COMMUNICATION STRATEGIES USED IN *BAHASA INGGRIS* TEXTBOOK FOR GRADE TWELFTH OF SENIOR HIGH SCHOOL

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Abstract: This article is based on a study which aims at the finding out components of commmunicaton stratedies   and sufficiency of strategic competence in *Bahasa Inggris* textbook. The data analyzed are the models of speaking text taken from *Bahasa Inggris* textbook. There are 5 texts in the textbook. The finding of the study reveals there is no communication strategies used in the textbook.

Keywords: communication strategies, spoken language,communication breakdown

In Indonesia, English is one of subjects taught from elementary school until senior high school. Some different curriculum have been implemented in teaching English. Today, the new era of English Education in Indonesia has come since the new curriculum was launched in 2013. The launching of new curriculum has a consequence of approach shifting- the approaches shifted from sentences in isolation into to a text. This focus shift is supported by Kern (2000:19) states that the 'focus of language learning is not on isolated sentences but connected stretches of language realized as communicative acts (doing things with words)'.

Curriculum 2013 has a goal to achieve namely the communicative competence which is proposed by Celce-Murcia, Dornyei and Thurrel (1995). The model consists of five components (Murcia et al: 1995). They are discourse competence, sociocultural competence, linguistic competence, actional competence and strategic competence. Among those competencies, discourse competence is the core of communicative competence.

To achieve such competence, the material provided in the textbooks should contain all components of communicative competence. Accordingly, especially in the speaking model text, one of competence that should be covered in the material is strategic competence. According to Maleki (2007:640) the strategic competence is an individual's attempt to find a way to fill the gap between their communication effort and immediate linguistic resources. Canale and Swain (1980:2). They state communication strategies is defined as verbal and non-verbal problem-solving devices, used to overcome communication difficulties and to compensate for the speaker's deficiencies in any components of communicative competencies. This article focuses on examining communication strategies provided in English electronic book (e-book) for grade XII which is published by Depdiknas.

The strategic competence need to be taught in high school since English Curriculum 2004 has spoken cycle. Therefore, the strategic competence can be taught and be learned through the spoken cycle. In spoken cycle, the students will do many activities related to speaking activities. In this activity, the students may encounter difficulty in undertanding or conveying the meaning. It is in line with Rukmini's opinion (2010) She says with regards to speaking language, *communication breakdown* takes place when one of the speakers involved in oral communication fails to convey or understand the meaning they encounter with. As stated above one way to overcome communication breakdown is through strategic competence or communication strategies. It is in Senior High School that students use spoken language which is developed with complicated and formal linguistics realization. This complexity and formality is marked by the variation of interpersonal expression which involves *gambits*, *modals* etc. (Depdiknas: 2004). Therefore, the communication strategies

especially that of spoken text, is very crucial to understand as realization of complicated and formal interpersonal expression.

Related to the fact above, the problems can be formulated as follows:

What kinds of communication strategies are found in the textbook?

METHOD

This research belongs to qualitative approach because the data are qualitative in nature i.e spoken texts found grade XII English textbook, and the result of analysis is interpretive since it takes account of description and judgment followed by explanation of the phenomena discovered. The data of this study was *Interlanguage* textbook published by *Depdiknas* in 2008. The reason for choosing it was that Interlanguage was a book published by Depdiknas to be used for free through Indonesia. *Interlanguage* was published by Departemen Pendidikan Nasional (Depdiknas) in the year of 2008. It was written a team consisting of Joko Priyana, Ph.D, Triyani Retno Putri Saridewi and Yulianti Rahayu .

The data were collected by close reading process and documentary note-taking. Close reading process was done functioned to fully understand the text. After reading the text for many times, some notes were taken to construct the analysis based on the data obtained. In this step, the analysis is constructed on the data which has communication strategy in it.

According to Sacks in Rukmini (2010) when someone analyzes a conversation, she/he needs to account two grossly apparent facts about speaking data, that is only one person speaks at a turn and the speaker change recurs. These facts imply that a

conversation is a turn taking activity in which every speaker will hopefully take the chance to speak; it will be very complicated to interpret the meaning conveyed if more than one speaker speak at turn.

A turn is defined by Eggins and Slade (1994:84) as 'all the talk produced by one speaker before another speaker gets in', for example:

1. Mom　　: You are going to your friend's party, aren't you?
2. Alana　: Hm...I don't know

There are two turns shown above, the first is produced by Mom; it starts from the word *You* and ends in the word *you*. The second is produced with her *Hm...* and *I don't know*. A turn is important discourse unit, however it cannot be used to analyze a speech function to use which is suggested by Halliday (1984) in speaking discourse. Furthermore he suggests that the speech function is realized through move but not turn. One move realizes one speech function. In the above example, Alana produces: *Hm....* functions as a filler to avoid being speechless, and *I don't know* as response to Mom's question. A move, based on the above explanation can be defined as discourse unit which is used to express a speech function.

Referring to the explanation above, the procedure of analysis is done as follows. Firstly, the model text is segmented into turns and moves and numbered as shown below. The ordinal number (1,2,3,etc.) represents the turn produced by a given speaker and alphabet (a, b, c, etc.), the move. The numbering is to make the explanation of finding easily done when referring to a given turn or move. Example of this analysis is given in Table 1 below

Table 1. The example of the first step analysis

Turn/Move	Speaker	Text

Turn/Move	Speaker	Text
1/a	Handoko	*Could you tell me*
1/b		*if we got a reservation*
1/a	Receptionist	*Just a minute...please*
1/b		*We've got your reservation*
1/c		*It's five people three weeks.*
1/d		*Three single rooms and one double room*
1/e		*Am I right?*

Secondly, the communication strategy is identified based on the strategic competence classification suggested by Murcia et al. (1995). Here, the word or clause predicted as communication strategy is written in **bold blue**. To make it easy and clear, it was done like the following instance.

Table 4. The example of the second step analysis

Turn/Move	Speaker	Text
1/a	Handoko	*Could you tell me*
1/b		*if we got a reservation*
1/a	Receptionist	*Just a minute...please*
1/b		*We've got your reservation*
1/c		*It's five people three weeks.*
1/d		*Three single rooms and one double room*
1/e		***Am I right?***

Thirdly, the use of strategic competence is matched to its function in order to figure out whether it is well implemented or not. I type the move in **black bold** if it is well implemented and **red bold** it is not well implemented. The example of the analysis is below

Table 5. The example of the third step analysis

Turn/Move	Speaker	Text
1/a	Handoko	*Could you tell me*
1/b		*if we got a reservation*

1/a	Receptionist	*Just a minute...please*
1/b		*We've got you reservation*
1/c		*It's five people three weeks.*
1/d		*Three single rooms and one double room*
1/e		***Am I right?***

FINDING AND DISCUSSION

The Findings in Relation to Types of Communication Strategies Used in *Interlanguage* textbook

After reading the speaking model text, it could be found out that there is no communication staretegis found in *Bahasa Inggris* textbook.

CONCLUSION AND SUGGESTION

Conclusion

Conclusion is drawn due to finding. In a conclusion, there is no communication staretegis found in *Bahasa Inggris* textbook. This indicates that the chance for the students to work with the use of communication strategies is relatively low.

Suggestion

Following the conclusion above, it is worth mentioning suggestion here. There are two things which deserve to be paid attention by teachers and students. For the teachers, the teacher should explain the communication strategies found in the textbook regarding its function and the reason why the speaker use such kind of strategy. Meanwhile, for the students, the students should be brave in using the communication strategies when they get difficulty in conversation process.

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