



TEACHER COMMUNICATION STRATEGIES IN TEACHING ENGLISH FOR SPECIAL NEED STUDENTS

Fahrinawati

IAI Darul Ulum Kandangan,
Kalimantan Selatan, Indonesia
erynfahrina@gmail.com

Ahmad Darussalam

STIT Ibnu Rusyd Tanah Grogot
Tanah Grogot, Indonesia
Digeahmad@gmail.com

Alfiansyah Noor

IAI Darul Ulum Kandangan,
Kalimantan Selatan, Indonesia
Alfiansyahnoor6@gmail.com

Abstract

The objective of the research is to find out communication strategies used by the English teachers in Special need student classroom. The researcher used descriptive qualitative research and the data were collected by using observation, interview, and documentation (video recording). The result revealed that communication strategies used by the English teacher were circumlocution, approximation, use of nonlinguistic means (mime or gesture), literal translation, code switching, appeal for help, stalling or time-gaining strategies. The result of the interview showed that the communication strategies helped the students understood the meaning of words and instruction, made the students easier to understand the material, helped students to understand what the teacher said, helped to explain the material in teaching and learning process.

Introduction

Effective Classroom interaction has two implications. First, it concerns a pleasant atmosphere in the school-friendly relationships among the participants of the learning process. Second, it encourages students to become effective communicators in a foreign language. It can be achieved through various ways: by implementing different student and teacher roles, exposing students to a different classroom organization, employing a variety of activities, helping students to express themselves, and encouraging their use of communication strategies. If the two implications are joined, we get a pleasant classroom atmosphere in which students are trying to communicate in a foreign language.

In Indonesia, English is the main foreign language taught in schools besides another language such as Arabic, Japanese, and German. English is also taught to the students in elementary school, junior high school, senior high school, university and

without exception the children with special need. This is in line with government regulation that said the citizen who have physical, emotional, mental, intellectual, and/or social has the rights to obtain special education.

Special need students are children who are different from other children from general. The differences can be occurred in physical condition, health, intellectual, emotional, social ability, perceptual, motor and neurological disorders. If this disorder causes interference in daily functioning, especially in learning, it means the children require special services (Kurniawati: 2016).

Considering English as an international language, mastering English now days is crucial and need to be learned by every individual, including children with a special need. But, in fact the process of teaching and learning English has its own challenges, especially the process of teaching and learning English in a class with special need students. In teaching English as a foreign language in Indonesia, teachers must use English as the language of instruction. In fact, there are phenomena where the teachers use not only English as their language of instruction in the class but also Indonesian language and sometimes use a local language. Both teachers and students use English, Indonesian, and local language alternately in the classroom. This is happened in teaching and learning process of English because the students do not understand the main message in a conversation. The problem occurred because of lack of vocabulary. Because of this, the purpose of a conversation is not accepted and made the conversation break down. Sari (2014) said that one of the main communication problems for second language learners is the difficulty in understanding and getting the message across. This is in line with Mei (2010) which stated that foreign language learners may encounter various communication problems when their inter language (IL) is limited.

In teaching and learning process of English, the teacher needs to use communication strategy to communicate with the students to avoid the students' misunderstanding and to grow the students' understanding about the subject. Juan & Flor (2008) describe strategic competence which concerns with the knowledge of communication strategies to handle hindrances in communication. Juan & Flor's statement may indicate that the speaker of English need to have the knowledge on how to use communication strategies because by employing the communication strategies, the speaker will be able to surmount the problem which they encounter during oral communication. When language learners do not know how to say a word in English or they do not understand what the teacher say about, the teacher can communicate effectively by using their hands, imitating sounds, inventing new words, or describing what they mean. These ways of communicating are called communication strategies (CSs)

In teaching and learning process, the teacher usually conducts some activities like communicating or expressing ideas. In this situation, the teacher uses communication strategy to deliver the message to the learner. If the teacher is able to use communication strategies effectively during teaching and learning process, students will get better understanding. It may lead to the successful teaching and learning process.

Maleki (2010) states that theoretically, language is best learned and taught through interaction. As the result, using communication strategies is a recommended strategy for teaching to cope with the communicative problems. In addition, Maleki (2010) mentions that using communication strategies is pedagogically effective in language teaching since communication strategies are conducive to language learning and it is more effective than teaching and learning activity without them.

Former studies on communication strategies have been conducted by researchers (Abunawas, 2012; Suryati, 2015; Rofiatun, 2018). The earlier studies on communication strategies focus on the definition and taxonomy of communication strategies (Faerch & Kasper, 1983). Somehow, most studies on communication strategies generally have been focused on communication strategies used by L2 learners. In previous studies, approximation was the type of communication strategy that most dominantly used by the teacher (Abunawas, 2012). Rofiatun (2018) stated that code-switching was not recommended. Therefore, this study is conducted to investigate teacher communication strategies for special need students during teaching and learning process.

Research Method

Research Approach

In terms of research methodology, the researcher used qualitative research, which aimed at explaining the types of communication strategies and the process of implementing communication strategies by an English Teacher from Dornyei. Qualitative research is often defined as an iterative process aimed at understanding phenomena by getting closer to the subject of study. Qualitative is an approach emphasizes the importance of context and the subjective experiences of participants. In other hand qualitative research is an iterative process designed to get a deeper knowledge of the phenomenon being studied. This method places a strong emphasis on the significance of the participants' subjective experiences and the setting.

Research Setting

This Research took place at SLB Hulu Sungai Selatan Jl. Singakarsa, Kelurahan Kandangan Barat, Kandangan Regency, South of Kalimantan. Data collection was carried out from August to September 2023 through direct observation and interviews with one of the Hulu Sungai Selatan SLB English teachers in the intellectual disability class.

Research Subject

A research subject refers to the individuals, groups, or entities that are being studied in a research project. The choice of research subjects is crucial as it directly impacts the validity and reliability of the study's findings. The sources from which data are gathered are the research subjects. In this research, the subject is an English teacher at SLB Hulu Sungai Selatan. The teacher teaches English for the students with intellectual disability.

Data Collecting

The subject of this research is an English teacher at SLB Negeri Kandangan. The instrument used in this study were observation, video recording, and interview. The researcher collected the data by recording the entire activity during the class. Also, the researcher interviewed the teacher to support the findings by asking questions that have been on the list and were determined by the researcher. After the data has been collected, the researcher transfers the data into the script.

Finding and Discussion

Table1. The result of observation & Interview

| Types of CSs | Utterances | Factors |
|--|---|--|
| Circumlocution | ➤ Greeting is a polite words or way to welcome somebody like your friends such as good morning, good afternoon, good evening | The teacher describes the definition of greeting and giving an example of it. |
| Approximation | ➤ Today we learn about saying hello | The teacher means greeting |
| Use of nonlinguistic means (mime or gesture) | <ul style="list-style-type: none"> ➤ Good morning, G-o-o-d m-o-r-n-i-n-g ➤ Good afternoon, G-o-o-d a-f-t-e-r-n-o-o-n ➤ Good evening, G-o-o-d e-v-e-n-i-n-g ➤ You and I are talking | <p>Emphasizing each alphabet by gesture</p> <p>Emphasizing the instruction by gesture</p> |
| Literal Translation | <ul style="list-style-type: none"> ➤ Today we are learning about greetings. Hari ini kita belajar tentang greetings atau salam. ➤ Ada yang tau apa itu greeting? Do you know what is greeting? ➤ Who knows about saying hello to a friend? Ada yang tahu tentang bilang hello ke temennya? ➤ Greeting is a polite words or way to welcome somebody like your friends such as good morning, good afternoon, good evening. Greeting | To rise the students' understanding about the topic, question, and the instructions given. |

| | | |
|-----------------|--|---|
| | <p>adalah salam, atau cara kita menyambut atau menyapa seseorang.</p> <ul style="list-style-type: none"> ➤ Good morning, selamat pagi ➤ Good afternoon artinya selamat siang ➤ Good evening artinya selamat malam ➤ Who wants to read the conversation atau bacaannya? ➤ Anyone knows? ada yng tahu? ➤ Good, bagus ➤ Waah, you are smart. Pintar sekali. | |
| Code Switching | <ul style="list-style-type: none"> ➤ We have studied Greeting atau salam ➤ We say good morning pada pagi hari ➤ So, good afternoon untuk siang hari and good evening untuk malam hari. ➤ Saya minta kamu to read the text. Oh, bukan text but a conversation. ➤ Ibu mau Pandu and Aris to read the text. ➤ Pandu sebagai teacher and Aris sebagai murid. ➤ Pandu you are teacher like me. ➤ Iya silakan tulis sesuai dengan picture. ➤ Don't forget hurufnya yaa ➤ Pandu please lihat ibu, Pandu fokus lihat at the picture ➤ Don't forget saya sudah menjelaskan tentang greeting. Gimana do you understand? | <ul style="list-style-type: none"> ➤ To minimize misunderstanding about the questions and the instructions given. ➤ Unconsciously usage |
| Appeal for help | <ul style="list-style-type: none"> ➤ What is greeting? | Inviting & Activating the students to speak. |

| | | |
|-------------------------------------|--|--|
| | ➤ Who knows about saying hello to a friend? | |
| Stalling or Time-gaining strategies | ➤ Mmm, ok well ➤ Ok, well now.. look at the paper | Thinking and preparing the next sentences and activities |

The result of observation shows that the teacher employed seven types of communication strategies such as:

a. Circumlocution

Circumlocution: the learners describe or exemplify the action or object instead of using the right L2 structure or item. For example: if a learner does not know the word corkscrew, he/she replaces it by saying 'the thing that you use to open the bottle.'¹ This strategy allows learners to maintain communication despite having limited vocabulary in the target language.

In the classroom context, teachers use circumlocution as an effective communication strategy to explain new concepts or words to students. This is evident when the teacher explains the word "greeting" by providing definitions and concrete examples: "Greeting is a polite word or a way to welcome somebody like your friends, such as good morning, good afternoon, good evening." This strategy is employed because the teacher recognizes that students are unfamiliar with the word "greeting," necessitating a more descriptive and contextual explanation.

The teacher's use of circumlocution in this example demonstrates three important components in the explanation: definition ("polite word or way to welcome somebody"), context of use ("like your friends"), and concrete examples ("good morning, good afternoon, good evening"). This layered approach helps students comprehend the concept of greeting comprehensively, from abstract understanding to practical application in daily life.

The factor driving the teacher to use this circumlocution strategy is the need to build a clear understanding of the greeting concept among students. By combining definition and examples, the teacher not only explains the meaning of the word but also demonstrates how and when to use it. This creates a more meaningful learning experience and makes it easier for students to remember and apply their new knowledge.

The effectiveness of circumlocution in this example is evident in how the teacher successfully communicates a complex concept in a simpler and more understandable way. This strategy not only helps students understand the word "greeting" but also provides a model for how

¹ Suci Hati Puji Lestari, "Students' Communication Strategies In Learning Speaking Through Exclusive Learning Model At The Second Grade Of Sman 1 Metro", English Education Study Program Department Of Arts And Language Faculty Of Teacher Training And Education University Of Lampung, 2016, h. 20

to explain unknown concepts using familiar words. This is an essential skill in second language learning.

Furthermore, the use of circumlocution in this context also helps develop students' metalinguistic abilities. By observing how teachers explain a concept using various methods, students learn that there are multiple strategies available to express the same idea. This skill is invaluable in developing their overall communicative competence.

b. Approximation

Approximation can be defined as a communication strategy that involves using alternative terms to convey the meaning of the target lexical item as accurately as possible. As mentioned in research by Al-Gharaibeh, "*Approximation: to use an alternative term that expresses the meaning of the target lexical item as closely as possible.*"² For instance, this strategy is used by substituting the term "boat" for "ship" or "pipe" for "water pipe." Another definition by NamazianDoost explains that, "*Approximation involves using an alternative term that conveys the meaning of the target word as closely as possible, such as using 'boat' instead of 'ship' or 'pipe' for 'water pipe'. This strategy helps learners bridge gaps in their vocabulary knowledge and maintain communication flow.*"³ Furthermore, approximation is also defined as "*The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e.g., 'pipe' for 'water pipe').*"⁴

The approximation strategy allows students to continue communicating despite facing limitations in vocabulary or language structure. By simplifying difficult terms into more familiar ones, teachers ensure that students grasp the essence of lessons without feeling overwhelmed by complex terminology. For example, in teaching English to students with special needs, teachers may replace formal terms such as "greeting" with "saying hello," making the material more accessible.

Approximation helps bridge the gap in students' understanding by using language that closely aligns with their everyday experiences. This strategy enables students to connect new concepts to their prior knowledge, enhancing retention and comprehension. Additionally, using simpler and more direct terms helps reduce students' anxiety, fostering an inclusive and supportive learning environment.

In research conducted by Ehsan Namaziandost et al., two experimental groups were taught communication strategies based on a communicative approach, one of

² Al-Gharaibeh, and Dina AbdIHameed Al-Jamal. "Communication Strategies for Teachers and their Students in an EFL Setting." *International Journal of Bilingual & Multilingual Teachers of English* 4.01 (2016), h 33-44

³ NamazianDoost, Hashemifardnya, dan Panahi, "The Effect of Using Approximation and Appealing for Help Techniques on Learning Speaking Skill among Iranian Intermediate EFL Learners." *Journal of Language Teaching and Research*, Vol. 8, No. 6, 2017, h. 1197-1199

⁴ Ataollah Maleki, "Techniques to Teach Communication Strategies." *Journal of Language Teaching and Research*, Vol. 1, No. 5, 2010, h. 641

which was approximation. The results revealed that students using this strategy demonstrated better speaking skills compared to the control group taught through traditional methods. This strategy enables students to continue communicating even when they do not know the exact word, allowing them to focus on maintaining the conversation and understanding.⁵

Application in English Language Teaching

Approximation enables teachers to convey concepts simply without compromising the essence of the lesson. Teachers can adapt their teaching methods to meet individual student needs, choosing the most appropriate terms to explain concepts and ensuring that every student can follow the lesson effectively. This approach reflects the importance of flexibility in teaching, where teachers can swiftly adjust explanations based on student responses.

In writing instruction, approximation is used to break down discourse into simple sentences that can be reassembled into a complete text. This strategy enables students to understand and practice writing skills gradually, ensuring they not only master the basic concepts but also produce texts aligned with the learning objectives.

Approximation also supports students with varying levels of ability. Students with lower English proficiency can use simpler terms to organize their ideas, while those with higher proficiency can tackle tasks more independently, despite challenges in grammatical accuracy. This strategy provides opportunities for differentiation in teaching, addressing the needs of students at different proficiency levels.

This strategy helps students develop their communication skills gradually. They are taught to leverage their existing vocabulary while slowly expanding their understanding of new terms. This approach creates a progressive learning experience focused on communication success rather than linguistic precision.

In teaching students with special needs, approximation helps reduce the anxiety that may arise when encountering new vocabulary. By using simpler and more familiar terms, teachers create an inclusive learning environment where all students feel comfortable participating and communicating. This not only enhances understanding but also builds students' confidence to remain engaged in conversations.

Based on previous research by Nuryani (2016), effective instructional communication for students with special needs in inclusive vocational schools includes using simple verbal language, clear articulation, and a humanistic approach.

⁵ NamazianDoost, Hashemifardnya, and Panahi, *Op.Cit.*

Teachers at SMK BPP, for example, employ language that is easy to understand, with a loud voice and expressive facial expressions to ensure that messages are received by both students with and without special needs. In this process, eye contact and the adaptation of communication symbols are also key elements in addressing individual students' needs. This approach aligns with the approximation strategy, where simplifying vocabulary creates a comfortable and inclusive learning atmosphere. As a result, students not only find it easier to understand the material but also become more confident in actively participating in learning, as evidenced by the successful interaction between teachers and students through the development of trust and motivation.⁶

Approximation offers significant flexibility and adaptability in English language teaching. With this strategy, teachers can simplify concepts, help students overcome vocabulary limitations, and create a supportive learning environment. Additionally, this strategy allows students to remain actively engaged in conversations, even with limited vocabulary.

c. Use of non-linguistic means

The use of non-linguistic tools is essential for addressing problems beyond language. Non-linguistic tools are identified as those expressed and resolved through elements like images, graphics, mathematical formulas, symbols, motor activities, or real-world actions.⁷

In teaching, non-linguistic strategies such as mimicry, gestures, facial expressions, or sound imitation are particularly crucial, especially for educating children with special needs. These strategies clarify meaning and instructions when words alone are insufficient. For instance, when a teacher says "Good evening" while spelling out each letter with hand movements, it not only helps students understand pronunciation but also reinforces their visual and kinesthetic memory.

In the context of special needs education, gestures and facial expressions serve as highly effective communication tools. Children with special needs often struggle to process verbal information, so hand movements or facial expressions provide additional cues that help them understand the material. For example, when a teacher uses their fingers to spell out a word, it offers a visual guide that students can follow, making it easier to remember and replicate the word.

Research by Susan Goldin-Meadow highlights how non-verbal expressions, such as hand gestures, can enhance learning, especially for children who struggle with verbal information. Gestures help children grasp complex concepts by providing visual cues and reducing cognitive load, enabling them to focus on more challenging tasks. Moreover,

⁶ Nuryani, Purwanti Hadisiwi, and Kismiyati El Karimah. "Pola Komunikasi Guru Pada Siswa Anak Berkebutuhan Khusus Di Sekolah Menengah Kejuruan Inklusi." PT. Pikiran Rakyat Bandung, PT. Pikiran Rakyat Bandung dkk., *Jurnal Kajian Komunikasi*, Volume 4, No. 2, Desember 2016, h. 161 - 167

⁷ Sulasmono, "PROBLEM SOLVING.": Signifikansi, pengertian, dan ragamnya." *Satya Widya* 28.2 (2012), h. 155-166.

gestures can serve as diagnostic tools to identify developmental delays, such as language issues, allowing for early intervention. In teaching, the use of gestures has proven effective – for example, in math lessons, where children directed to use specific hand movements showed improved understanding and skills compared to those who did not. This underscores gestures as vital tools in communication and learning, particularly for special needs students.⁸

These strategies also foster greater student engagement. Children with special needs tend to respond better to interactive and multisensory learning. By incorporating movement and sound, teachers can create a more engaging learning environment that motivates students to participate actively. This approach helps build confidence and a sense of achievement in learning.

Additionally, non-linguistic tools help overcome communication barriers students may face. For example, students with hearing impairments can better understand instructions through gestures and facial expressions. This ensures that all students, regardless of their limitations, can fully engage in classroom activities and gain a clearer understanding of the material being taught.

Using gestures and expressions also allows teachers to convey complex instructions more simply and accessibly. Emphasizing key points through movement ensures that all students, regardless of their abilities or learning styles, can understand instructions clearly. This is especially vital in inclusive classrooms where students have diverse abilities and learning preferences.

Moreover, these strategies can aid in developing students' social and emotional skills. By observing and imitating their teacher's facial expressions and movements, students can better learn to recognize and express emotions. This is a critical aspect of holistic development, often emphasized in special needs education.

Ultimately, using non-linguistic tools in teaching highlights the importance of a student-centered approach. By adapting teaching methods to suit each student's needs and abilities, teachers create an inclusive and supportive learning environment. This approach ensures that every student can learn and thrive in the way that best suits them, leaving no one behind in the learning process

This is supported by research from Yani Hendrayani, Shilvy Narulita Eka Sari, and Anjang Priliantini, which examines communication patterns between teachers and students with disabilities at SLB Negeri Kota Depok, particularly in teaching the traditional Degung music. Teachers used simplified verbal communication and non-verbal methods, such as body movements (illustrators, emblems) and facial expressions, to provide instructions and help students with hearing or intellectual disabilities understand the material.⁹

Further research by Monika Pudło and Ewa Pisula explores the connection between gestures, non-verbal communication, and attention processes in adolescents with autism. The study found that non-verbal gestures, such as descriptive and emotional movements, are

⁸ Goldin-Meadow, "How Gesture Promotes Learning Throughout Childhood." *Child Development Perspectives*, University of Chicago, 2009, h. 106-111

⁹ Yani Hendrayani, Shilvy Narulita Eka Sari, Anjang Priliantini Hendrayani, Sari, dan Priliantini, "Pola Komunikasi Guru kepada Siswa Penyandang Disabilitas." *Jurnal Penelitian Komunikasi* Vol. 22 No. 2, Desember 2019, h. 181-194.

linked to attentional abilities like orientation and executive attention, supporting communication and social skills development in adolescents with autism.¹⁰

d. Literal translation

Literal translation in communicative strategies refers to translating words or phrases from the source language (L1) to the target language (L2) word-for-word, without considering cultural differences, nuances, or language conventions in both languages. This approach can lead to errors in translation because expressions that make sense in the source language may not be suitable or natural in the target language.¹¹

Literal translation occurs when a teacher translates words or phrases directly from L1 to L2. For example, a teacher might say, "Please take a paper, ambil sebuah kertas" or "Saya minta anda, I ask you to." This strategy ensures students understand the specific words or phrases used during the lesson. Based on interviews with teachers, the primary goal of this strategy is to enhance students' comprehension of questions, instructions, and materials. By doing so, students can follow the lesson more easily and connect concepts between the two languages, minimizing misunderstandings in the learning process.

e. Code-switching

Code-switching is a communication strategy used to bridge the gap in language understanding between the teacher and the students. For instance, a teacher might say, "We have studied passive voice, modal dan lain sebagainya." This sentence demonstrates the shift from English (L2) to Indonesian (L1) to ensure students grasp the instructions or explanations given. This strategy is particularly beneficial when teaching students with special needs who may struggle to fully understand the second language.

In the education of students with special needs, such as those with learning difficulties or language impairments, code-switching allows for more personalized communication adjustments. This strategy helps students grasp the core concepts of the lesson while providing a sense of comfort by referencing a more familiar language. Teachers often use code-switching unconsciously as it becomes an integral part of their teaching habits. In the context of students with special needs, this habit is crucial for reducing misunderstandings during the learning process

f. Appeal for help

Appealing for help as a communication strategy involves the speaker, in this case, the teacher, directing questions to students to elicit answers, ideas, or clarifications. This strategy can also be used to encourage active participation from students. For example:

- Teacher: *What is greeting?*
- Teacher: *What do you know about greeting?*
Before explaining the concept of *greeting*, the teacher asks students to share their answers or perspectives. This approach serves not only to assess students' prior understanding but also to motivate them to speak and interact during the lesson.

¹⁰ Pudlo dan Pisula, "The Relationship between Gestures and Non-Verbal Communication and Attentional Processing in High-Functioning Adolescents with Autism Spectrum Disorder." *Autism & Developmental Language Impairments* Volume 3, h. 1-11

¹¹ Nisak dan Maulida, "Communication strategies yang digunakan mahasiswa Pendidikan Bahasa Inggris pada program magang kependidikan." *Patria Education Jurnal (PEJ)* Volume 3 Nomor 2 Tahun 2023., h. 170

For students with special needs, such as those with communication challenges or learning difficulties, this strategy is vital in helping them engage in the learning process. Teachers can modify questions to make them simpler or provide answer options to aid understanding. For example, if a student struggles to answer "*What is greeting?*", the teacher might offer choices like:

- Teacher: *Is greeting saying hello or asking for help?*

This approach allows students with special needs to feel successful and involved, even if they have language limitations. Additionally, the teacher can use visuals or concrete examples, such as showing a picture of someone waving and saying, "*Hello!*", to reinforce the concept of greeting. This strategy not only aids comprehension but also builds confidence in communication within an inclusive learning environment.

g. Stalling or time gaining strategy

Stalling or Time-gaining strategy is using of fillers/hesitation devices; using filling words or gambits to fill pauses and to gain time to think. In this case time-gaining strategy has different function from other communication strategies. This strategy is not used to compensate any linguistic deficiencies but to gain more time to think and keep the communication open when the speaker encounters any difficulties. For instance, the speaker uses fillers or hesitation devices (using filling words or gambits) to fill pause by saying "Mmm, ok well. Ok, well now.. prepare a paper". Dornyei said that stalling or time gaining strategy is used to gain time to think. And this is in line with the teacher statement that the used of this strategy is to gain time to think the next word/ sentence that will be saying in the next activity.

The result of observation in the classroom while teaching and learning process showed that while the teacher using communication strategies the teacher also implied reinforcement strategy.

CONCLUSION

Based on the investigating of communication strategies that used by the teacher in the process of teaching and learning in special need student class, there were seven of twelve types of communication strategies stated by Dornyei that used by the teacher such as circumlocution, approximation, use of non-linguistic means, literal translation and the last is code-switching.

The result of the interview showed that the reason of communication strategies chosen by teacher. Firstly, Circumlocution is used to describe the word which did not understand by the students. Secondly, Approximation is appeared when the teacher used the alternative term which express the meaning of the target word. Thirdly, used of non-linguistic mean. In this case the teacher used gesture in emphasizing the meaning of the sentences. Fourthly, Literal translation is used by the teacher in order to put the students understanding about the question and the instruction given. Fifthly, code-switching is chosen unconsciously by the teacher because of habit and to minimize misunderstanding for the students. Sixthly, appeal for help is aimed to invite the students to speak in order to know their understanding about the material. And the last is stalling or time-gaining strategies to help the teacher to think and prepare the next words that will be saying or to recall the teacher's talk about the next activity.

Based on the result of the observation and interview, code-switching and literal translation are types of communication strategies that the most frequently used by teacher in the classroom. One potentially factor is because code-switching and literal translation strategy is frequently used by the teacher in daily teaching and learning process, so it is employed unconsciously.

References

- Dornyei, Z., & Scott, M. L. (1997). Communication strategies in a second language: Definitions and taxonomies. *Language learning*, 47(1), 173-210.
- Juan, Esther Uso, & Flor, Alicia Martinez. 2008. Teaching Intercultural Communicative Competence through the Four Skills. *Revista Alicantina de Estudios Ingleses*, (Online), (<http://docjax.com>), retrieve on March 14th, 2016.
- Kurniawati, Rini Mei. 2016. Pelaksanaan Pembelajaran Bahasa Inggris bagi Peserta Didik Berkebutuhan Khusus Berdasarkan Kurikulum 2013 di SMP Negeri 2 Candi. Surabaya: State University of Surabaya.
- Maleki, A. (2010). Techniques to teach communication strategies. *Journal of Language Teaching and Research*, 1(5), 640-646.
- Mei, A., & Nathalang, S. (2010). Use of communication strategies by Chinese EFL learners. *Chinese Journal of Applied Linguistics*, 33(3), 110-125.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks: Sage.
- Nugroho, H. A. (2011). The Students' Communication Strategy in Speaking Class at The English Department of State University of Surabaya. Malang: State University of Malang.
- Sari, Fajariah Ratna. 2014. Communication Strategies Employed in Collaborative Reading And Speaking Activities Utilizing Movie Synopses. Malang: State University of Malang.
- Tarone, E. (1983). Teaching Strategic Competence in the Foreign Language Classroom. *Studies in Language Learning* 4(2), 121-130.