

**AN ANALYSIS OF COMMUNICATION STRATEGIES USED BY THE  
LECTURERS IN MEDITERRANEAN DENPASAR BALI**

**by**

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**ABSTRACT**

Communication strategy is very important in order to achieve learning goal especially in teaching foreign language. This research aimed to find out the types of communication strategy used by Mediterranean English lecturers, types of communication strategy mostly used by them and the reason why certain types of communication strategy were applied during their teaching in the class. This study was analysed based on Tarone in maleki (2010) and Dornyei and Scott (1997) theories. The data were collected from the subjects by recording their teaching sessions in the class. An interview was conducted in order to find out the reasons why such strategies were used during their teaching. Moreover, questionnaire was spreaded to the subjects in order to support the findings. The result of this study showed that the English lecturers of Mediterranean College applied 29 types of communication strategy from 34 types of communication strategy overall. There were 5 strategies which were not used during teaching. There were five top strategies used by the lecturers. They were *appeal for help* (15.41%), the second was *mumbling* (14.18%), *code-switching* (12.46%) was the third. *Asking for clarification* (12.27%) and *asking for confirmation* (5.23%) were the fourth and the fifth. It was found that they liked to use discussion, switching code as well as role play to teach their students. The use of certain strategy depended on the material given, the students' need and desire can be also their consideration. The most important is the lecturers have to achieve the main goal in which they have to produce skilful pupil, especially in speaking English because they are tourism students.

**Key Words:** Communication strategies, Mediterranean College, Teaching and Learning process.

## ABSTRACT

Strategi dalam berkomunikasi sangat penting terutama dalam mengajar bahasa asing demi tercapainya tujuan belajar dengan baik. Oleh karena itu, penelitian ini bertujuan untuk mengetahui jenis-jenis strategi komunikasi yang digunakan oleh dosen bahasa Inggris Mediterranean, jenis-jenis strategi komunikasi yang paling sering mereka gunakan dan alasan mengapa jenis-jenis strategi komunikasi tersebut diterapkan selama mereka mengajar di kelas. Penelitian ini dianalisis menggunakan teori dari Tarone & Dornyei (1980) dan Scott (1997). Data dikumpulkan dari proses belajar mengajar dengan merekam proses pembelajaran di kelas. Wawancara diberikan kepada subjek untuk mengetahui alasan mengapa mereka menggunakan strategi tertentu selama mengajar. Selain itu, penyebaran kuisioner kepada subjek untuk mendukung hasil temuan. Hasil penelitian menunjukkan bahwa dosen Bahasa Inggris Kampus Mediterranean menerapkan 29 jenis strategi komunikasi dari 34 jenis strategi komunikasi secara keseluruhan. Ada 5 strategi yang tidak digunakan selama mengajar. Ada lima strategi teratas yang digunakan oleh para dosen. Strategi pertama adalah *appeal for help* (15,41%), yang kedua *mumbling* (14,18%), yang ketiga adalah *code switching* (12,46%). *Asking for clarification* (12,27%) dan *asking for confirmation* (5,23%) berada pada urutan keempat dan kelima. Hasil penelitian ini menunjukkan bahwa ketiga subjek cenderung melakukan diskusi di kelas, mengalihkan bahasa serta *role play* dimana siswa dapat bermain peran. Penggunaan strategi tertentu bergantung pada materi yang diberikan, kebutuhan dan keinginan siswa juga dapat menjadi pertimbangan mereka. Yang terpenting adalah dosen harus mencapai tujuan utama yaitu menghasilkan murid yang terampil, terutama dalam berbahasa Inggris karena mereka adalah mahasiswa pariwisata.

Kata Kunci: Mediterranean College, Proses Belajar Mengajar, Strategi Komunikasi.

