

Communication Strategies Employed by Teacher and Students in Enhancing English Classroom Interaction at the Eighth Grade of Mts Ti Bulaan Kamba

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ABSTRACT

English classroom interaction is often hindered by students' low confidence, limited vocabulary, and insufficient teacher-student connection. This study aimed to identify and analyze communication strategies employed by teachers and students to enhance English classroom interaction. A qualitative approach with a case study design was conducted in the eighth grade at MTs TI Bulaan Kamba, involving one English teacher and 12 students. Data were collected through semi-structured interviews. The findings revealed that the teacher employed avoidance, achievement or compensatory, and mother tongue-based strategies to overcome communication barriers and encourage student engagement. Students employed avoidance and achievement or compensatory strategies to maintain communication when facing vocabulary limitations. These findings indicate that effective communication strategies support improved English classroom interaction and promote students' active participation, suggesting that strategy-based instruction should be integrated into EFL classroom practice.

Keyword: *Strategy, Communication, Interaction, English*

ABSTRAK

Penelitian ini dilatarbelakangi oleh beberapa permasalahan dalam interaksi pembelajaran bahasa Inggris, yaitu kurangnya koneksi antara guru dan siswa, rendahnya kepercayaan diri siswa dalam berkomunikasi menggunakan bahasa Inggris, serta keterbatasan pemahaman guru terhadap kebutuhan komunikasi siswa. Penelitian ini bertujuan mengidentifikasi dan menganalisis strategi komunikasi yang digunakan guru dan siswa dalam meningkatkan interaksi bahasa Inggris di kelas. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilaksanakan di kelas VIII MTs TI Bulaan Kamba. Partisipan penelitian terdiri atas satu guru bahasa Inggris dan 12 siswa. Data dikumpulkan melalui wawancara semi-terstruktur dengan guru dan siswa. Hasil penelitian menunjukkan bahwa guru menggunakan strategi penghindaran, strategi pencapaian atau kompensasi, dan strategi berbasis bahasa ibu untuk mengatasi hambatan komunikasi dan mendorong keterlibatan siswa. Sementara itu, siswa menggunakan strategi penghindaran serta strategi pencapaian atau kompensasi untuk mempertahankan komunikasi ketika menghadapi keterbatasan kosakata dan kesulitan menyampaikan pesan. Temuan menunjukkan strategi komunikasi dapat mendukung peningkatan interaksi bahasa Inggris.

Kata Kunci: *Strategi, Komunikasi, Interaksi, Bahasa Inggris*

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INTRODUCTION

Based on preliminary research conducted through classroom observation and interviews in October 2024 at MTs TI Al-Irsyad Islamic Boarding School Bulaan Kamba, several empirical problems were identified in eighth-grade English classroom interaction. The preliminary data were obtained from observations of teacher–student interaction and interviews with one English teacher, identified by the initials FJ, and ten eighth-grade students. The observation data indicated that the teacher frequently used English when delivering instructions, asking questions, and responding to students. However, students' verbal participation in English remained limited. Only some students responded to the teacher's questions or initiated communication, while others tended to remain silent or provide very short responses. This finding indicates an imbalance between the teacher's use of English and students' active participation in classroom communication.

The interview data collected on October 21, 2024, further supported this finding. The students reported that they lacked confidence in responding to the teacher in English. They identified limited vocabulary and difficulties with English pronunciation as major obstacles to expressing their ideas orally. These linguistic difficulties appeared to discourage students from participating actively in classroom interaction because they were hesitant to speak when they were uncertain about vocabulary or pronunciation. Thus, the problem was not merely the limited frequency of students' responses but also their difficulty in maintaining communication when they encountered linguistic problems.

Another empirical problem concerned interaction among students. The interviews revealed that students rarely communicated in English with their classmates or participated in group discussions using English. According to the students, classroom activities did not consistently provide tasks that required them to interact in English with their peers. In addition, a lack of motivation further reduced their willingness to use English during peer interaction. Consequently, opportunities for students to practice English as a means of communication were limited, and classroom interaction tended to be more teacher-centered than learner-centered.

These preliminary findings reveal a significant gap between the expected function of English as a medium of classroom communication and its actual use by students. Although the teacher frequently used English, students' participation in English remained relatively low because of linguistic limitations, pronunciation difficulties, lack of confidence, and limited opportunities for peer communication. The findings also suggest that simply increasing teachers' use of English may not be sufficient to establish effective classroom interaction. Students need strategies that enable them to overcome communication difficulties and sustain interaction when they lack the linguistic resources to express their intended meanings.

English classroom interaction plays an essential role in creating opportunities for learners to use English meaningfully and develop their communicative competence. In an English as a Foreign Language (EFL) context, classroom interaction is particularly important because students have relatively limited opportunities to use English outside the classroom. However, the existence of English input from teachers does not necessarily guarantee active student participation. Previous research has shown that EFL learners may possess adequate knowledge of language forms but still demonstrate limited interactional competence and willingness to communicate because of classroom conditions, anxiety, limited linguistic resources, and insufficient opportunities for meaningful communication (Alam et al., 2022). In this regard, effective classroom interaction requires not only the teacher's use of English but also students' willingness and ability to participate actively in communication.

Recent studies have increasingly highlighted the importance of learners' willingness to communicate (WTC) in determining the quality of EFL classroom interaction. (Lee & Liu, 2024), for example, demonstrated that learners' willingness to communicate may fluctuate during classroom interaction and is influenced by the immediate interactional context. Similarly, (Li, Chengchen, Dewaele, J.-M., Pawlak, M., & Kruk, 2022), found that the classroom environment and learners' emotional experiences were associated with their willingness to communicate in English. Their findings indicate that classroom interaction is influenced by both linguistic and affective factors rather than by language proficiency alone. Thus, limited classroom participation should be understood as a multidimensional problem involving linguistic, psychological, and interactional factors.

Teacher interactional practices also play an important role in encouraging students to participate. Emphasized that EFL learners may have limited interactional competence when classroom environments do not sufficiently support interpersonal interaction (Ding, 2021). Likewise, research by (Hasanuddin, 2021) demonstrated that teacher questioning strategies, including rephrasing, simplification, repetition, probing, and translation, can facilitate communication between teachers and students. More specifically, teacher discourse strategies have been found to be associated with students' willingness to communicate, suggesting that the way teachers construct classroom discourse can influence students' readiness to participate. These findings indicate that teachers need to employ interactional strategies that respond to students' linguistic difficulties and encourage them to remain engaged in classroom communication.

Interaction enhances teacher–student engagement, as students can directly receive feedback related to their work (Melani, 2020). A feature of many recent qualitative studies of classroom interaction is a focus of the work and activities of participants in classroom setting in producing those settings, particularly but not exclusively through the organization of classroom talk. Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention (Lesiana et al., 2023). Therefore, in classroom interactions between teachers and students, communication strategies are highly needed. Communicative strategy is the process of transfer and the context of learning as a learner tries to get a message through to a hearer or reader.

Another important issue concerns communication breakdowns caused by students' limited linguistic resources. Communication strategies have been widely recognized as mechanisms that allow language learners to overcome difficulties in expressing or understanding intended meanings. Recent research has demonstrated that EFL learners employ strategies such as circumlocution, approximation, word coinage, code-switching, appeal for assistance, message abandonment, and stalling when they encounter communication problems (Rahman & Isroyana, 2021), (Wijayanto, A., & Hastuti, D. M., 2021), for instance, found that Indonesian EFL learners frequently employed stalling or time-gaining strategies when attempting to express ideas in English. Similarly, (Kirst et al., 2023), (Kertawijaya, 2017), reported that stalling, self-monitoring, and interactional strategies were frequently used by ASEAN students to compensate for linguistic limitations and facilitate mutual understanding. The pedagogical significance of communication strategies has also received increasing attention. (Park, 2021) investigated communication strategy training and reported its relevance to students' willingness to communicate and strategic language use. These studies collectively suggest that communication strategies should not merely be regarded as spontaneous reactions to communication problems but can also function as pedagogical resources for sustaining interaction.

Despite these developments, several limitations can be identified in the existing literature. First, many recent studies have examined communication strategies from the perspective of students as language users, while comparatively less attention has been given to the simultaneous use of communication strategies by both teachers and students within the same classroom interaction. For example, studies by (Rahman & Isroyana, 2021), (Kirst et al., 2023) primarily focused on learners' communication strategies. Although such studies provide valuable information about how learners overcome communication difficulties, they provide less explanation of how teachers strategically respond to students' communication problems during naturally occurring classroom interaction. Second, studies focusing on teacher communication practices have often examined questioning strategies or interpersonal interaction strategies rather than communication strategies as a broader category for overcoming communication difficulties (Ding, 2021), (Hasanuddin, 2021). Consequently, the relationship between teacher strategies and student strategies within actual classroom communication remains insufficiently explored. Third, conducted by (Muñoz Julio & Ramírez Contreras, 2018), focus on preservice teachers in Colombia. The goal of the study is to discover how pre-service teachers' speaking abilities were impacted by transactional communication strategies (TCS). In this study, the researcher found a problem about speaking skills. The result indicated a beneficial effect on participants' speaking abilities as seen by notable improvements in vocabulary, grammar, fluency, attitude, pronunciation, and interaction.

Fourth, conducted by (Pangaribuan et al., 2022), (Chuanchaisit & Prapphal, 2019), (Madina & Anwar, 2023), , the researcher found some problem that like the students don't understand about material and memorizing. The researcher tries to problem solve using five strategies and from those strategy can help students understand and memorize the material more accessible. Based on the relevant studies above it can be seen that the use communication strategies very important in communication with other people. In this study, there are both similarities and differences compared to previous research. The similarity is that both studies discuss communication strategies. However, the difference lies in their focus; previous research examined communication problems and solutions, whereas this study focuses on the types of strategies used by teachers and students in interactions, as well as the most effective strategies for communication.

Fifth, there is a contextual gap in the existing research. A considerable proportion of recent studies have been conducted with university or adult EFL learners, while communication strategies among lower-secondary EFL learners in Indonesian Islamic boarding-school contexts remain relatively underexplored. This context is important because students at this educational level may experience considerable limitations in vocabulary, pronunciation, confidence, and opportunities to communicate in English. Moreover, an Islamic boarding-school environment may create a distinctive classroom interactional context in which English is learned as a foreign language alongside the students' first language and other languages used in their educational environment. Therefore, findings from university-level or general EFL contexts cannot automatically explain how communication strategies operate among eighth-grade students in an Islamic boarding-school setting.

Accordingly, the present study addresses this gap by examining communication strategies used by both teachers and students during naturally occurring English classroom interaction at the eighth-grade level of MTs TI Al-Irsyad Islamic Boarding School Bulaan Kamba. Unlike studies that focus predominantly on students' communication strategies or teacher questioning strategies separately, this study examines the strategies employed by both interactional participants and considers the reasons for their use in responding to communication difficulties. The study therefore offers a context-specific contribution by connecting communication strategies with the actual interactional problems experienced by lower-secondary EFL learners in an Indonesian Islamic boarding-school context.

Therefore, this study aims to identify and analyze the communication strategies employed by the English teacher and eighth-grade students, examine the reasons underlying their use, and explain how these strategies function in addressing communication difficulties and supporting English classroom interaction at MTs TI Al-Irsyad Islamic Boarding School Bulaan Kamba.

RESEARCH METHODS

Design of The Research

This study used a qualitative approach with a case study design. The qualitative research method was particularly valuable for exploring and understanding the meanings associated with social or humanitarian issues. The purpose of qualitative research was to understand the perspectives of individuals or groups regarding social or human problems (Creswell & Creswell, 2018). A case study was a research strategy that investigates a specific case involving an individual, organization, or community to gather unique insights (Creswell & Creswell, 2018). In this case study, the focus was on exploring the communication strategies used during interactions between the teacher and students in English activity. The research gathers data through observation and interviews conducted in a class at the Eighth grade of Al Irsyad Bulaan Kamba. The case study method allows for a detailed exploration of the characteristics, traits, and models of these phenomena, ultimately aiming to provide a complete and nuanced description of events in the teaching process.

Research Location

This research was conducted in MTS TI Bulaan Kamba. The reason of researcher chooses this location was there were problems that needed to be solved in that school and finally as the participation of the researcher as part of the school in developing something new.

Informants of The Research

The source of the data was gathered through an informant. The informant was a person who give the information (Syahza, 2018). The key informant of the research was an English teacher at MTS TI Bulaan Kamba because English teacher possesses in depth knowledge of the English learning process especially in communication strategies in the classroom. Supporting informants were 12 students selected from three existing classes. The selected students were those who often communicated in English. In this study, the sampling technique used was purposive sampling because the researcher selects students who were considered active in communication, making it easier for the researcher to obtain the desired data.

Research Instruments

In this research, the instrument was the researcher itself. Furthermore, the researcher used supporting instruments, namely observations and interviews.

Observation

Table 1. Criteria for content validity using the AIKEN index

Index Validity (V)	Interpretation
$V > 0,8$	Very Valid
$0,4 < V \leq 0,8$	Moderate validity
$V \leq 0,4$	Invalid

Validity was conducted with experts, the experts were two lecturers from the English education study program and one lectures in the field of communication, namely: Dr. Afdaleni, M. Pd., M. Pd., Dr. Joni Alfino, M. Pd, and Yusuf Afandi, Lc., M. Sos. Based on the validation results from experts, the validity index scores obtained were $V=0.9$ and greater than $V>0.8$.

Interview

The interview used in this research was a semi-structured interview. A semi-structured interview was more flexible, allowing new questions to arise during the interview as a consequence of the interviewees' responses (Mashuri et al., 2022). Validity was conducted with experts, the experts were three lecturers from the English education study program, namely: Dr. Afdaleni, M. Pd., M. Pd., Dr. Joni Alfino, M. Pd, and Yusuf Afandi, Lc., M. Sos. Based on the results of the validation by experts with index validity $V = 0,8$, it was stated that this instrument was very valid.

Based on the validation results and data collection procedures, the observation and interview instruments used in this study were considered reliable. The reliability of the instruments was supported by the consistent use of indicators and data collection procedures, repeated observations and interviews, and triangulation between observation and interview data. In addition, both instruments were reviewed by three experts, with the observation instrument obtaining an Aiken's V value of 0.90 and the interview instrument obtaining an Aiken's V value of 0.80, indicating that both instruments met the established content validity criteria. Therefore, the observation and interview instruments were considered valid and reliable and were appropriate for use as data collection instruments in this study.

Technique of Data Collection

There are several procedures used to collect and manage the data in this research. The procedures were provided by (Miles & Huberman, A. Michael, 2020): Agreement with research participants, collecting and managing data, observation and interview.

Technique Of Data Analysis

The data was be analyzed by using several steps (Miles & Huberman, A. Michael, 2020): 1). Data collection : Data collection is part of the analytical process that runs in parallel with data reduction, data display and conclusion drawing within an interconnected cycle, 2). Data Condensation: Data condensation refers to the step or process including selection, transformation, and simplification of

interview transcripts data. In this step, data from interviews was filtered to find the relevant information to communication strategies. 3). Data Presentation / Display : This step was done to organize or to compress data in visual form (e.g matrix, chart or table). 4). Drawing Conclusions / Verification : Drawing conclusion was the final step in data analysis. At this stage, the researcher drew conclusions based on the data that has been collected.

Triangulation

Triangulation was qualitative cross-validation. It assess the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.

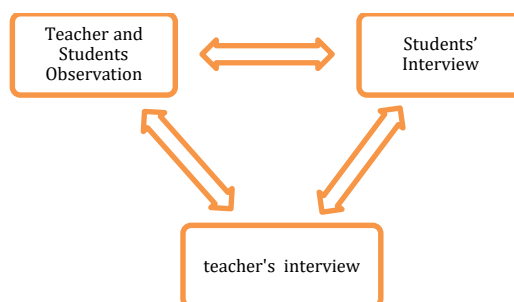


Figure 1. Triangulation

Based on the triangulation above, the researcher used the method triangulation type, in which the data obtained through observation was then cross-checked with interviews with teachers and students to ensure accurate results.

Research Design Framework

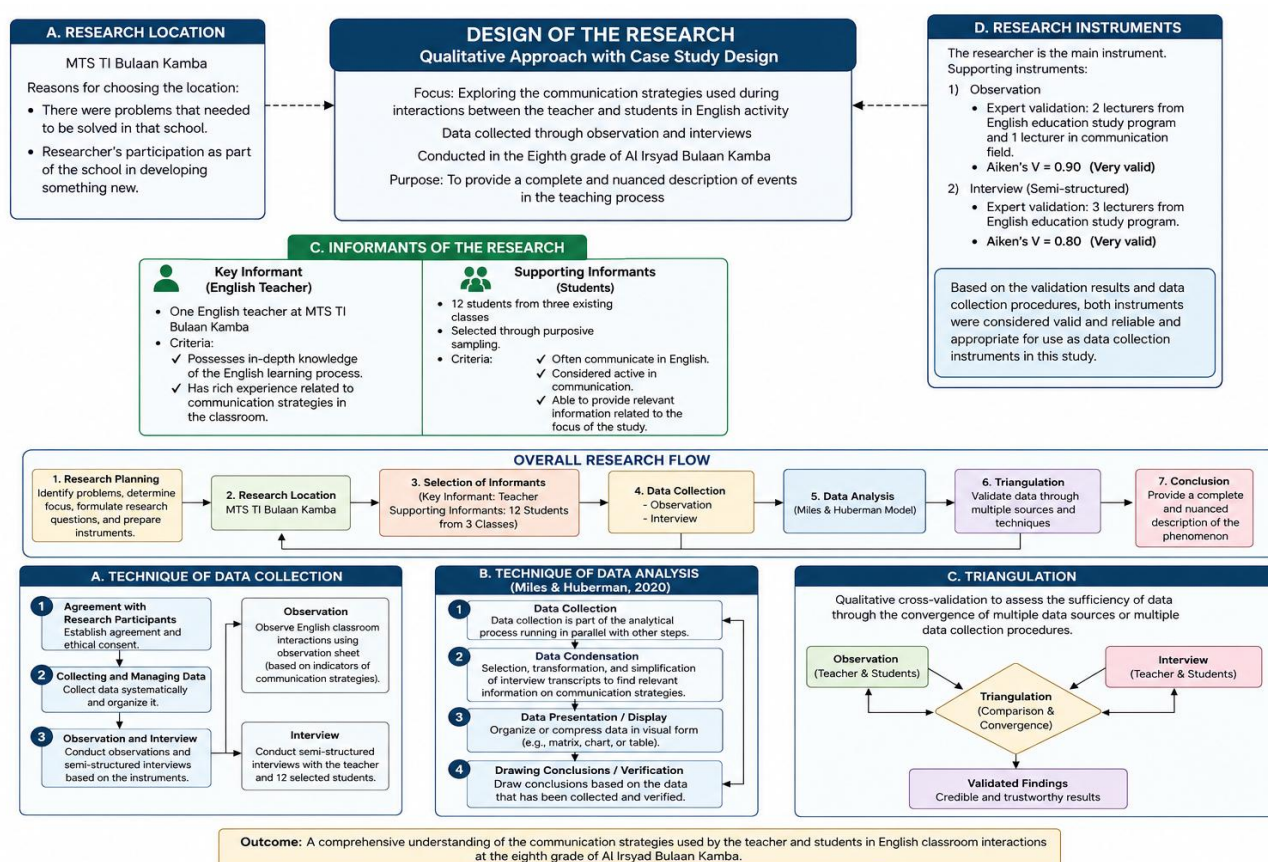


Figure 2. Research Design Framework

Based on the research design framework above, this study employed a qualitative approach with a case study design to gain an in-depth understanding of the communication strategies used by teachers and students in English language classroom interaction at the eighth grade of MTs TI Bulaan Kamba. The research participants consisted of one English teacher as the key informant, who was selected because of their in-depth knowledge and experience of the learning process and communication strategies used in the classroom, and 12 students from three classes as supporting informants, who were purposively selected based on their level of participation and ability to communicate in English. Data were collected through observations and semi-structured interviews using instruments that had been validated by experts. The data were then analyzed through the stages of data collection, data condensation, data display, and conclusion drawing/verification based on the Miles and Huberman model. To enhance the credibility of the findings, source and technique triangulation were employed by comparing data obtained from observations and interviews. Thus, the overall research process enabled the researcher to obtain a comprehensive, in-depth, and credible description of the communication strategies employed by teachers and students to support and enhance English language classroom interaction.

RESULTS AND DISCUSSION

Findings

This section presents an analysis of the data previously described in the descriptive data above. To answer the research questions, which consist of three questions, namely: First, what are communication strategies used by teacher? Second, what are communication strategies used by students? Third, why the teacher and students choose those strategies in communication? To answer the first research question, based on the field observations and interviews, the English teacher used several strategies in communicating with the students. These strategies are as follows:

Table 2. Communication strategies by The Teacher

No	Kategori Strategi	Strategi komunikasi	Urutan Penggunaan	Data Lapangan
1	Avoidance Strategies	Message Replacemen	1 (paling dominan)	Ketika guru lupa kosakata bahasa Inggris tertentu, guru mengganti kata tersebut dengan kata lain yang lebih mudah dipahami sehingga penjelasan tetap berlanjut tanpa menghentikan interaksi.
2	Achievement/Compensatory Strategies	Circumlocution	2	Ketika guru tidak mengetahui atau lupa suatu kosakata, guru memberikan penjelasan yang lebih panjang untuk menyampaikan makna kata tersebut tanpa menghentikan percakapan
3	Achievement/Compensatory Strategies	Stalling/Time-Gaining	3	Ketika guru tiba-tiba lupa atau ragu terhadap kata yang akan digunakan, guru menggunakan filler seperti "umm..." atau "eee..." dan memberikan jeda sebelum melanjutkan penjelasan.
4	Achievement/Compensatory Strategies	Nonverbal Signals	4	Guru menggunakan gerakan tangan, ekspresi wajah, kontak mata, atau gerakan kepala ketika menjelaskan materi atau membantu siswa memahami maksud pembicaraan.
5	Achievement/Compensatory Strategies	Approximation	5	Guru menggunakan kata yang lebih umum atau sederhana ketika tidak

No	Kategori Strategi	Strategi komunikasi	Urutan Penggunaan	Data Lapangan
				dapat mengingat istilah bahasa Inggris yang tepat, tetapi tetap mempertahankan makna utama.
6	Achievement/Compensatory Strategies	Cooperative	6	Guru memberikan kesempatan kepada siswa untuk menyelesaikan jawaban atau pertanyaannya tanpa langsung memotong pembicaraan ketika siswa mengalami kesulitan menemukan kosakata
7	Achievement/Compensatory Strategies	Formal Reduction	7	Guru menyederhanakan bentuk kalimat atau struktur gramatikal agar pesan lebih mudah dipahami siswa tanpa menghilangkan makna utama
8	Achievement/Compensatory Strategies	Exemplification	8	Guru memberikan contoh konkret ketika siswa mengalami kesulitan memahami kata, konsep, atau struktur bahasa tertentu.
9	Achievement/Compensatory Strategies	Non-cooperative	9	Guru memotong pembicaraan siswa ketika siswa mengalami kesulitan menyampaikan jawaban, sehingga siswa harus berhenti atau mengambil jeda untuk mencari kata yang tepat
10	L1-Based Strategies	Transliteration	10 (Paling Jarang)	Guru menggunakan bentuk bahasa yang berorientasi pada bunyi atau melakukan peralihan pengucapan dari bahasa lain untuk membantu penyampaian makna kepada siswa

Based on the strategy above, Message Replacement was the most dominant communication strategy employed by the teacher, followed by circumlocution and stalling/time-gaining. This pattern indicates that the teacher tended to employ compensatory strategies to maintain the flow of interaction when experiencing difficulties in recalling or finding the appropriate English vocabulary. Rather than interrupting the communication, the teacher tended to replace a word with another expression, provide a longer explanation, or use pauses and fillers to gain time to formulate the intended message. The use of nonverbal signals and approximation also indicates that the teacher utilized various verbal and nonverbal resources to facilitate students' understanding of the message. Meanwhile, non-cooperative was the least frequently used strategy, indicating that the teacher was more likely to give students opportunities to complete their utterances rather than interrupting their speech. Overall, this pattern demonstrates that the teacher's communication strategies were primarily oriented toward maintaining the flow of interaction, overcoming vocabulary limitations, and ensuring message comprehensibility in English classroom interaction.

To answer the second research question, based on the field observations and interviews, the students used several strategies in communicating with the English teacher. These strategies are as follows:

Table 3. Communication strategies by The Students

No	Kategori Strategi	Strategi Komunikasi	Urutan Penggunaan	Data Lapangan
1	Avoidance Strategies	Message Replacement	1 (paling dominan)	Siswa lupa kosakata tertentu dalam bahasa Inggris, kemudian menggantinya dengan kata lain yang dianggap memiliki makna yang

No	Kategori Strategi	Strategi Komunikasi	Urutan Penggunaan	Data Lapangan
				mendekati maksudnya agar komunikasi tetap berlangsung.
2	Avoidance Strategies	Message Abandonment	2	Siswa mulai menyampaikan suatu kalimat dalam bahasa Inggris, tetapi berhenti di tengah-tengah karena tidak mampu menemukan kosakata atau melanjutkan gagasannya.
3	Achievement/Compensatory Strategies	Circumlocution	3	Ketika siswa tidak mengetahui kata tertentu, siswa memberikan penjelasan yang lebih panjang untuk menggambarkan benda atau makna yang dimaksud tanpa menyebutkan kata tersebut secara langsung.
4	Achievement/Compensatory Strategies	Stalling/Time Gaining	4	Ketika lupa atau ragu terhadap kosakata, siswa menggunakan filler seperti "oooo...", "mmm...", atau jeda sebelum melanjutkan ujarannya.
5	Achievement/Compensatory Strategies	Literal Translation	5	Siswa menerjemahkan kata atau kalimat secara langsung dari bahasa pertama (L1) ke bahasa Inggris tanpa memperhatikan struktur atau tata bahasa bahasa Inggris.
6	Achievement/Compensatory Strategies	Appeal for Assistance	6 (Paling Jarang)	Ketika lupa kosakata, siswa meminta bantuan kepada teman atau guru untuk menemukan kata bahasa Inggris yang tepat.

Based on the explanation above, it can be generalized that Message Replacement was the most dominant communication strategy used by the students, indicating their tendency to maintain communication by replacing unfamiliar or forgotten vocabulary with other words that were easier to remember. This pattern suggests that students preferred to modify their messages rather than immediately terminate communication. Following Message Replacement, Message Abandonment was also relatively prominent, indicating that limitations in vocabulary and English proficiency still caused some students to discontinue their messages before completing their utterances. Among the Achievement/Compensatory Strategies, Circumlocution showed a significant tendency, as students attempted to maintain communication by providing longer explanations when they did not know a particular English word. Meanwhile, Stalling/Time Gaining indicated that students needed additional time to process and formulate their language before continuing their utterances. Literal Translation and Appeal for Assistance were used relatively less frequently. Overall, the findings demonstrate that students predominantly employed strategies to maintain communication independently, particularly through replacing words and explaining meanings, rather than immediately seeking assistance from the teacher or their classmates. This finding indicates students' efforts to remain actively engaged in classroom interaction despite their limitations in vocabulary and English proficiency.

To answer the third research question, based on the field interviews and observations, there are several reasons why the English teacher and students chooses to use that strategy. These reasons are as follows:

These strategies were used by the teacher to ask questions and respond to the students' questions. In addition, all of these strategies were used to actively communicate in the classroom and to increase students' engagement. The interactions in the classroom revolved around learning, daily activities, and communication about future aspirations, which encouraged the students to respond using English. These strategies were used by the students to respond to the questions given. In addition, all of these strategies were used to actively engage in classroom communication and to

increase students' engagement. The interactions in the classroom involved learning, daily activities, and communication about future aspirations, which encouraged the students to respond in English.

Discussion

This study presents three main findings, first what are communication strategies used by teacher. In this study, it was found that the teacher used a strategy in communicating with students in the classroom, Avoidance Strategies: Message replacement: used by the teacher when the teacher seems to forget a specific vocabulary item and instead uses another word to explain the intended meaning. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Madina & Anwar, 2023), (Pangaribuan et al., 2022), (Alam et al., 2022).

Achievement or compensatory strategies: Circumlocution: used by the teacher when explains or describes the word using other words that are simpler or more familiar to the students. Nonverbal signals: used by the teacher uses body movements while interacting with students. Approximation: used by the teacher provides explanations or questions that are guided by their function. Exemplification: used by the teacher in communicating with students in the classroom when the teacher provides concrete examples to explain words, concepts, or language structures that are difficult for students to understand. Communication strategies are commonly viewed as mechanisms that enable language learners to deal with difficulties when expressing or interpreting their intended meanings (Rahman & Isroyana, 2021), (Wijayanto, A., & Hastuti, D. M, 2021), (Lee & Liu, 2024), (Li, Chengchen, Dewaele, J.-M., Pawlak, M., & Kruk, 2022), (Melani, 2020), (Lesiana et al., 2023).

Non-cooperative: used by the teacher interrupts the student's speech during classroom interaction. Cooperative: used by the teacher listens to the student's answer or question without interrupting their speech. Formal reduction: used by the teacher to simplify grammatical structures or sentence forms, for example by omitting formal elements, while still ensuring that the message is understood. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Pangaribuan et al., 2020), (Madina & Anwar, 2023), (Park, 2021).

L1-based strategies: Transliteration: used by the teacher performs language switching that is primarily focused on sound. Transliteration is referred to as one of the communication strategies used by English as a Foreign Language (EFL) learners to overcome linguistic gaps in spoken interactions (Zerrouki, 2020), (Hasanuddin, 2021), (Ding, 2021), (Kirst et al., 2023), (Kertawijaya, 2017).

Second, what are communication strategies used by students. In this study, it was found that the students used a strategy in communicating with the teacher and students in the classroom, Avoidance Strategies: Message replacement: used by the students when the students seems to forget a specific vocabulary item and instead uses another word to explain the intended meaning. Message abandonment: used by the students in communicating with students and teacher in the classroom when the students cannot remember or does not know a certain word in English but still wants to convey the message or meaning to the students and teacher without pausing the conversation by providing a longer explanation. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Pangaribuan et al., 2022), (Madina & Anwar, 2023), (Alam et al., 2022).

Achievement or compensatory strategies. Circumlocution: used when students are speaking English with the teacher and suddenly forget or feel unsure about the words they want to say, they use fillers to create a pause while they think. Literal translation used by the students when communicating with the teacher and their classmates in the classroom, especially when they translate words or sentences directly or word-for-word from their first language (L1) into English, without paying attention to the correct structure or grammar in English. Stalling or time gaining strategies: used by the students when communicating with the teacher and classmates in the classroom, particularly when they began to express a message but then stopped or abandoned it midway due to difficulty in finding the right vocabulary or constructing a sentence in English. Communication strategies are widely recognized as tools that help language learners overcome challenges in expressing or conveying their intended meanings (Rahman & Isroyana, 2021), (Wijayanto, A., & Hastuti, D. M, 2021), (Lee & Liu, 2024), (Li, Chengchen, Dewaele, J.-M., Pawlak, M., & Kruk, 2022), (Melani, 2020), (Lesiana et al., 2023).

Appeal for assistance: used by the students when communicating with their classmates or with their English teacher. During a conversation, if a student forgets a word they want to say, they ask their conversation partner for help in finding the correct vocabulary. Communication strategies play an important role in supporting the fluency of interaction and enhancing the communication strategies of second language learners (Pangaribuan et al., 2020), (Madina & Anwar, 2023).

Third, why the teacher and students choose those strategies in communication. Reason by the teacher used Avoidance Strategies: Message replacement: because this strategy helps the teacher convey the message even when they forget or do not know a certain word in English. By replacing difficult words with simpler or more familiar ones, the teacher can continue the explanation without long pauses or confusion.

Achievement or compensatory strategies: Circumlocution: because this strategy allows the teacher to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students. Nonverbal signals: because body movements, facial expressions, hand gestures, or eye contact can help clarify the meaning of the message being conveyed. Approximation: because this strategy allows the teacher to convey an idea or message by using a word that is similar to or closely related in meaning to the intended word. Exemplification: because this strategy helps students understand difficult words, concepts, or language structures more easily through the use of concrete examples.

Non-cooperative: because it helps students keep speaking without pausing too long when they have difficulty expressing a word or sentence. Cooperative: because it encourages students to be more confident and get used to speaking in English. (Formal reduction), because it simplifies the form of English used, making it easier for students to understand. L1-based strategies: Transliteration: because it helps integrate elements of the first language (L1), especially in terms of pronunciation, into English language learning.

Reason by the students used Avoidance Strategies: Message replacement: because this strategy helps the students convey the message even when they forget or do not know a certain word in English. By replacing difficult words with simpler or more familiar ones, the students can continue the explanation without long pauses or confusion. Message abandonment: because they forget the vocabulary or feel that the message is too difficult for students to understand. In such situations, the students chooses to stop or abandon certain parts of the message they intended to convey and switches to another explanation that is easier for students to understand.

Achievement or compensatory strategies: Circumlocution: because this strategy allows the students to still convey the meaning or message even when they forget or do not know a certain word in English, by explaining or describing the word using other words that are easier or more familiar to the students. Literal translation: because it helps students understand the meaning of a word or sentence by directly translating it from English to their first language (L1), especially when students seem to have difficulty understanding the context. Stalling or time gaining strategies: because they needed time to think of the correct word or sentence structure in English. This strategy helped them avoid complete silence or an abrupt stop in the conversation. Appeal for assistance: because they had difficulty remembering or finding the correct word in English. In this situation, students would ask their classmates to say or explain the word they meant.

The implementation of communication strategies between teachers and students in the use of English makes the learning process more effective and interactive. These strategies enable teachers to deliver material in a way that is easier to understand, while also helping students overcome language difficulties and build their confidence in communication. Furthermore, communication strategies strengthen the relationship between teachers and students, create a positive learning atmosphere, and encourage active student participation in using English. Overall, communication strategies play an important role in improving students' English language skills and fostering a supportive learning environment for their development. The use of various strategies by the teacher in communication, along with the strategies used by the students, is aimed at encouraging students' engagement in communicating using English.

Implication

The use of effective communication strategies between teachers and students in the classroom can significantly enhance student engagement, improve comprehension, and foster a more interactive learning environment. When teachers employ strategies such as asking open-ended questions, providing constructive feedback, using gestures, or simplifying language, students tend to become more confident in expressing their ideas and participating in classroom discussions.

Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, this study focused only on communication strategies used by one English teacher and a limited number of eighth-grade students in one school, so the findings may not represent communication strategies used by teachers and students in other schools or educational contexts. Second, the data were mainly obtained through classroom observations and interviews, which may be influenced by the participants' behavior, memory, and subjective responses. Third, this study focused on the types and reasons for using communication strategies but did not examine in depth how the use of these strategies affects students' English proficiency or long-term communication development.

Suggestions

Based on the above conclusion, the researcher would like to offer the following suggestions to several parties, including English teachers, students, and future researchers, 1). The English teacher: Teacher can determine the appropriate strategies so that interactions with students in using English can be more effective, 2). The students: Students can choose the strategies that are suitable for building confidence in interacting in English, 3). The researcher: The researcher can also apply communication strategies with students in English so that interactions can be effective.

CONCLUSION

Based on the findings, it can be concluded that both teachers and students employed various communication strategies to overcome difficulties in expressing and understanding messages during English classroom interactions. The teacher used Avoidance Strategies, Achievement or Compensatory Strategies, and L1-based Strategies, while the students employed Avoidance Strategies and Achievement or Compensatory Strategies. These strategies were mainly used when the teacher or students experienced vocabulary limitations, difficulties in constructing sentences, or needed additional time to formulate their intended messages, allowing communication to continue without significant interruption. The findings indicate that communication strategies not only function as mechanisms for overcoming linguistic gaps but also contribute to maintaining interactional fluency, increasing students' confidence in using English, encouraging active participation, and creating a more interactive learning environment.

Therefore, this study contributes to the field of strategic communication in English language learning by demonstrating that the flexible use of communication strategies by teachers and students can help sustain classroom interaction and support students' language development. Future research is recommended to examine the effectiveness of specific strategies, such as message replacement, circumlocution, stalling/time-gaining, and appeal for assistance, across different educational levels, language proficiency levels, and learning contexts. Further studies could also employ classroom action research or quantitative approaches to measure the effects of these strategies on students' speaking fluency, communication confidence, and participation in English classroom interaction.

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