



English Student-Teachers' Awareness of Communication Strategies and Their Implementation During Internship Program

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ABSTRAK

Penelitian ini bertujuan untuk menguji penggunaan Strategi Komunikasi (CS) oleh mahasiswa bahasa Inggris dalam lingkungan kelas. Untuk mencapai hal ini, metode penelitian kualitatif yang melibatkan analisis dokumen digunakan. Dokumen yang dianalisis berupa video Lesson Study dari mahasiswa pendidikan bahasa Inggris peserta program magang pendidikan tahun 2024. Pengumpulan data meliputi: 1) memilih video guru model pembelajaran dari sekolah magang untuk dianalisis, 2) guru model dan timnya meninjau video tersebut, 3) guru model dan tim terlibat dalam refleksi kelompok dan menganalisis penggunaan strategi komunikasi menggunakan daftar jenis Strategi Komunikasi yang telah ditentukan sebelumnya serta memberikan contoh kutipan, dan 4) tim menanyai guru model tentang alasan di balik penggunaan strategi ini. Proses analisis data mencakup tiga aktivitas bersamaan: kondensasi data, penyajian data, dan penarikan/verifikasi kesimpulan. Temuan penelitian menunjukkan bahwa mahasiswa guru pendidikan bahasa Inggris menggunakan 16 jenis CS yang berbeda selama program magang untuk komunikasi kelas. Strategi-strategi tersebut meliputi Message Abandonment, Message Reduction, Message Replacement, Approximation, Restructuring, Literal Translation, Code-switching, Omission, Self-repair, Other-repair, Comprehension Check, Asking for Repetition, Asking for Clarification, Expressing Non-understanding, Interpretative Summary, and Repetitions.

ABSTRACT

This study aims to examine the use of Communication Strategies (CSs) by English language student teachers within a classroom setting. To achieve this, a qualitative research method involving document analysis was utilized. The analyzed documents consisted of video lesson studies from English education students participating in a 2024 educational internship program. Data collection involved: 1) selecting videos of model lesson study teachers from the internship schools for analysis, 2) the model teacher and their team reviewing these videos, 3) the model teacher and team engaging in group reflections and analyzing the use of communication strategies using a predefined list of CS types while providing example quotes, and 4) the team questioning the model teacher about the rationale behind using these strategies. The data analysis process included three concurrent activities: data condensation, data display, and conclusion drawing/verifying. The study's findings indicate that English education student teachers employed 16 different types of CSs during the internship program for classroom communication. These strategies include Message Abandonment, Message Reduction, Message Replacement, Approximation, Restructuring, Literal Translation, Code-switching, Omission, Self-repair, Other-repair, Comprehension Check, Asking for Repetition, Asking for Clarification, Expressing Non-understanding, Interpretative Summary, and Repetitions.

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1. INTRODUCTION

The educational internship program is an activity aimed at undergraduate education students, with the objective of developing the identity of prospective teachers by introducing them to the school environment early on [1]. Additionally, the internship program is conducted to prepare prospective graduates to become professional [2]. A professional teacher is characterized by possessing four competencies: pedagogical competence, professional competence, social competence, and personal competence [3] [4] [5]. Therefore, every student enrolled in an education study program is required to participate in an educational internship as a mandatory course. The educational internship is carried out in several stages with different substances. First, Internship 1 involves observing classroom teaching practices. Second, Internship 2 examines school curriculum aspects and their implementation. Third, Internship 3 involves the preparation of lesson plans and their implementation in schools. This study focuses on Internship 3, where students plan lessons and practice teaching them to students in schools under the guidance of mentor teachers from the school and supervisors from the university.

During Internship 3, students, including English education students, prepare lesson plans (RPP) and teach them. In classroom teaching practice, there are contexts and instructional decisions that manifest from the interaction between experience, acceptance, personal factors, and knowledge [6]. These factors influence the teacher's performance in teaching. Classroom teaching practice also shifts the students' focus from the subject matter being taught to classroom management [7]. Ideally, English classroom teaching practice should be conducted using English, both for delivering the material and managing the class. This approach has been discussed in various English language teaching methods and approaches, such as the Direct Method (DM), Communicative Language Teaching (CLT), Genre-Based Instruction (GBI) [8], and SLT [9]. Given the importance of English language proficiency in education, economics, and other fields, there should be a policy of English in teaching English [10].

One strategy that English education students can use in their teaching practice with English is communication strategies (CSs). Although there is no consensus among researchers on the definition of CSs, they are generally understood as conscious plans that potentially solve problems for both native and non-native speakers in finding the appropriate expressions or grammatical constructions when struggling to communicate meaning [11] [12] [13]. Here, the gap between what individuals want to communicate and the immediately available linguistic resources is evident.

While interactional and psycholinguistic research on CSs, which currently dominates the field, has been useful in helping us understand these issues [14] [15] [16] [17], this study shifts the perspective to pay more attention to the natural context of English language teaching. It investigates the discourse of students teaching in English as English teachers in classroom settings where CSs occur.

2. METHOD

Referring to the aim of this study, which is to identify the types of Communication Strategies (CSs) used by students in the English education program and the reasons behind their selection, a qualitative research method was employed. Utilizing qualitative research, the research team endeavors to understand a phenomenon by focusing on a comprehensive overview rather than breaking it down into variables. The objective is to provide a holistic depiction and an in-depth understanding rather than numerical data analysis [18] [19] Thus, qualitative research is said to delve deeper into issues by offering a comprehensive depiction using words and language.

Among various types of qualitative research, content/document analysis was chosen as the research type to reach the research objective. Content/document analysis focuses on analyzing and interpreting recorded material to learn about human behavior. These materials can include public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents [18].

The documents analyzed in this study were video recordings of lesson studies conducted by English education students who participated in an educational internship program in 2024, specifically from September to January 2024. These videos recorded the teaching activities of students carried out in ten schools: MAMNU Kota Blitar, SMK Darul Huda, MA Syech Subakir, MA Sirojut Tholibin, SMA Mambaus Sholihin, MA Bustanul Muta'alimin, MA Ma'arif Ponggok, SMK Islam Kanigoro, SMK Islam Blitar, and SMA N 1 Ponggok. Therefore, a total of ten videos were analyzed. Data collection, as shown in Figure 1, involved analyzing the CSs used by students in the lesson study videos and conducting interviews with the students who served as model teachers regarding their reasons for using those strategies. The analysis of CSs was performed using a group reflection model, which included collaborative reflections with the students who were part of the lesson study team, serving as observers.

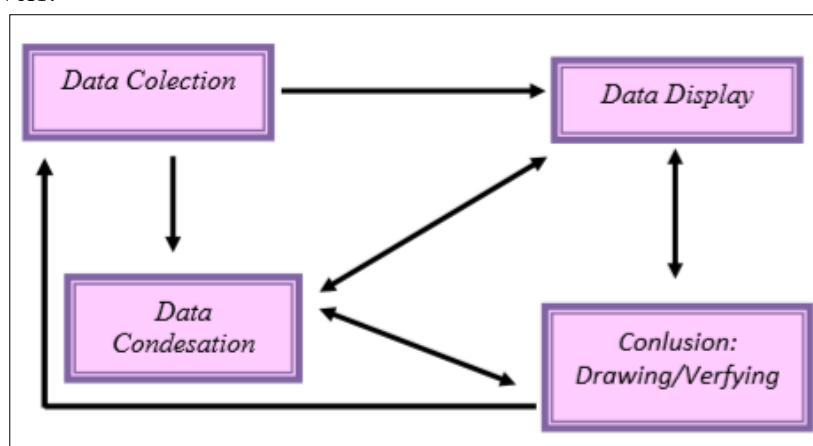


Figure 1. Data collection and analysis procedure

In detail, data were obtained through the following stages: (1) selecting the lesson study model teacher videos from the schools where the educational internship was conducted for analysis, (2) the model teacher and the team reviewing the lesson study videos, (3) the model teacher and the team conducting group reflections and analyzing the use of communication strategies based on a list of CS types and filling in example quotes, and (4) the team asking the model teacher about the reasons for using those strategies. The data analysis instrument is shown in Table 1.

Table 1. Data analysis instrument

Description of context	Communication used by an English student-teacher	The intended meaning
...

Adapted from: Dornyei and Kormos (1998)

Various classifications of Communication Strategies (CSs) have been identified in the literature. These strategies encompass a range of techniques used by language learners and speakers to manage communication challenges effectively. Examples include message abandonment, where speakers deliberately stop conveying a message; message reduction, which involves simplifying complex messages; and message replacement, where alternative expressions are used. Circumlocution is another strategy, where speakers use indirect or roundabout ways to convey their intended meaning. Approximation involves using words or phrases that approximate the intended meaning when the exact word is unknown. Other strategies include restructuring sentences for clarity, translating literally, or using foreign words appropriately (foreignizing). Code-switching, using similar-sounding words, and mumbling are also employed to adjust communication. Omission, retrieval, and mime are strategies to adjust information flow or retrieve forgotten words. Self-rephrasing and self-repair are used to correct errors or clarify misunderstandings. Strategies such as asking for help, checking comprehension, verifying one's own accuracy, and requesting repetition or clarification are common in interactive communication. Expressing non-understanding, summarizing interpretations, providing responses, using fillers, repeating information, employing verbal strategy markers, avoiding topics, and using prefabricated speech patterns are additional strategies documented in research.

3. RESULT AND DISCUSSION

Based on data collected from the field encompassing 32 types of CSs classifications, researchers identified 29 classifications that appeared during classroom learning. Conversely, 7 CSs classifications were absent in classroom learning environments. These seven classifications include circumlocution, word coinage, retrieval, mime, responses, topic avoidance, and prefabricated patterns. Researchers documented the use of 25 CSs during classroom teaching sessions in the education internship program for English language students.

3.1 Message abandonment

Message abandonment is a communication strategy employed to address communication difficulties by leaving messages unfinished due to language constraints. This is typically identified when learners initiate communication but truncate their message because they encounter difficulties with the form or rules of the target language. For example, during narrative material delivery, an English language education student abandoned their message due to limitations in English proficiency. A: "An imaginative story that he tells or describes a series that is told over time .."

Based on the communication excerpt from an English language student conducting narrative material, it is evident that they intended to explain an imaginative story describing a series of events over time in a sequential manner with a specific structure. However, due to their limitations in English proficiency, they left the message unfinished.

3.2 Message eduction

Message reduction involves minimizing messages by avoiding specific language structures or problematic topics, or omitting intended elements due to linguistic resource limitations. For instance, a student acting as a model teacher asked, "What is the point of this text?" intending to inquire about the main idea of a paragraph, using the word "point" to signify the literal meaning of the main idea in the text or paragraph.

3.3 Message Replacement

Message replacement is a communicative strategy that entails preempting or modifying the original message with a different or more appropriate message according to the situation or target audience. This strategy is used to convey information more effectively, influence opinions or attitudes,

or tailor messages to different audiences. Data findings revealed instances where students substituted words perceived as less understood by their peers.

A: "Can you explain to me about the simple past tense form?"

Repeating with other words in Indonesia.

A: "Bisa tolong dijelaskan?"

3.4 Approximation

Approximation attempts to convey or understand a message by relying on approximations or estimates rather than presenting information precisely and accurately. This strategy is often used when individuals lack full access to required information or face limitations in communication abilities. For example, a student explained the role of supervision in occupational roles as "manager does in their job," recognizing the complexity of the term "supervision."

3.5 Restructuring

Restructuring in communicative strategy refers to altering verbal plans due to language difficulties by abandoning unfinished statements and communicating the intended message according to alternative plans. For example, a student intended to ensure understanding of ATM operation methods among peers. Initially planning to use English for this statement, the student changed plans and switched to Indonesian to effectively convey the message.

A: "how a ... kemudian kan sekarang sudah tau ya bagaimana cara mengoprsikan mesin ATM?"

3.6 Literal Translation

Literal translation involves translating words or phrases from the source language to the target language literally or word-for-word, disregarding cultural differences, nuances, or language conventions between the two languages. This can lead to errors in translation if expressions in the source language do not align with those in the target language.

A: "invitation card"

A: "kartu undangan."

The teacher intended to convey that the literal meaning of "invitation card" in their language is "kartu undangan."

3.7 Code-switching

Code-switching is a communicative strategy where a speaker switches from one language or code to another during conversation or communicative interaction. This phenomenon commonly occurs when two or more languages are used interchangeably by the same speaker, either orally or in writing.

A: "insert...masukkan kartu ATM dalam mesin"

In the context above, the speaker explains first in English and then switches to Indonesian with the aim of ensuring that students can easily understand the material being presented.

3.8 Omission

Omission in communicative strategy refers to excluding or not including specific information in conversation or communication. Omission can be used to simplify messages, avoid repetition, or for other considerations in the communication process. For instance, when explaining job application procedures, a student mentioned using social media without explicitly stating "apply for a job by online like by email" to avoid redundancy.

A: "We can go apply for a job not only by offline approach but also by online like by email."

A: "Do you know how the procedure?"

When the student explained the process of applying for a job, they mentioned that one can also use social media. In the second sentence, the student asked about the procedure. The speaker omitted the second sentence to avoid repetition. Instead of restating the information with "Do you know how the procedure of apply a job by online like by email?", the student omitted the phrase "apply a job by online like by email" to streamline the information.

3.9 Self-repair

Self-repair is a communicative strategy used by speakers to recognize errors or ambiguities in their speech and subsequently correct them. This strategy involves correcting grammatical errors, word choices, or factual inaccuracies to clarify the intended message. For example, a student corrected their statement from "the results we get are worth to ... worth our efforts" to remove redundancy in expression.

3.10 Other-repair

Other-repair occurs when someone else in the communication group identifies errors or difficulties in the message conveyed by another person and actively tries to help correct or clarify the message. This collaborative form of communication ensures that the message conveyed is clear and accurate.

A: "Apa bahasa inggrisnya perusahaan?"

B: "Company" (with less accurate pronunciation)

A: "Company" (with more appropriate pronunciation)

In the context of the conversation above, it occurred between a student who was teaching and students in an English class discussing job applications. When the student asked for the English word for "perusahaan" (company), a student responded, but with incorrect pronunciation. The teacher attempted to correct the student's pronunciation by repeating the word "company" with the correct pronunciation.

3.11 Comprehension-check

Comprehension-check is the speaker's effort to ensure that the message or information conveyed has been correctly understood by the recipient or audience. This can involve observing facial expressions or body language, asking questions to ensure understanding, or using different words to clarify the message.

A: "isn't clear enough?"

A: "do you get it?"

The student conducted comprehension checks several times, using the affirmative sentences mentioned above. This was done to verify the students' understanding of the material that had been discussed.

3.12 Asking for repetition

Asking for repetition is a communicative strategy where someone asks the speaker to repeat what they have said because they did not hear or understand the message clearly. This strategy is used when the message recipient encounters difficulties in hearing or understanding the information conveyed by the speaker.

A: "pardon?"

A: "bisa diulangi mbak?"

A: "louder please"

When the student asked the student to respond orally several times, the student couldn't understand what the student was saying. They found the message was interrupted due to unclear pronunciation by the student. In response, the student asked the student to repeat their statement using "pardon" or "louder please" so that the student could repeat more clearly and the student could understand the message being conveyed.

3.13 Asking for Clarification

Asking for clarification is a communicative strategy where someone requests further explanation or additional information to better understand the message or information conveyed by the speaker. Clarification is sought when the message recipient wants to ensure they have correctly understood the message.

B: "example of adjective"

A: "so you ask me to give some example of adjectives?"

The communication situation occurred when the student asked the teacher to provide an example of adjectives classification, but the teacher initially didn't fully grasp the message. To ensure correct understanding of the message received, the teacher clarified by confirming the purpose of the student's request with the question, "So you ask me to give some examples of adjectives?"

3.14 Expressing non-understanding

Expressing non-understanding is a communicative strategy where someone states that they do not understand or comprehend the message or information conveyed by the speaker. This strategy helps avoid misunderstandings that may arise if the message recipient is unwilling or hesitant to admit their lack of understanding.

A: "gimana maksudnya, mas?"

The context behind the question is that the student asked a question, but the teacher couldn't understand the language and couldn't grasp the student's message. Therefore, the teacher asked the student to explain the meaning of their question, illustrating an expression of non-understanding.

3.15 Interpretative in communicative

Interpretative in communicative strategy refers to the process of translating or interpreting the received message or information to better understand and relate it in a specific context. This form of interpretation occurs in communicative interactions, where the message recipient attempts to understand and interpret the information given by the speaker.

A: "oh, paham, maksudnya mas Faliq adalah bagaimana sih kita tahu bahwa itu decent salary"

The effort made by the student to employ the communicative strategy of Interpretative involves paraphrasing and extracting the essence of the message intended by their interlocutor, named Faliq. The student attempts to connect the new message with existing knowledge or experiences in their mind to help understand its context and relevance. This serves as an example of Interpretative in communicative strategies.

3.16 Repetitions

Repetitions involve repeating words, phrases, or sentences previously spoken. This communicative strategy can be used for various purposes, such as emphasizing a message, clarifying information, or ensuring better understanding by the message recipient. For example, after conducting learning, students evaluate to determine the level of understanding of the materials presented. At the time of evaluation, the student wants to ask the student whether they have finished working on the evaluation. Students ask by asking "Have you done your work?"

3.17 Disucussion

The findings of this study reveal that English education students employ a variety of CSs during classroom teaching sessions throughout their teaching internship program. There are 16 types of CSs utilized by these students in their educational internship communication. These include Message abandonment, Message reduction, Message replacement, Approximation, Restructuring, Literal translation, Code-switching, Omission, Self-repair, Other-repair, Comprehension-check, Asking for repetition, Asking for clarification, Expressing nonunderstanding, Interpretative summary, and Repetitions.

As mentioned in the literature, there are four common sources of communication problems: L2 resource deficit, processing time pressure, own performance problem, and other performance problem. Communication strategies used by English students due to L2 resource deficit include message abandonment, message reduction, message replacement, approximation, code-switching, restructuring, literal translation, and omission. According to Dörnyei and Kormos's taxonomy [11], eight strategies are not employed by English students during communication with students in classroom teaching practices. CSs due to L2 resource deficit that are not used include circumlocution, use of all-purpose words, word coinage, foreignizing, use of similar sounding words, mumbling, retrieval, and mime.

This study's results align with Nurhajati [20] and Rahmini Doqaruni tahun 2017. Experienced English teachers use fewer strategies in this category. According to literature, experienced foreign language teachers have taught for more than 4 years, while new teachers have less than 3 years of teaching experience [21] [22] [23].

CSs used by English teachers at the Elementary School (SD) level include circumlocution and code-switching [20]. Rahmini Doqaruni [6] stated that all experienced teachers use the Approximation strategy, with only one experienced teacher using circumlocution. New teachers use strategies such as Approximation, circumlocution, avoidance, miming, appeal for assistance, and code-switching.

Considering the psycholinguistic perspective of communication strategies, they are defined as potentially conscious plans to solve individual problems in achieving specific communicative goals (Faerch & Kasper, 1983). Here, communication strategies are seen as part of the planning process in delivering messages. Problems arise during this planning process, prompting the use of communication strategies to either avoid carrying out their plans or develop alternative plans using achievement strategies. Strategies used by English education students, including lexical deficits or problems, are message abandonment, message reduction, message replacement, code-switching, approximation, omission, literal translation, restructuring, and mime.

In addition to CSs due to L2 resource deficit, English education students also use CSs due to processing time pressure, own performance problem, and other performance problem. Repetition is used by English education students in classroom communication due to processing time pressure. This strategy is not used by experienced or new English teachers [6] but is widely used by English language learners [16] [17] Experienced English teachers teaching at the elementary school level use repetition as a strategy to interact with students to ensure they understand what the teacher is saying. Thus, repetition is not only an effort to overcome language limitations but also a strategy for interacting with students at lower education levels, such as elementary school.

CSs used by English education students due to own performance problems include self-repair, other-repair, and comprehension check. One strategy used by language learning institutions but not by English education students is the appeal for help. Lastly, CSs used by English education students due to other performance problems include asking for clarification, expressing non-understanding, and interpretative summary, with only asking for clarification being similarly used by English teachers at the elementary school level. Additionally, elementary school English teachers use asking for confirmation.

Given the limited opportunities for English education students to practice English in classroom learning, efforts should be made to use English as the language of instruction in accordance with the principles of English for teaching English. As discussed in the literature, methods of teaching English range from using English as a habituation in the classroom, teaching English with a communicative approach, to teaching English as an effort to teach 21st century skills to students [24]. Thus, the use of CSs cannot be avoided in English classroom communication.

4. CONCLUSION

Based on field data, it can be concluded that out of a total of 33 classifications of communicative strategies, 16 were utilized by student interns in educational communication within classrooms. These 16 types of communicative strategies include Message abandonment, Message reduction, Message replacement, Approximation, Restructuring, Literal translation, Code-switching, Omission, Self-repair, Other-repair, Comprehension-check, Asking for repetition, Asking for clarification, Expressing nonunderstanding, Interpretative summary, and Repetitions. Conversely, 17 classifications could not be employed during educational internships in classrooms, namely circumlocution, use of all-purpose words, word coinage, foreignizing, use of similar sounding word, mumbling, retrieval, mime, self-rephrasing, appeal for help, own-accuracy check, guessing, responses, use of fillers, verbal strategy marker, topic avoidance, and prefabricated patterns using a similar phrasal verb.

The use of English in teaching practice during educational internships is highly necessary. Students can employ various CSs when encountering communication problems due to L2 resource deficit, processing time pressure, own performance problems, and other performance issues. Given the prevalence of CSs used by students due to L2 resource deficit, students need ample practice in communicating in English, both within and outside the classroom. Consistent with previous research findings, experienced teachers tend to use fewer CSs compared to novice teachers.

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