

**COMMUNICATION STRATEGIES BY PRACTICE TEACHER IN ESL  
CLASSROOM**

**A PAPER**

Submitted to English Language Education Study Program of Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfillment of Requirements for the *Sarjana Pendidikan* Examination

By:

Septhian Eki Sunarya

NPM: 031114110



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES  
PAKUAN UNIVERSITY  
2021**

**Research Title:**  
**COMMUNICATION STRATEGIES BY PRACTICE TEACHER IN ESL  
CLASSROOM**

Approved by:

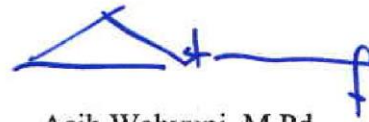
Supervisor I,

Supervisor II,



Dra. Atti Herawati, M.Pd

NIP. 19680129199332001



Asih Wahyuni, M.Pd

NIK: 1.0212.008.571

Dean of FKIP

Pakuan University,



Dr. Entis Sutisna, M.Pd.

NIK. 1.1101033404

Head of Education

Study Program,



Mursidah Rahmah, M.Pd

NIK: 1.0903032435

## **DECLARATION**

I hereby declare that the paper entitled “**Communication Strategies By Practice Teacher In ESL Classroom**” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2021

Septhian Eki Sunarya

## **PREFACE**

First of all, he would like to thank Allah SWT who has given His blessing and strength to the researcher to finish this research entitled “Communication strategies by practice teacher in esl classroom”.

This research has been written to submit to English Education Study Program of Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfillment of Requirements for the *Sarjana Pendidikan* Examination. This research presents Communication strategies by practice teacher in esl classroom.

However, he realizes that this paper is still far from being perfect. Therefore, heconcenly welcomes the objective criticism and suggestion for the improvement of this paper. Moreover, he hopes that this paper will be useful for the readers.

Bogor, July 2021

The researcher

## **ACKNOWLEDGEMENT**

Allhamdulillah, praise be to Alloh SWT, for the presence of plenty of mercy and his grace, so that the researcher can complete the research with the title: Communication strategies by practice teacher in esl classroom.

Many people have contributed either directly or indirectly to this research. First and foremost, he would like to thank Ms. Atti Herawati, M.Pd and Ms. Asih Wahyuni, M.Pd as his supervisors who have spent the valuable time to guide and gave excellent suggestions to the researcher to conduct this research.

He would also like to thank to Ms. Leora Grahadila Andovita M.Pd who has kindly aiding the researcher by providing the class and the participants to the researcher. Further thanks to Ms. Mursidah Rahmah, M.Pd, Mr. Abdul Rosyid, M.Pd, and Mr. Iyan Iridiansyah, M.Pd as the reviewers for their constructive comments. Grateful acknowledgement is also made to all the lecturer in English Language Education Study Program, Faculty of Teacher Training and Educational Science of Pakuan University, without their guidance, support and cooperation, this research could have never been written.

Deeply grateful goes to Tati Hartati and Cecep Sunarya, his beloved Parents who always give the best support and prayer to the researcher. Further thanks go to Grand father and grand mother Hj. Fatonah and H. Anwaruddin for the mental support which is very meaningful for the researcher to conduct this research.

The other support was provided by his friends in the class C of English Language Education Study Program, Faculty of Teacher Training and Educational Science of Pakuan University 2014. Their support is very helpful. More special support comes from the special one my wife Lita wira, and his beloved best friends, Muhammad Basheer Ahmad, M. Sultan

LS, Septian Agung Tresnadi, Mardiah, Aulia, Ike, and Wida Last, very sincere thanks go to those who can not mentioned for the invaluable support. The researcher hope that this research will be useful for the readers.

## **ABSTRACT**

This research is focused on communication strategies by practice teacher in esl classroom. Qualitative data are gained from classroom observation, questionnaire, and interview. The qualitative data are analyzed by assembling the data, coding the data, comparing the data to the theory, building interpretations, and reporting the outcomes. The result of the research shows that communication strategies in esl classroom can help students' faculty training understanding communicate with their students in esl classroom. Thus, teaching by practice teacher who participat proram of SEA Teacher Therefore, the challenges that students to learn interested experience in other countries.

Keyword: communication strategies, practice teacher, esl classroom.

## **TABLE OF CONTENT**

|                               |            |
|-------------------------------|------------|
| <b>APPROVAL PAGE .....</b>    | <b>i</b>   |
| <b>DECLARATION.....</b>       | <b>ii</b>  |
| <b>PREFACE .....</b>          | <b>iii</b> |
| <b>ACKNOWLEDGE.....</b>       | <b>iv</b>  |
| <b>ABSTRACT.....</b>          | <b>vi</b>  |
| <b>TABLE OF CONTENT .....</b> | <b>vii</b> |

### **CHAPTER I : INTRODUCTION**

|  |   |
|--|---|
| A. Background.....                     | 1 |
| B. Reason for Choosing the Topic ..... | 2 |
| C. The Aim of the Research .....       | 3 |
| D. Research Question.....              | 3 |
| E. Research Focus .....                | 4 |
| F.Operational Definition .....         | 4 |
| G.Research Significance .....          | 4 |

### **CHAPTER II : THEORETICAL FOUNDATION**

|  |    |
|--|----|
| A. Communication .....                   | 6  |
| 1. The nature communication.....         | 6  |
| 2. Communication strategies.....         | 7  |
| 3. Type of Communication Strategies..... | 9  |
| B. Practice Teacher .....                | 8  |
| C. ESL Classroom.....                    | 11 |
| D. Related Reseach .....                 | 12 |

### **CHAPTER III : RESEARCH METHODOLOGY**

|   |    |
|---|----|
| A. Research Method and Design .....     | 15 |
| B. Research Site and Participants ..... | 16 |
| C. Data Collection Technique .....      | 16 |
| 1. Interview .....                      | 16 |
| a. Practice Teacher .....               | 17 |
| b. Mentors .....                        | 18 |



|   |    |
|---|----|
| c. Documentation.....                                     | 17 |
| D. Data Analysis.....                                     | 17 |
| 1. Data Interview with Practice Teachers and Mentors..... | 17 |
| 2. Documentation.....                                     | 18 |

## **CHAPTER IV : DATA DESCRIPTION AND ANALYSIS**

|   |    |
|---|----|
| A. Data Description.....                | 19 |
| 1. Data Description from interview..... | 19 |
| a. Paraphrase .....                     | 20 |
| b. Transferring .....                   | 22 |
| c. Mime .....                           | 24 |
| d. Avoidance .....                      | 25 |
| 2. Data from reflection journal.....    | 27 |
| 3. Data forum discussion.....           | 30 |
| a. Paraphrase .....                     | 30 |
| b. Transferring .....                   | 33 |
| c. Mime .....                           | 35 |
| d. Avoidance .....                      | 36 |

## **CHAPTER V : CONCLUSION AND SUGGESTION**

|                      |    |
|----------------------|----|
| A. Conclusions.....  | 41 |
| B. Suggestions ..... | 42 |

## **BIBLIOGRAPHY ..... 43**

## **APPENDICES**

|  |    |
|--|----|
| Appendix 1: Instrumen.....                   | 45 |
| Appendix 2: Transkrip interview .....        | 47 |
| Appendix 3: Transkrip forum disscustion..... | 59 |

