroom activities. After analyzing the data, using types of communication strategy table modified from Ismiranovi (2019) according to the taxonomy of communication strategy proposed by Celce-Murcia, et al. (1995), the researcher had found all communication strategies' types which were represented by seventy-six (76) utterances both in English and Indonesian which were spoken by the students.

There were 11 sub-types of CSs used by the students in 5 meetings of English class. The general finding of CSs, according to the theory of Celce-Murcia et al. (1995), used by the students, and all percentages of the elaboration of CSs might refer to the table of percentages below:



**Table 1.** The percentages of CSs used by the students

Table 1 shows that, in 5 meetings of English class, Eighth Grade students employed Topic Avoidance 3 times (3,94%), Message Abandonment 2 times (2,6%), Circumlocution only once (1,3%), Non-verbal Signals 9 times (11,8%), Literal Translation from L1 4 times (5,26%), Code-Switching also 4 times (5,26%), Using Gambits, Fillers and Hesitation Devices 26 times (34,2%), Self or Other Repetition 10 times (13,15%), Self-initiated Repair 3 times (3,9%), Appeals for Help 13 times (17,1%), and Meaning Negotiation only once (1,3%). The present study reported that stalling or time gaining strategy is dominantly used by the students to overcome communication breakdowns. On the other hand, the types of communication strategies such as circumlocution and meaning negotiation are rarely used by the students.

The researcher described the results from observational data analysis by providing the types with its sub-types of communication strategies, a sample of utterances, and also followed by the discussions by using CSs' Celce-Murcia, et al. (1995) taxonomy, and previous related research as references.

**A. Avoidance or Reduction Strategy**

This strategy consists of message replacement, topic avoidance, and message abandonment. In the transcription, message replacement is not used by the students and topic abandonment is only used once. The students preferred to directly avoid the topic by pretending not to understand or not responding at all rather than replacing the topic, it caused by the limitation of knowledge or the vocabulary itself.

*1) Topic avoidance*

This strategy is avoiding topic areas or concepts that pose language difficulties by pretending not to know or not responding. This helps speakers to avoid communications with unfriendly topics. From five meetings observation, this type of communication strategy is rarely used by students; there are only three (3) utterances that represent the strategy and one of them is revealed below:

- (1) T : *Ayo, kamu beri tanggapan buat kelompoknya Karim!*
- L15 : *Mmm...apa ya...Mmm (pretending not to understand and finally keeping silent)*  
(Appx.3/Mtg. 4/No.9)

From the extract above, it could be seen that the student stated the refusal of the teacher's instruction to give peer feedback to others' performance. He was applying a topic avoidance strategy, which means, the speaker used it when he got a difficult topic that would be brought into the conversation. The student did not have any ideas and then got difficult to do the teacher's instruction. Hence, he preferred to keep

silent and did not give any response to the teacher the r instead of continuing the conversation or giving a sign to the teacher. This was supported by Yusparizal, et al. (2018) who said that the speakers' insufficient knowledge about the topic being discussed and limited vocabulary mastery could be the factors to use this strategy.

## 2) Message Abandonment

Message abandonment strategy is used by speakers when they stumble into a topic that is too difficult and simply give up or go on to another. This type of communication strategy is also rarely used by students here; there are only two (2) utterances that represent the strategy and they are revealed below:

- (2) S : *Tadi*<sup>a</sup>Arya not serious, <sup>b</sup>Mmm...<sup>c</sup>many... many.. <sup>d</sup>**lah apalah** (smiling)  
 T : *Apa?*  
 S : <sup>d</sup>**No Miss, udah.**

(Appx.3/Mtg. 2/No.6)

- (3) T : *Okay, kalo ngga ada pertanyaan. One of you, conclude our lesson today. Tolong simpulkan apa yang sudah kalian pelajari hari ini. Ayo, give us the conclusion. Coba kamu!*  
 L18 : <sup>a</sup>**Hari ini kita belajar tentang... (Smiling and reading book)(2)**<sup>b</sup>Mmm <sup>c</sup>(shaking head)  
 (Appx.3/Mtg. 5/No.9)

From the samples above, in the sample (2), the student had no idea what to say next when he was stating the opinion in form of peer feedback. He was lack of vocabulary, so he simply gave up then ended the conversation. In sample (3), students had no idea when he had to state the conclusion of the lesson, and he also simply ended up the conversation without having any further statements. Related to the strategy, Yusparizal, et al. (2018) stated that it was not suggested to the students to employ this strategy because it could leave the interlocutors confused.

## B. Achievement or Compensatory Strategy

By using this strategy the speaker tries to keep the original communicative goal, but compensates or makes an effort to retrieve the required items. There are seven categories in this strategic competence but only four (4) categories appear in the transcription. Those strategies are circumlocution, non-verbal signals, literal translation from L1, and code-switching. They will be discussed based on their definition.

### 1) Circumlocution

Circumlocution strategy is describing the characteristics or elements of an object or action instead of using the appropriate target language (TL) structure. Shortly, this describes or exemplifies the target object. There is only one (1) utterance that shows the use of the circumlocution strategy used by the student. The utterance is below:

- (4) L18 : *Kalo bawa stuffs. Mmm, tools, boleh Miss?*  
 T : *Uh? Apa?*  
 L18 : **Itu loh Miss, buat jadi** <sup>a</sup>Mmm...<sup>b</sup>**ini kan tentang truk Miss, kita nanti bawa mainan truk gitu.**  
 T : *Oalah, alat peraga or property? Yes, you can bring it.*  
 L18 : *Iya itu maksudnya (laughing)*

(Appx.3/Mtg.3/No.9)

The extract (4) above showed that the student used this strategy when she stated the intentions of her utterance. She tried to make her interlocutor understand her intended meaning in her utterance by using the description technique because the student did not know the word in the target language or had no intention of creating a new word (coinage).

## 2) *Non-Verbal Signals*

Mime, gestures, facial expression, and sound imitation are included in the non-verbal signals strategy. They much help the speaker to smooth the conversation when they do not know word or utterance they want to say. There are eleven (11) utterances found in the transcriptions, and some samples are shown as follows:

- (5) L8 : <sup>a</sup>Busy.... *Busy...* (2)*Mboten ngertos* Miss.  
 T : *Apa?Kamu, tahu ngga?*  
 L8 : <sup>b</sup>(**shaking his head**)

(Appx.3/Mtg.1/No.9)

- (6) L3 : Well, Arul can lift the bench (**Arul lifting the bench**) and  
 (7) L3 : ...Fatimah cannot lift the bench. (**Fatimah making cross sign with her hands**)

(Appx.3/Mtg.4/No.1)

In the sample (5) above, the student intended to tell that “He does not know and does not want to answer the question.” by saying nothing, and he preferred to shake his head to state the refusal because the student did not know what to say. However, in the sample (6) and (7), the students intended to make their meaning clearer by using non-verbal communication like gestures and imitation. The interlocutor could see the gestures and finally, they could guess the meaning appropriately.

## 3) *The Literal Translation From L1*

This strategy is translating a lexical item, idiom, compound word, or structure from L1 to L2. However, inevitably, speakers sometimes make mistakes, including when speakers only translate Bahasa Indonesia to English or vice versa literally, so that it sounds weird. There are four (4) utterances found in the transcriptions. The sample below is utterances that contain the strategy found in the conversation:

- (8) T : Iya, betul sekali. Then next (teacher pointing one student in the corner) Lina is cleaning the **whiteboard**.  
 L10 : Mmm, Lina sedang membersihkan (pausing) <sup>b</sup>**papan tulis putih**. (Smiling)

(Appx.3/Mtg.1/No.10)

The sample (8) shows that there was a mistake when students translated the sentence proposed by the teacher. The student said “*papan tulis putih*” to translate “the whiteboard”. It should be replaced with “*papan tulis*”. He translated word by word so that the utterance sounds weird. Regarding the strategy, Yusparizal, et al. (2018) added that using a literal translation strategy with Indonesian in English, this strategy could be useful but communicating with other speakers of another language, could cause misunderstanding.

## 4) *Code-Switching*



Code-switching is using native language terms, without bothering to translate in a second language sentence. It can happen without their consciousness or it is their willingness to avoid conversation breakdown. In this study, the student's first language is Javanese and the second language is Bahasa Indonesia. English is learned as their third language. Therefore, there are some utterances in Javanese, and many of them in Bahasa Indonesia is used here. The researcher found four (4) utterances that use this strategy to state their opinion (suggestion/feedback), the samples as followed:

- (9) L13 : Mmm, I think, **they are good but** *itu Miss kurang... smile terus, apa ya?*  
(Appx.3/Mtg.4/No.7)
- (10) L14 : For me, **they are good, I can hear well, terus cara baca nya juga good tapi, Mmm, Laily kurang keras suaranya.**  
(Appx.3/Mtg.4/No.8)

From the samples (9) and (10), this could be seen that the students communicate their ideas using English and Bahasa Indonesia in their utterances. It inferred that Bahasa Indonesia affects them in having a conversation even in English class. They used this strategy to avoid breakdowns in the conversation especially when they have to state feedback to their classmates' performance. Thus, the students usually use this strategy when they do not know the exact word in the target language and do not have the idea to create the new word (word-coinage). According to Yusparizal, et al. (2018), using this strategy could help to continue the conversation but do not recommended when having a conversation with native speakers.

### C. Stalling or Time Gaining Strategy

Stalling or time gaining strategy is the strategy that the speaker applies to make use of given time maximally. This strategy consists of gambits, fillers, hesitation devices, and self and other repetition. Those strategies are often used when the speaker needs time to convey the message.

#### 1) Using gambits, fillers, and hesitation devices.

The researcher has found twenty-six (26) representative utterances for this strategy. Gambit is a word that is commonly said in English. It can be in form of a phrase that helps the speaker convey some messages. The sample is as followed:

- (11) L3 : We are group 4. We are going to present our discussion. <sup>a</sup>. **Well**, Arul can lift the bench <sup>b</sup>. (Arul lifting the bench) and Fatimah cannot lift the bench. <sup>b</sup>. (Fatimah making cross sign with her hands).  
(Appx.3/Mtg.4/No.1)

From the sample (11) above, it could be seen that the students used the gambit "well" to convey the message they wanted to share.

Filler and hesitation device can be said as an utterance that may say while speaker gaining times until the ideas or the L2 items come up to their mind. It can be seen in the sample below:

- (12) L4 : <sup>a</sup>**Mmm(2)** *kalo events itu peristiwa atau kejadian.*  
T : Yeah, nice *terus kalo even?*  
L4 : <sup>a</sup>**Mmm,** <sup>b</sup>*itu... itu... (smiling) apa ya?*  
(Appx.3/Mtg.1/No.7)
- (13) T : *Kalo tinggi badan adjective-nya apa sama apa?*

L17 : Tall <sup>a</sup>(making a long shape with his hands) <sup>b</sup>*sama ...*(3) *Apa kiye ya?*<sup>a</sup>(Making short shape with his hands)

(Appx.3/Mtg.3/No.8)

From the sample (12), it could be seen that the students used fillers “Mmm” to convey the messages they wanted to share and gained time until the ideas items come up to her mind. And from the sample (13), the student said the word “*sama*” with long pronouncing while recalling the L2 items. By employing this strategy, silence during oral communication could be avoided (Yusparizal, et al., 2018).

## 2) *Self and Other Repetition*

Repetition is done when the speaker knows about the ideas or L2 items, but the speaker needs time to recall the items from his memory. There ten (10) utterances can be found by the researcher. The sample utterances are below:

(14) L4 : Because Arul is <sup>a</sup>**thirty...thirty...** <sup>b</sup>Mmm...(3) <sup>c</sup>thirteen years old and Fatimah is fourteen years old.

(Appx.3/Mtg.4/No.2)

(15) L10 : Because Karim was born in November and Lucky was born <sup>a</sup>**in ...** <sup>b</sup>(seeing her friend) <sup>a</sup>**in...** <sup>b</sup>?

L12 : December.

(Appx.3/Mtg.4/No.6)

In the sample (14) and (15) above, this could be seen that the students did the repetition to recall the items from their memory when they made a presentation in front of the class. They were not sure and slightly forgot what the items had to say. However, it was possible when the repetition was done because they were going to make a long pause to compensate if they faced any difficulty in conveying the next message.

## D. *Self-Monitoring Strategy*

The self-monitoring strategy consists of self-initiated repair and self-rephrasing. The self-rephrasing strategy is used by the speakers when they want to make their interlocutors easier to guess the word they say by giving the synonym of that word. However, this strategy is not found in this study.

### 1) *Self-initiated Repair*

Self-initiated repair is used when the speaker trying to correct the mistakes, he has made during conversation lasts. The speaker is aware of and will make the message more obvious to the interlocutors. The researcher found three (3) utterances in the transcription. The sample extract is below:

(16) L16 : <sup>a</sup>I think, *mereka kurang hafal Miss, terus*<sup>b</sup> **Karim only stand up not say...not speak.***Terus,*<sup>c</sup>Mmm...(2) Good because they have property. *Ya gitu lah Miss, harusnya lebih banyak latihan lagi.* Thank you.

(Appx.3/Mtg.4/No.10)

In sample (16) above, when she stated feedback to her classmate's performance, the student realized that the word is wrong and she revised it. The student gave the synonym of the word "say" to emphasize or to make it the interlocutors easier to guess the right word she wanted to say.

## E. *Interactional Strategy*



Appeals for help and meaningful negotiation belong to this category. These will be discussed below.

### 1) Appeals for help

This strategy helps the speaker asks the addressee to help in recalling the ideas or L2 items so that he/ she will still use the ideas or L2 item. There are thirteen (13) utterances categorized into appeals for help. Thus the researcher would like to present one sample as follows:

- (17) L10 : Because Karim was born in November and Lucky was born <sup>a</sup>in ... <sup>b</sup>(**seeing her friend**)  
<sup>a</sup>in... <sup>b</sup>?  
 L12 : December.

(Appx.3/Mtg.4/No.6)

From the sample (17) above, it could be seen that the student applied the appeal for help strategy when she got difficult to express what to say next which made her do this strategy. The students forgot what to say next in her presentation, she stated request help from her friend by glancing at her friends and raising intonation in the last word, she hoped her friend will give her the next word she has to say.

### 2) Meaning Negotiation

This strategy can be presented as request, expression of non-understanding, and interpretive summary. There is only one (1) utterance that can be found in this study. The sample is below:

- (18) T : *Makanya jangan berisik ya.* What is the horse?  
 L : **huh?**  
 T : Horse, *apa artinya?*

(Appx.3/Mtg.3/No.3)

The sample (18) shows that the student intended to express his non-understanding and stated the request for the teacher to repeat the question for him.

Regarding the findings, on the used the communication strategies by the students in classroom activities, based on observational and interview data, there could be also discussed some factors that might be led on how the students used the communication strategies, that were: (1) The knowledge of the CSs. Here, the students still did not know the existence of CSs so they used them unconsciously. Meanwhile, by knowing that there are strategies to cope with their communication problems, they do not need to be afraid of making mistakes. This idea coincides with Yusparizal, et al. (2018) who said that understanding about CSs and how they should be employed is important to encourage the speaker to keep the conversation going because they know they can use CSs to maintain the conversation; (2) The language proficiency. Here, the students were still lack of vocabulary, grammar, and pronunciation. The results of the present study showed that the students used literal translation from L1 and code-switching strategies. From the definition of these two strategies by Celce-Murcia, et al. (1995), showed that the students were lack of vocabulary and grammar; (3) Students' attitude towards classroom activities. According to Cervantes & Rodriguez (2012), collaborative task and group work activities can encourage the use of communication strategies. Here, the teacher already provided some classroom activities and the students were actively participating in the activities. However, the students did not motivate to use English when interacting with other students in the group discussion. This influenced the way they used CSs, the students were convenient to directly use their LI rather than use CSs to keep communication flowing.

The researcher considered that, although students used communication strategy in their communication during English classroom activities, the students, in this case, still used their native language most of the

class time and their low vocabulary and grammatical performances, this showed that the students still could not deal with their communication problems effectively.

### CONCLUSION AND RECOMMENDATION

Espousing to the findings of the research, this can be inferred that all types of communication strategies proposed by Celce-Murcia et al., (1995) appeared in the students' communication forms proposed by Rahman (2015) during English classroom activities.

The research found out that eighth-grade students in SMP Negeri 3 Kalibening in the academic year 2018/2019 used 5 types of strategies with its 11 sub-types that represented 76 utterances. The sub-types of strategies that were used by the students were Topic Avoidance, Message Abandonment, Circumlocution, Non-verbal Signals, Literal Translation from L1, Code Switching, Using Gambits, Fillers and Hesitation Devices, Self or Other Repetition, Self-initiated Repair, Appeals for Help, and Meaning Negotiation. The present study reported that stalling or time gaining strategy was dominantly used by the students to overcome the communication breakdowns. On the other hand, the types of communication strategies such as circumlocution, message abandonment, and meaning negotiation were rarely used by the students.

The research also found out that the students used CSs to compensate for their linguistics problems and keep the communication going while participating in classroom discussion, group discussion, and group presentation activities in English class. The students used the communication strategy when they wanted to avoid the topic, to compensate or make an effort to retrieve the required items, to make use of given time maximally in their speaking, to make their interlocutors easier to guess the word they say and to ask for help to recall the ideas and also to express the non-understanding to get a clear message from the interlocutor. These strategies are mostly used by the students to state several forms of communication, proposed by Rahman (2015), in the classroom such as stating explanation/statement, stating questions, stating the request, stating the refusal, stating the opinion (suggestion/feedback), stating the intention, stating the affirmation, stating ideas, and stating the conclusion.

Related to the findings of the present research on the Eighth Graders' Communication Strategies in English Classroom Activities at SMP Negeri 3 Kalibening, the researcher would like to give some recommendations to English learners, English teachers, and researchers in the future.

First, for English learners, communication strategies were helpful for students. By using the strategies, the students did not need to be afraid of making mistakes because they had CSs to help them compensate for their communication problems. Therefore, this is recommended for students to learn and apply CSs in their communication. Second for English teachers, Dornyei (1995) suggested that communication strategy needs to be taught in the language classroom. Language teachers should raise students' awareness, encourage them to take risks, and provide them with models and opportunities to use communication strategies. The last for the future researchers, the present researcher could not portray various CSs in the communication forms during student-student interaction, especially in the group discussion activity. This is a condition when students choose to directly use Indonesian rather than English to discuss with their peers. Therefore, the present researcher would like to give recommendations to future researchers to conduct the research in CSs that focus on group discussion or other activities to find out the CSs that possibly emerge in student-student interactions in the classroom.

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