

**THE COMMUNICATION STRATEGY USED BY ENGLISH TEACHERS'
IN TEACHING AND LEARNING PROCESS AT JUNIOR HIGH
SCHOOL NUMBER 17 JAMBI CITY ACADEMIC YEAR 2021/2022**

A THESIS

*Submitted in as Partical Fulfillment of the Requirements for Degree of Sarjana
Pendidikan in English Education*



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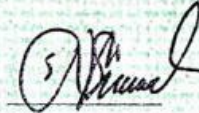



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STATEMENTS OF WORKS' ORIGINALITY

I honestly declare that research paper I wrote does not contain any parts or works of other people, except those cited in the quotations and bibliographies, as scientific research should.

Jambi, 09 June 2022

The Researcher



Dira Evitarani

MOTTO

**Believe in yourself and all that you are. Know that there is something inside
you that is greater than any obstacle.**

(Christian D. Larson)

**Percayalah pada dirimu dan semua yang kamu miliki. Kamu harus sadar
bahwa kamu lebih besar daripada hambatan yang kamu hadapi.**

(Christian D. Larson)

DEDICATION

The author's gratitude goes to Allah SWT. For all the graces and gifts that have been given to the author so that this thesis can be completed. I dedicate this small work to the people I love especially:

Beloved Father and Mother As a proof of respect, and unceasing gratitude to my mother Mimi Khairani and Father Joni Elvita who have given attention, advice and direction, provided endless prayers, and unconditional love. And also I want to thank my brother Andicka who has helped, provided motivation, encouragement, and was always there when I needed help.

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The writer realizes that this thesis is still far from being perfect. Therefore, the author hopes that there will be constructive criticism and suggestions so that this thesis can be better and more useful.

Jambi, 09 June 2022

Researcher

Dira Evitarani

ABSTRACT

Evitarani, D . 2022. The Communication Strategy Used by English Teachers' in Teaching and Learning Process at Junior High School Number 17 Jambi City Academic Year 2021/2022.

English Education Program of Teacher Training and Education Faculty Batanghari University. The First Advisor: Dr. Yanti Ismiyati, M.Pd. The Second Advisor: Nurul Fitri, S.S M.Hum

The purpose of this study was to determine the types of communication strategies used by English teachers in the teaching and learning process and to explain the reasons for using these strategies at Junior High School Number 17 Jambi City in the 2021/2022 academic year. This study used qualitative research and data analysis was carried out by classroom observations and interviews with English teachers. The subjects of this study were four English teachers at Junior High School Number 17 Jambi City, using total sampling. The results of this study indicate that there are two approach communication strategies used by teachers in the teaching and learning process of English, namely two-way communication is the most widely used strategy by teachers in the classroom and one teacher uses two-way communication and also transactional communication in the learning process. learn to teach it. Thus, from the results of observations and interviews, the researchers concluded that teachers often use various communication strategies in the teaching and learning process of English so that students understand the lesson more easily.

Keywords: Communication Strategy, Teaching and learning English

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CHAPTER I

INTRODUCTION

1.1 Background Of the Research

Nowadays we have entered the globalization era. English is an international language that is used by many countries. Brumfit (1981: 1) states that “English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact”.

Communication is fundamental to human existence and survival. Communication becomes something that cannot be separated from all human activities, both individually and in groups, both verbal and nonverbal communication. No one can live alone, either from birth to death or after waking up to go back to sleep. The need to interact with other people can only be done through communication. Humans relate to each other for various purposes. Thus, communication becomes something inherent in human life.

Communication has a very important role in life, including in the field of education to achieve good student quality. In essence, the teaching and learning process is an interactive activity and communication between teachers and students. In this case, students become learners, and the teacher acts as a teacher. This process is a liaison between teachers and students, for a purposeful learning communication.

Success or failure of delivering information to students is determined by the communication strategy used. To create an effective communication process, teachers must understand the ins and outs of educational communication, including appropriate educational communication including methods. Because in the field of education involves communication between teachers and students, then each other can convey messages, goals and objectives according to their respective ways.

The teaching and learning process is oriented towards the success of the goal, always providing stimulation to students to participate actively in the learning process, because students are the main subjects in the learning process. A process that contains a subject about the behavior of teachers and students on the basis of reciprocal relationships that take place in an educational situation to achieve a certain goal. The interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. Interaction in teaching and learning events has a broader meaning, not only the relationship teachers and students, but is a form of educational interaction. It must be realized that teaching and learning has different functions, the process is not the same and separate. The difference between teaching and learning is not only caused by the teaching carried out by all teachers while learning takes place in it. When the teaching and learning process takes place effectively, that is, there is communication between teachers and students and a unique relationship between teachers and students has been established, the process itself is a relationship between teachers and students.

Teachers in the learning process have the task of encouraging, guiding and providing learning facilities, but in the learning process the role of students is also needed. The teaching and learning process is the core of an educational process. Learning and teaching are two concepts that cannot be separated from each other. Learning shows what must be done as a subject who receives lessons, while teaching shows what the teachers must do as a teacher.

The form of interaction between teachers and students in teaching and learning activities varies greatly, from activities led by teachers to activities led by children independently. This depends on the skills of the teacher in managing teaching and learning activities. The use of the variant interaction model is intended to cause boredom, as well as to restore the classroom atmosphere for the success of students in achieving their goals.

To achieve teaching and learning interactions, of course, the need for clear communication between teacher (teacher) and students (learner), so that its integrated two activities, namely the teaching activity (effort teacher) learning activities (student assignments) are useful in achieving purpose of teaching.

When teacher teach often experience failure, example in delivering material, students do not understand what is delivered by teacher, so communication strategy in teaching process very needed. Therefore, the teacher should plan communication strategies appropriate circumstances and the personality of students, so that material can be accepted and understood by students. In the process of teaching and learning in schools, the various approaches used by in educating students. Sometimes a teacher like a king or boss who only led and govern the student according to his

will. There was also a invites student to together complete the topics discussed. But all of it useful and appropriate to the circumstances.

There are several factors that need to be considered in delivering learning materials, such as students, classrooms, strategies, and the material itself. In order to achieve the goals, set for the teaching process, special attention should be paid to learning methods and communication strategies in each learning process. Learning methods and communication strategies may not be the same in every material.

English is a foreign language that is very inconsistent in the pronunciation of words. However, students must be able to use English as a means of communication. In fact, many students still find it difficult to use English as a communication tool, at least they can use it to learn English, but it is difficult for many reasons, they speak.

Every teacher who teaches English lessons is easy, but difficult for students. The cause of these problems is how to communicate strategies so that the English material provided by the teacher can properly get a maximum and positive response from students. Teaching English lessons is not just completing the delivery of material, but the material presented is important to be prepared without paying attention to the psychology of students. Teachers want their students to enjoy, be excited about the material presented with the right strategy. If students feel comfortable and satisfied with the way we teach, then the material given to students will be quickly accepted.

It should be remembered that before teaching English the teacher must provide an overview and purpose of the themes and subjects to be studied to students. Knowledge and matters relating to the material to be delivered. Thus, teachers are required to use good communication strategies and a teacher must master the communication process that occurs during the learning process.

In this study, researchers took data from English teachers at Junior High School Number 17 in Jambi City. Based on the experience of researchers when conducting Preservice teaching activities at Junior High School Number 17 in Jambi City, many teachers communicated or delivered learning materials in various styles, such as one-way communication, two-way communication, and transactional communication. Communication strategy is the best way to solve problems in communication.

Based on the explanation above, an appropriate communication strategy is needed by the teacher. The communication strategy aims to help teachers convey messages to students so that they are easy to understand. In addition, it can avoid misunderstandings during the teaching and learning process. Therefore, the researcher tries to examine what communication strategies are used by English teachers in the teaching and learning process of English at Junior High School Number 17 in Jambi City.

Based on the explanation above, the writer chooses the title “The Communication Strategy Used by English Teachers’ in Teaching and Learning Process at Junior High School Number 17 in Jambi city Academic Year 2021/2022”.

1.2 Identification of Problem

Based on the above background, the researcher tries to identify the problems:

1. What communication strategy does the teacher use in the teaching and learning process of English?
2. Why do teachers use these strategies in teaching?

1.3 Limitation of the Research

Regarding the research background, the researcher is interested in conducting research that focuses on the communication strategies used by English teachers in the teaching and learning process

1.4 Formulation of the Problem

According to the background of the study above, the formulation of the problem is “What are the communication strategies used by English teachers’ in teaching and learning process at Junior High School Number 17 in Jambi City academic year 2021/2022?”

1.5 Purpose of the Research

The purpose of this research is to know communication strategy used by English teacher in teaching and learning process at Junior High School Number 17 in Jambi City academic year 2021/2022.

1.6 Benefit Of the Research

The researcher hopes this research has benefits, there are two benefits in this research that are theoretical and practical.

1. Theoretical Benefits

To increase knowledge about the application of innovative communication strategies that are often used in schools, it can be used as a reference for research on the use of communication strategies in learning foreign languages in general and English in particular

2. Particle Benefits

a. Students

As input to increase student awareness and better understand that teacher communication in the learning process is very important to support success in the teaching and learning process.

b. Teacher

It is hoped that it can be input for a teacher, especially an English teacher, to apply communication strategies in an innovative and effective learning process.

1.7 Definition Of the Key Terms

1. Communication

Rendani and Tshimangadzo (2021) Communication is the act of giving, receiving, and sharing information in other words, talking or writing, and listening or reading. Good communicators listen carefully, speak or write clearly, and respect different opinions.

2. Strategy Communication

Dornyei (1995: 56) Strategy Communication is defined as a systematic technique used by a speaker to express his meaning when faced with some difficulties. Communication strategies help learners continue to use language to communicate with others.

3. Teaching English

Teaching guides students to learn. Teaching means organizing and creating the conditions in a student's environment so that he or she can perform learning activities. Formal English teaching in schools includes four language skills which are speaking, listening, reading and writing. Except for other aspects such as vocabulary, grammar, and spelling

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Communication

Communication will occur when there are two process that produce interrelated information and the result of one process is the opposite of the output of the other process. It can be said that communication occurs and that there is data transferred between the input of the first process and the output of the second process.

According to Middleton (2015: 96) “Communication and information are not synonymous terms. The formal incorporation of information and process into a definition of communication provides a model of communication that captures much of the common sense meaning of communication while allowing us to both accurately predict and precisely communication systems.

Communication which comes from the Latin word *communication*, and comes from the word *communis* which means the same. Same here means the same meaning. In the same vein (Hafied Cangara), communication stems from the Latin quote *communis* which means to make togetherness or build togetherness between wo or more people.

Meanwhile McPheat (2010: 10) state that communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas. From some of these understandings, communication is an interaction process carried out by two or more living things, either directly or through art and various ideas that aim to convey messages and exchange thoughts

and feelings that can be done through gestures, emotional expressions, writing and others most effective is talking.

In summary concludes, that communication is the delivery of an idea or message from one place to another with the aim of establishing good communication. Communication is a transaction, a symbolic process that requires people to regulate their environment, aiming to convey messages, exchange thoughts and feeling that can be done to build relationships between human beings.

Thus, that there are several characteristics in communication. (Sasa Sendjaja), a Professor of Communication Studies form Indonesia wrote that there are several characteristics in communication, including:

1. Communication is a process. Process means communication is a series of activities, action or events that occur sequentially.
2. Communication is a deliberate and purposeful effort. Communication is carried out consciously and the actors involved in it must have certain interests depending on their desire to carry out the act.
3. Communication demands the involvement or participation and cooperation of the people involved in it.
4. Communication is symbolic. Symbolic means that communication is carried out using certain symbols or symbols. The most common symbols used in the communication process is verbal language, both spoken and written
5. Communication is transactional. Transactional means that in the communication process, the success of delivering messages can be realized ir the two parties involved have an agreement on the things being communicated.

6. Communication penetrates space and time. Communication allows every human being in the world to be able to carry out message delivery activities without having to go face-to-face and at the same time.

2.2 The Communication Process

According to Komala (2009: 83) the communication process occurs when humans interact in communication activities, namely conveying messages to realize communication motives. In this case, communication is an effort that systematically formulates firmly the principles of information delivery and the formation of attitudes and opinions.

According to Effendy (1989: 63-64) the communication process is the ongoing delivery of ideas, information, opinions, beliefs, feelings, etc. by using symbols, such as language, images, colors, and so on that have conditions.

The first step the sender has an idea, ideas can be obtained from various sources that lie before us. Before communicating, that main requirement is the existence of ideas. A good communicator, must be able to filter out things that are not important or irrelevant, and direct attention to things that are important and relevant. This process is known as abstraction

The second step turning idea into message, in a communication process, not all ideas can be received or understood perfectly. In order for an idea to be received and understood perfectly, the sender of the message must pay attention to several things, namely: subject (what is to be conveyed), intent (goal), audience, personal style, and cultural background. Abstract ideas must be transformed into messages.

The third step of message transfer, after converting ideas into a message, the next stage is to transfer or convey the message through the various channels given to the recipient. Messages cannot be reached by other parties without transferring messages. The length and shortness of the communication channel used will affect the effectiveness of message delivery.

The fourth step receiver receives a message, Communication between one person and another will occur when the sender sends a message and the recipient receives the message. Messages cannot be reached by other parties without transferring messages.

The last stage receiver a response and feedback to sender feedback is the final link in the communication chain. He is the recipient of the message that supports the sender to assess the effectiveness of a message. Feedback can work as a correction for the sender.

Learning is a communication process. Communication is the process by which information is sent from teachers to students for specific purposes. Communication is said to be effective if the communication generated creates a two-way flow of information, namely feedback from the recipient of the message. The quality of learning is affected by the effectiveness of the communication curriculum in it. Training goals are achieved if the process is communicative. Learning can be interpreted as an interaction between teachers and students that takes place intentionally and systematically and has a positive purpose. The success of learning should be supported by teaching components consisting of messages in the form of learning materials, messengers, materials for conveying messages, tools

to support learning, appropriate techniques or methods, and a framework or situation that promotes learning process.

Learning requires interaction, indicating that the learning process is a process of communication, meaning that there is a process in which messages are passed from teacher to student. The message sent is usually in the form of information or the source of the message is information received from the teacher. The message is changed in the form of passwords or symbols such as words, sounds, images, and so on.

Effective communication in learning is the process by which messages in the form of science and technology are transformed from a teacher as a communicator to students as a communicator where students are able to understand the meaning of the message according to the set goals. Increasing knowledge of science and technology and improving behavioral change. The teacher has the greatest responsibility for continuous effective communication in learning, so teachers are required to have good communication skills to produce an effective learning process.

2.3 Definition of Strategy Communication

In learners who have limited knowledge of a second language, communication strategies are often used to deal with conversational problems in learning a second language. People who speak a second language sometimes get caught up in conversation and this can lead to misunderstandings. In actual communication, the speaker must not only master grammar, vocabulary and some

useful expressions, but also need to learn to use several skills when facing difficulties in conveying meaning and expressing feelings.

Success in effective communication is largely determined by the communication strategy that will be used in the ongoing communication process. According to Effendi (1981: 84), “communication strategy is a guide of communication planning and communications management to achieve a goal. In order to achieve these objectives a communication strategy should be able to demonstrate how tactical operations should be performed”.

According to Faerch and Kasper (1983: 36) define communication strategies as “Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. Communication strategies are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding.

The use of communication strategies affects the result of communication. There are four major effects which influence the choice of strategies. They are effects of problem source, effect of personality, and effects of learning situations. The effect of proficiency level means that the proficiency level of participants influences the choice of strategy. The effect of personality means that personality factors of the speakers may be highly correlated with the strategy preference. One learner may speak quickly in retelling story, whereas another elaborate and appeal for instance. Then, the effect of the learning situation means that the situation can affect the communication strategies and the type of strategy used.

In the process of education, a teacher often experiences failure, for that educator need to develop effective communication patterns in the learning process. Educational communication in question is the relationship or interaction between educators and students during the learning process or in other terms, namely the active relationship between educators and students.

2.4 Type Communication Strategy in Teaching

In learning activities there is communication process to convey messages from educators to students. Messages are delivered effectively with the aim of being well received and influencing students' understanding and behavior change. Thus the success of learning activities is highly dependent on the effectiveness of the communication process that occurs in these learning activities.

To apply communication strategies, teaching skills must be aimed at helping students understand something. Therefore, teachers must pay attention to the quality of their communication strategies in teaching, especially those involving feedback given to students. Teachers are expected to have the skills to create a conducive communication environment, so that students can actively participate in expressing opinions and developing their imagination and creativity.

According Effendi (1989: 32), three communication types in teaching:

1. One-way Communication

Where the communicator provides a stimulus and the communicant responds or responds to what is expected, without making selection and interpretation. The teacher is the giver of action and the student is the recipient of the action. Here the

teacher is active and students become passive, teaching is seen as an activity to deliver teaching materials.

A. Characteristics of one-way communication:

1. The message is open because everyone gets the same message content.
2. One-way communication is at a large or wide target. The meaning that teacher only explains or convey the materia to all students in the class.
3. The communication is fast. The teacher only explains the material and the students just listen, there is no communication feedback, between teacher and student, student and teacher.
4. The atmosphere is quiet. Because it does not response or ask questions during the process of delivery of material in progress.
5. The speaker becomes passive during the communication process. Students become passive, because the teacher does not provide an opportunity for them to ask and respond during the learning process.

B. Weaknesses in one-way communication:

1. There is no interaction between the communicant and the communicator
2. There is no feedback from the communicator.
3. Create an authoritarian impression.
4. Communicating is not effective.
5. Communicate only as informants for communicators.
6. Can lead to harmful misunderstanding and ambiguity.
7. Dissatisfaction with the communicant because the communicant does not have the opportunity to answer or respond.

C. Advantages one- way communication

1. Efficient use of time because there is no feedback from students, and the teacher only explains the material.
2. The speaker is free to convey what he wants to convey.
3. The speaker is only one person until the recipient of the message or listener is easier to digest and understand the message conveyed.

2. Two-ways Communication

In two-way communication, the sender and recipient of information can establish continuous communication through the same medium, which means that there is reciprocity and involves two parties. There is a sender who sends information and there is a receiver who selects, interprets and responds back to messages from the sender. Therefore, in this communication strategy the teacher can act as the giver of action or the recipient of the action. On the other hand, students can be recipients of action and can also be givers of action. Dialogue will occur between teacher and students.

A. Characteristics Two-way communication:

1. Involves at least two people.
2. The occurrence of feedback. Two-ways communication involves feedback. Feedback is a message sent back by the recipient to the speaker.
3. Messages are sent and received in verbal form as well nonverbal.
4. The communication process lasts a long time. Because during learning process lasts a long time. Because during learning process occur feedback communication and get response between teacher and students. In this

communication students are given the opportunity to ask questions and give opinions.

5. Dialogue occurs between teacher and student, student and teacher.
6. The atmosphere is livelier. Because occur response or ask questions during the process of delivery of material in progress.

B. Weaknesses of two-ways communication

1. Information is delivered slower, so it is less efficient.
2. Decisions cannot be made quickly.
3. Provide opportunities for the communicant to behave attack, so that the work atmosphere can become less conducive.
4. Gives the possibility of various kinds of problems that have no relevance to the real problem.

C. Advantages two-way communication

1. There is a dialogue between the communicator and the communicant, thereby creating satisfaction between the two parties.
2. The information received becomes clear, more accurate and more precise, because the explanation can be obtained directly.
3. Speakers and listeners play an active role can be listening as speakers and speakers as a listening.
4. Avoiding misunderstandings.

3. Transactional Communication (Multi-ways)

Communication can only be understood in the context of a relationships between two or more persons. This communication not only involves the dynamic interaction between teacher and student but also involves the dynamic interaction

between students with one another. The learning process that uses this type of communication will make students' activities in the classroom be growing. Teaching and learning process through this communication leads to a teaching process that develops optimal students' activities, thereby fostering active learning students. They can interact with friends other than just with the teacher.

A. Characteristics transactional communication:

1. The communication process lasts a long time. Because occur feedback communication and get response between teacher and student, also between student and other students.
2. The atmosphere is livelier and kinship.
3. The speaker become active during the communication process. Because all the students in the class will get involved asking questions or responding during the learning process.
4. Delivery of materials using discussion methods. Because discussion is a strategy that can develop this communication.
5. Communication occurs between teacher and student, and between student and other students.

B. Weakness of transactional communication:

1. Unhealthy competition will occur when the teacher cannot give understanding to the students.
2. The nature and ability of the individual sometimes feel ignored
3. For students who have no self-discipline and idlers are open to passive possibilities feel ignored.

C. Advantage of transactional communication:

1. Foster a sense of togetherness and tolerance in attitudes and actions.
2. Growing a sense of wanting to advance and encourage group members to emerge as the best group.
3. Increased sense of social solidarity between group.

Based on the explanation above, the types of communication strategies that can be used by teachers are one-way communication, two-way communication and transactional communication. Communication does not always use can be used in teaching. Teacher communication strategies are important for active teaching of positive teacher-student communication and positive student-student communication. Instructions are important for teachers to implement communication strategies because they help make students mor active in responding to learning and achieving effective communication.

According to Barker (1982: 11), there are four categories of communication strategies:

1. Intrapersonal communication

Intrapersonal communication Intrapersonal communication is communication that occurs within a person. In the classroom, self-to-self communication takes one of two forms: teacher-to-self or student-to-self. In this case, communication takes place with a teacher or student.

2. Inter-personal communication

It is a communication that involves two people, the originator and the responder. This happens in every face-to-face meeting and is an important educational medium in the classroom. Three forms of interpersonal communication

in the classroom are teacher to student, student to teacher, and student to student. At this level of communication, messages are passed from a teacher to a student, from a particular student to a teacher, or from a student to another student.

3. Group communication

Group communication can be used more often than one-on-one communication in the classroom. This includes communication between teacher and student, student and teacher, or student and student.

4. Cultural communication

In cultural communication, the sender of the message is often unknown. Most forms of cultural communication have multiple contributors who have contributed to shaping the cultural message. Laws, customs, folk songs, and arts are all forms of cultural communication. In the classroom, the culture of communicating with teachers and students determines moral values, ethical considerations, and educational values that influence perceptions of communicative attitudes.

2.5 Definition of Teaching English

Richmond (2009:1) says, teaching is about establishing effective and affective communication relationships with your students. Effective teachers are effective communicators. In essence, teaching is a teacher's effort in creating a learning situation, the method used by the teacher is expected to be able to foster various learning activities for students in connection with teacher teaching activities. Effective teachers are effective communicators. With another meaning, the learning process is a process of educative interaction between teachers who create a learning atmosphere and students who respond to the teacher's efforts.

They are those who understand that communication and learning are interdependent and the knowledge and attitudes that are brought from the classroom are selectively drawn from complex verbal and nonverbal messages about the subject, the teacher, and themselves.

English is still considered one of the most important subjects in school, and as a result, novice teachers may find teaching responsibilities both fun and difficult. Everyone agrees that the subject of “English” is very important of all school subjects, mainly due to low reading, writing, speaking, and listening skills. More is needed in each subject. However, when it comes to agreement, even trying a simple definition, consensus turns out to be difficult.

Formal English teaching in schools includes language skills, namely listening, reading, writing, and speaking. The following are four explanations of language skills in teaching English.

1. Listening

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker’s accent or pronunciation, the speaker’s grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

2. Reading

When teachers teach students to read, they enter into a seemingly enormous area of responsibility, namely, teaching the individual something that influences so many aspects of direct and social development, and plays a specific role in language development. Through reading, he is able to interpret, understand, and respond

critically to the ideas of others. Explore some of the ways writing helps create and express these new insights, reflect on the connections between our own experiences, and learn about what is read. Students' reading experience affects their involvement in broader learning.

Brown (1994: 283) states reading ability will best be developed in association with writing, listening, and speaking activities. Reading is a bottom-up process in which readers “must first recognize a multiplicity of linguistic signals and use their linguistic data processing mechanisms to impose some sort of order to these signals”. The reader decides between all the information, meaningful data and concludes the meaning, determines what should be retained and what is not stored in his memory, and continues.

Thus, meaning is constructed through reading not because the text carries it but because the reader brings information, knowledge, experience, and culture into the printed word. Brown (1994: 284) emphasizes a conceptually driven, or top-down process that brings in background information to make decisions about meaning.

3. Writing

A few decades ago, teachers typically focused on the final product of student writing and its format. Currently, the focus is on content and message because learners are seen as creators of language. This is known as the process approach to writing instructions. Teaching focuses on the process students go through when writing. Students then learn different strategies for prewriting, drafting and rewriting which give students the opportunity to go back to their work and improve it.

Unlike spoken language, written language involves reflection because it can be planned in advance and modified. In this approach, editing is important because students receive feedback during the writing process, either from the teacher or from their peers. However, the process approach does not ignore the product. The process is not finished it is a means to an end.

English teachers should never forget that the way you think and write in your native language can be detrimental to second language writing. However, it is the job of the English teacher to respect the rhetorical traditions of the students' mother tongue and guide them in the process of understanding it rather than ignoring the students' suggestions. Therefore, culture plays a role.

4. Speaking

Many language students find that developing speaking skills should be one of the main goals of their studies, either because they will be derive personal satisfaction from it or because they feel that it will be useful to pursue a hobby or career goal this does not emphasize speaking and does not mean that other areas of competence should be neglected. As the ability to speak properly remains an important goal for many second language learners, it is our missions as language teachers to identify effective strategies for teaching speaking in the classroom that will maximize your chances of developing a useful skill level.

Apart from other aspects such as vocabulary, grammar and spelling. Teachers should develop student's understanding of the purpose of different types of texts and develop analytical skills related to grammar, word choice, structure, and semantics. This aspect of language needs to be considered by English teachers in applying science to the needs of students. For these reasons, a creative teacher is

needed in developing students' interest in English, because this subject is often considered by some students to be unattractive.

According to Blum (1984:3-6), twelve characteristics of effective teaching were identified:

1. Instruction is guide by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lessons.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When students do not understand, they are retaught.
7. Class tim is used for learning.
8. There are smooth and efficient.
9. Instructional groups formed in the classroom fit instructional needs.
10. Standards for classroom behavior are high.
11. Personal interactions between teachers and students are positive.
12. Incentives and rewards for students are used to promote excellence.

Based on the explanation above, teaching English is the most important school subject, and as such, novice teachers may find the teaching task interesting and difficult. In teaching English, four language skills are learned, namely listening, writing, reading, and speaking, in addition to other aspects such as vocabulary, grammar and spelling. By using good communication strategies and teaching skills in teaching English, students can better understand the material presented in the learning process.

2.6 Teacher Role in Teaching Process

The learning process is the core of the whole educational process with the teacher as the main role. The teaching and learning process takes the actions of educators, teachers and students on the basis of reciprocal relationships that take place in educational situations in order to achieve certain goals. The reciprocal relationships between teachers and students is the main requirement of a continuous teaching and learning process. This interaction has a broader meaning not only as a teacher-student relationship but as an educational interaction. In this case, it is not just about conveying messages in the form of topics but also about communicating attitudes and values to students who are learning.

The role of the teacher in the teaching and learning process is that the teacher not only reappears as a teacher as it is today but also becoming a supervising coach and the person responsible for the teaching and learning process. This is in accordance with the function of the role of prospective teachers. As a trainer a teacher will encourage students to master learning tools and motivate students to study hard and achieve high result. The presence of the teacher in the teaching and learning process always plays an important role.

This in education system the teacher is always an inseparable factor but depending on the system the role of the teacher will be different. In the teaching and learning process, the teacher acts both as a director and as an actor. This means that the duties and responsibilities of teachers in planning and carrying out educational work in schools. The teacher's role in the teaching and learning process includes many elements such as teacher, class manager, supervisor, motivator,

consular, and explorer. What will be stated here is the role that is considered the most dominant and the classification of teachers as:

1. Teachers as Demonstrators

Through their roles as demonstrators, lecturers, or instructors, the teacher continues to master the material or subject matter to be taught, and continues to develop it in the sense of increasing his ability in terms of exact knowledge because it will greatly determine the learning outcomes achieved by students. One of the things the teacher should pay attention to is that he himself is a learner. This means that the teacher must learn constantly.

2. Teacher as Class Managers

Successful teaching must involve active interaction for learning. The two go hand in hand, there is no time available between teaching and learning because each role influences the other. The success or success of the teaching teacher is determined by the students' activities in learning, as well as the success of the students in learning which is determined by the teacher's role in teaching.

Teaching is an activity that is carried out by the teacher in the classroom or school environment. In the teaching process, there must be a goal to be achieved by the teacher, namely understanding, and applying the knowledge they get. According to Sagala (2003: 12), learning is an individual activity that acquires knowledge, behavior, and skills by processing learning materials. The teaching and learning process will take place well if the teacher and students both understand what material will be studied so that active interaction in the teaching and learning process in the classroom and this is the key to success in teaching.

3. Teachers as Mediator and Facilitator

As mediators, teachers have sufficient knowledge and understanding of educational media because educational media are communication tools to make the teaching and learning process more effective. Thus, it is clear that educational media is something that complements and is an integral part of its success. As supporter, the teacher is able to provide learning resources that are useful, and support good learning goals and processes. Sources, textbooks, magazines or newspapers.

4. Teachers as Evaluators

In the world of education, every type of education or form of education at certain times during an educational period will be evaluated. This means, at certain times of education, people always pay attention to the results that have been achieved, both by the educated and by the educators. Assessment needs to be done because of the purpose, the teacher can know the success, student mastery of the lesson, as well as the accuracy or effectiveness of teaching methods.

2.7 Previous Study

In this on this examine the writer describes preceding studies applicable. First, Niwayan Yuni Lisnayani (2013) in her thesis entitled "Analysis of Communication Strategies Used by English Teachers in Suta Dharma Kindergarten ". This studies changed into conducted using qualitative methods, instructors use a couple of language, namely Indonesian and Balinese to educate English. Indonesian and Balinese are used to assist college students apprehend the target language. The object of this studies is a conversation approach that includes an interrupt technique,

rub down, code alternate, repetition, literal translation, calls for help, pantomime, generalization, pull, repeat, and avoid subjects and expressions. The effects of this examine imply that the instructor applies 8 of the 13 conversation techniques in teaching English in Suta Dharma Kindergarten that have been located, namely: fending off the subject of ignoring the message transcoding technique, repetition of literal translation and mime repetition. The maximum commonplace conversation approach utilized by English teachers is code conversion. There are two motives why the Suta Dharma Kindergarten teacher applies a communicate method. The motives are (1) to make college students apprehend what the teacher is announcing and (2) the instructor lacks English abilities.

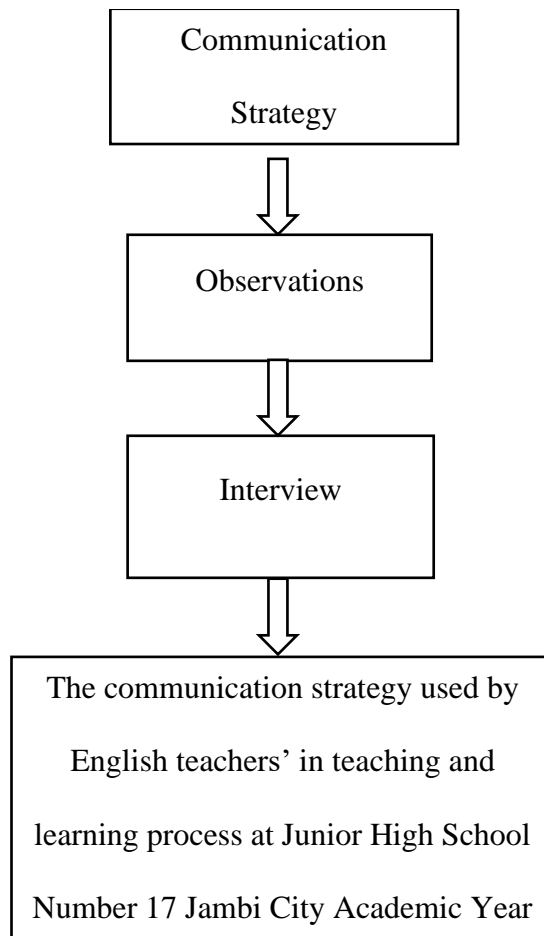
Second, Wayan Suarini (2013) in his thesis entitled "The use of communication strategies by the teachers as a technique of teaching to help students learn to communicate in English on elementary level in Bali children foundation". This research uses the qualitative methods, the results of this study are as follows: there are eight types of communication tactics used by teachers to help students learn to communicate in English, namely: literal translation, repetition, translation, asking for donations, topic avoidance, transliteration, comprehension tests, and requests for clarification. There are five main reasons teachers apply this method of communication, such as helping students know the meaning of spoken English, helping students memorize English words, helping students master the subject, and increasing students' motivation to practice speaking and helping students understand the lesson. It can be concluded that the communication strategy applied by the teacher in the teaching and learning process can improve students' speaking

skills, because the teacher uses the right communication strategy to help students learn English.

Third, Gérard M Willems (2002) with his research entitled "Communication strategies and their significance in foreign language teaching" This study examines Language in the L2 classroom traditionally is strongly teacher-controlled. With the introduction, in the course of the last decade, of varieties of communication into the classroom which are less stringly teacher-controlled learner language made its entry into foreign language teaching as a variety of the L2 that deserves our serious attention. It given real scope, learner language will be in need of the kind of support that is not normally offered in the traditional foreign language class. The learner will be in need of language to express himself as he would in non-pedagogic situations. He will need to be able to use his innate strategic and discourse competence. He will be in need of some basic awareness of what happens in face-to-face interaction and may benefit from instruction about communication strategies. In this article suggestions are made for instruction about the practice in the use of communication strategies in the L2.

2.8 Conceptual Framework

Figure 1



From the conceptual framework above, the researchers took some opinions from English teachers at SMP Negeri 17 Jambi City by conducting observations and interviews about what communication strategies they use in the teaching and learning process. Where the researcher will follow the teacher to teach in the classroom and record the activities carried out by the teacher during the teaching and learning process and fill out the observation sheet, after that the researcher will also interview the English teacher in the teaching and learning process and later the researcher will get data obtained from interviews and observations.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher used qualitative research. Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice (Parkinson and Drislane 2011). In this research, the researcher describes the result of the researcher based on data. The qualitative research is used to know communication strategy used by English teacher in teaching and learning process at Junior High School Number 17 in Jambi City.

Phenomenology approach is an qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). Welman and Kruger (1999, p. 189) "Phenomena want to understand social and psychological phenomena from the perspective of the people involved." His approach highlights the specifics and identifies a phenomenon as perceived by an individual in a situation. It can also be used to study the commonality in the behaviors of a group of people.

3.2 Setting Of the Research

The research conducted was taken sample at Junior High School Number 17 in Jambi City is located on JL. Arif Rahman Hakim No.111, Simpang IV Sipin, Kec. Telanaipura, Jambi City. The researcher chooses this school because it is near of home.

3.3 Subject Of the Research

The subject of this research is some English teacher at Junior High School Number 17 in Jambi City. At Junior High Shool Number 17 in Jambi City there are four English teachers, namely teacher A is, teacher B is, teacher C is, and teacher D is. The researcher chose four English teachers at Junior High School Number 17 in Jambi City, namely teachers A,B,C,and D. The reason for choosing these teachers as research subjects was because they teach in English class.

Total sampling is a sampling technique if the number of population and samples used in the study are the same. Researchers used total sampling to select research respondents. The purpose of this study is to determine what communication strategies are used by teachers in the teaching and learning process.

3.4 Instruments Of the Research

Instruments of the research are tools needed or used to collect data. According to (Burns, 2010) instrument as a means of collecting data should be rigorously designed and manufacturing in such a way that generating empirical data as is. In building this research, the researcher will use observation and interviews to collect data. The researcher started the research with a list of observations that had been

made in the notes, and gave some questions to be interviewed by the English teacher.

In qualitative research design, the research instrument or instrument is the researcher herself, who is expected to complete the data and compare the data that has been found through observation and interviews. Therefore, the researcher as an instrument must also be "confirmed" the willingness of the researcher to conduct research and then go directly to the field.

According to Ary et al (2010: 431), qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings. Regarding with it, Creswell (2012: 213) say that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Based on the statement above, in collecting data the researchers used observation techniques.. Researchers adaptive the observations from Middleton (2015).

According to Esterberg (2002), interview is a meeting between two people to exchange information and ideas through question and answer so that meaning can be constructed in a particular topic. Meanwhile, according to Singh (2002) Interview is a face-to-face situation between interviewer and respondent which is intended to obtain expected information, and aims to obtain data about respondents with minimum bias and maximum efficiency.

Haris (2007) The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions. Based on the explanation above, the researcher will conduct

interviews with teachers. Here, the researcher interview four English teacher in teaching and learning process.

3.5 Technique Of Data Collection

Based on the research above, it is certain that the researcher analyze the data by conducting a systematic process of researching and synthesizing the data obtained from interviews and observations.

1. Observation

In collecting data, the researcher used observation techniques, first the researcher followed the English teacher to teach in class, saw what communication strategies were used by teachers A, B, C, and D, second the researcher used class VII, VIII, and IX students to collect data. Directing observers, third observing the teacher and correcting with a list of observations made during class learning, and lastly make conclusions that are easy for me and others to reach.

2. Interview

In this study, the researcher also obtained data collection techniques by interviewing with the following steps:

1. Create questions to interview teachers
2. Recording interviews and listening to recordings again, researchers can conclude and carefully evaluate the results of interviews with teachers.
3. Making an interview transcript is the result of the interview which is converted into a written document.
4. Re-reading the transcript, by rereading the script, it will make it easier for researchers to identify whether there are things that have not been written down.

5. Finding conclusions and explanations about the communication strategies used by the teacher.

3.6 Technique Of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that can accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Bogdan and Biklen 1982: 248).

Data analysis is important, because through the data research have the benefit, and in problem solution and get the final research. According to Spradley (1980) analysis of any kind involve a away thinking. It refers to the systematic examination of something to determine its parts, the reation among parts, and the relationship the whole. Analysis is research for patterns.

Based on the description above, it can be concluded that the researcher when analyzing the data will carry out a systematic process of researching and synthesizing the data obtained from interviews and observations. Observe the teacher and correct with a list of observations made during class teaching, and draw conclusions that are easy for me and others to understand. Conduct interviews with teachers to find out the opinions given by each teacher in the teaching and learning process they do.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This research was conducted on all English teachers for the academic year 2021/2022. The purpose of this research is to find out what communication strategies are used by English teachers in the teaching and learning process. This study used observation and also conducted interviews, this research was conducted on March 21, 2022 with the approval of the principal at Junior High School Number 17 Jambi City.

Based on the results of this study, there were several different results, during observations and interviews with teachers the researchers found that there were some differences between teachers when teaching, some used one-way communication in teaching and some teachers used transactional communication in their teaching. The results of the research that researchers have found will be explained in the chapters below.

4.1.1 Observation result

This research was conducted at SMP Negeri 17 Jambi City, there are four English teachers who will be the population in this study, the name of the English teacher coded as teacher A is Retno, teacher B is Ningsih, teacher C is Titin, and teacher D is Febri . In accordance with the results of this study, the data used were observation sheets. Based on the observations, the researchers found several communication strategies in teaching English, which can be seen in the following table:

Table 1
Observation Result

Teachers Code	Observation	Observation Result		
		One-way Communication	Two-ways Communication	Transactional Communication
Teacher A	I	-	√	-
	2	-	√	-
	3	-	√	-
Teacher B	1	-	√	-
	2	-	√	-
	3	-	√	-
Teacher C	1	-	√	-
	2	-	√	-
	3	-	√	-
Teacher D	1	-	√	-
	2	-	√	-
	3	-	-	√

The first observation of teacher A on the first, second, and third observations used two-way communication, Teacher B on the first, second, and third observations used two-way communication. Teacher C in the first, second, and third observations uses two communication ways. For teacher D in the first and second observations uses two ways of communication, from the third observation uses

transactional communication. So out of four English teachers, many use two-way communication with a total of 10 from two days of observation. Transactional communication only amounts to 1 out of two days of observation, and for one-way communication no one uses a one-way communication strategy when the teacher teaches.

The use of two-way communication by teachers A, B, C and D is a communication strategy of teachers and students as senders and receivers. Likewise with reciprocity between teachers and students, When the teacher explains the topic in English, the students listen, pay special attention and try to understand what the teacher is saying. The teacher explains the material in English, sometimes it is also explained in Indonesian. Here some students become active because they are curious about the learning. They then asked about material they didn't understand and wanted to know more. The teacher is happy to answer students' questions. However, some students tend to be passive in class. Indeed, some students are a bit lazy, less curious about the topic, or afraid to ask questions due to lack of English vocabulary. After that there was an active dialogue between the teacher and students, the class atmosphere became livelier.

Then the use of transactional communication according to teachers D this communication strategy implies dynamic communication between teachers and students, and also involves a student with other students, students grow positively in the learning process. The teacher asks students to make groups and the teacher gives assignments to the groups that have been made. The group will get material to be discussed with group members. When all groups finished, the teacher asked each group to explain the results of their discussion. After that, the teacher asked

other groups to ask some questions related to the explanation that had been conveyed. After the group answered, the answer was explained again by the teacher to confirm the answer. Thus, one student with another student, and the teacher will communicate and transact with each other. Students are passive or just silently assisted by others so that passive students want to ask questions or express their opinions. The classroom situation becomes livelier and fuller of intimacy, and students become orderly in the learning process.

4.1.2 Interview result

This interview was conducted when the teacher finished teaching. There are several different answers about the communication strategies used in the teaching and learning process. Then get the result, described as follows:

Related to the first Question about “How long have you been teaching English at SMPN 17 Jambi City?”. The four teachers stated different answers depending on how long they taught as follows:

Teacher A : I teach at Junior High School Number 17 Jambi city for about 1 year.

Teacher B : I have been teaching at Junior High School Number 17 Jambi City for about 12 years

Teacher C : I have been teaching at Junior High School Number 17 Jambi City for about 13 years.

Teacher D : I have been teaching for approximately 26 years at Junior High School Number 17 Jambi City.

Based on the statement above, that teachers A, B, C, and D. have different teaching experiences, which allows using different teaching strategies.

Regarding the second question about "In your opinion, how is the English ability of the students in the class you teach?", all the teachers expressed their very different opinions, as can be seen from the following interview:

- Teacher A** : I teach in a class where students are quite easy to understand what I explain and are interactive in learning.
- Teacher B** : I teach in 7th grade, it is still basic and easier for them to understand the material.
- Teacher C** : If the ability of students in the class is active when asked a question and he immediately responds.
- Teacher D** : The ability of children is still lacking, especially in mastery of vocabulary, making it difficult for children to answer questions.

From the results of the interviews above, the teachers stated that students' abilities in learning English were very different and also based on the class that the teacher taught the students still tended to have difficulties in learning English.

Regarding the third question about "What types of communication strategies do you use in teaching English?". The three teachers stated the same answer was different from this one teacher, he stated that he taught using two different forms of communication. This can be seen from the results of the interview as follows:

- Teacher A** : Two-ways Communication
- Teacher B** : Two-ways Communication
- Teacher C** : Two-ways Communication
- Teacher D** : Use Two-ways Communication and sometimes Transactional Communication

From question number three, it can be seen that some teachers use the same communication strategy and some are different in their teaching and learning process.

Related to the fourth question about "Why do you use the kind of communication strategy in teaching English?" There are different teacher answers why they use this strategy depending on the way they explain the learning material to students.

Teacher A: Because it adjusts to the conditions so that children know better when asked to understand and understand the material.

Teacher B: communication makes it easier for children to understand and I always provide stimulation about the material to be studied.

Teacher C: So that I can know the students' abilities and make students more active than before and effective in the learning process

Teacher D: So that students can better understand the material being explained, then in using strategies do not rely on only one strategy.

From the results of the interviews above, the researchers used this strategy to make students understand more in English lessons and understand better when asked questions by the teacher.

Regarding the fifth question about "Is the communication strategy affect the students in learning English?", the results can be seen as follows:

Teacher A : Yes, they are motivated to know more about English. But not all because there are still some students who just keep quiet.

Teacher B : Alhamdulillah, it really influences them and they are more enthusiastic in learning.

Teacher C : Yes, it definitely affects them because their abilities are different so this communication can make it easier for them to learn.

Teacher D : Yes, this strategy is very influential during the learning process so it is not monotonous so there must be two-way and transactional communication.

From the results of the interview above, the researcher concludes that the strategies used by teachers in the teaching and learning process greatly affect students' abilities.

Regarding the sixth question regarding "Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!" From the results of the interview, it can be seen that all the teachers gave the same answer. The results show the following:

- Teacher A** : The strategy I use works quite well in the classes I teach.
- Teacher B** : It goes well and students are more enthusiastic in learning although sometimes there are some students who are less active.
- Teacher C** : Goes well, although there are some children who do not understand and I can monitor that to help them.
- Teacher D** : Depending on the students, sometimes it goes well, sometimes it doesn't go well because there are some students who are lazy and I as a teacher must always pay attention to that.

From the results of the interviews above, the researchers concluded that the strategies used by teachers in the teaching and learning process went well, with different classroom situations.

Related to the seventh question about "In the learning process, what kind of students do you expect when communication takes place in the classroom?". From the interview results, the teacher's answers have many similarities. The results show the following:

- Teacher A** : Students who are active in learning English and can understand when given an explanation.
- Teacher B** : Students who are active in the process of learning English.
- Teacher C** : Students who are always active and practice a lot in English, and have a good attitude.
- Teacher D** : Students are active, active when he wants to ask questions when there is material that is not understood and there must be feedback from students, not just the teacher.

From the results of the interviews above, the researchers concluded that every teacher wants students who are active in learning, ask questions when they do not understand the material presented, are able to answer questions and have a good attitude.

4.2 Discussions

Based on observations, research found the communication strategy used by English teachers' in teaching and learning process at Junior High School Number 17 Jambi City in 2021/2022 Academic Year. Bellow will be explained:

Based on the results of observations concluded that the communication strategies used by teachers when teaching English, namely two-way communication and transactional communication. However, teachers often use two-way communication in the teaching and learning process. When the teaching and learning process in the classroom has some passive students and some active students in the class during the learning process. In communication that occurs in the classroom, there should be reciprocity between teachers and students in the teaching and learning process.

When a teacher explains an English learning topic, students listen, pay attention and try to understand what the teacher is saying. All students must be curious. With this curiosity, they will wonder if there is any unknown and unknown material. Students will provide feedback or teacher feedback by submitting or answering questions that have been submitted or have not been submitted by the teacher. Teachers respond to students not only using verbal communication, but they can use non-verbal communication. In this case students answer, but students do not only answer the teacher, students also answer questions that have provided feedback or previous questions. Students will exchange ideas about something that has been discussed. Then, the results of the student's brainstorming will be submitted to the teacher. One student with another student and the teacher will

communicate with each other and communicate between them. so that the class atmosphere comes alive.

There are students who tend to be passive in class because students are a bit lazy, shy and less curious about English subjects. Passive students lack the courage and confidence to communicate in English in class, but active students sometimes make mistakes in their English communication, but that's okay, because they are still learning and they think it is not easy in learning English.

Based on observations, communication strategies in teaching are often used by English teachers which are two-way and transactional communication. But teachers often use two-way communication, the use of two-way communication between the teacher and two students can receive and give. This type of communication is expected that the teacher can promote student learning activities. This communication strategy is applied by asking questions after the teacher has finished the material, if students can answer the questions given by the teacher, it means that students actively participate in learning activities. In addition, the teacher also provides opportunities for students to ask questions.

Furthermore, transactional communication is used to develop communication skills between students and friends, for example through group assignments given by the teacher. Students will help each other to complete their assignments. Smart students will help students who are less responsive so that transactional communication occurs between them. When the teacher gives assignments and divides into small groups or large groups, not all group members actively work and participate in discussions. However, there are several groups that have been able to apply this form of group communication by taking turns

expressing their opinions. In addition, there are students who invite other students to chat alone, but the teacher is able to overcome students who cause crowds in the group.

In the teaching process, the use of communication strategies used by the teacher will enable students to actively master English well. They will be able to communicate with others in English, such as asking and answering in English. The existence of communication between teachers and students in learning is very important. Without communication, the learning process will not run well. The communication strategy process used by the teacher can generate feedback to determine whether a communication is acceptable.

Based on the results of the interviews, the researcher concluded that the communication strategy used by the teacher was to teach English.

The English teacher said that he used two-way communication and transactional communication in his teaching. By using this strategy there are active students and passive students during the learning process. The English teacher hopes that by using these strategies, students can understand the lesson, understand what the teacher is explaining.

The teacher also explained that the ability of the students in the class they taught was still lacking in vocabulary mastery so that it was difficult to answer the questions given by the teacher. But there are also some students whose learning ability in good English is easy to understand and understand the explanation given by the teacher. When given a question, they are able to directly answer questions from the teacher.

The teacher said that using this strategy greatly affected the students in the process of learning English. because students actively ask questions, give opinions in English. However, when speaking English, students still mispronounce. However, they are very enthusiastic about taking classes that can help improve their English knowledge and skills.

The teacher said that the success or failure of the communication strategy in the learning process can be seen from the condition of the class in the learning process because in the learning process there are students who are active in the class, there are also students who are lazy to learn what else when English subjects are in the last hour. Students want to ask if something is not understood, answer the teacher's questions, provide comments or suggestions and the teacher will get good feedback from students in return. Then communication occurs between teachers and students, as well as between students and students in the classroom.

In the teaching and learning process, teachers expect students to have good communication skills in the classroom, between teachers and students, and between students and other students. When the teacher teaches, students must also be active, ready to ask questions if something is not understood, and respond to the teacher when the teacher asks. For students who are only silent or passive, the teacher hopes to participate more actively in class, so that their communication skills during the learning process increase again. especially when learning English. Teachers also expect students who have a good attitude towards teachers and other fellow students. With the fulfillment of this expectation, the communication strategy used in classroom teaching was successfully used by the teacher.

Based on the results of this study, the communication commonly used by English teachers is two-way communication, because in two-way communication, there is a sender who sends information and a receiver who selects and interprets it, as well as feedback. to the message from the sender, so that there is a good communication strategy in the teaching process. Transactional communication is also good because there is a relationship between two or more people, not only involving communication between teachers and students, but also involving communication between students. However, one-way communication is less accurate than two-way and transactional communication because in one-way communication there is only one party, the teacher is the giver of the action and the student is the recipient of the action. Here the teacher is active and the students become passive.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the discussion in the previous chapter, the researcher wants to conclude that the communication strategies used by English teachers in teaching and learning process, are as follows. Communication is one of the most important roles, including in the field of education to achieve good student quality. In essence, the teaching and learning process is an interactive activity and communication between teachers and students. Communication strategies are used by teachers to teach English. By using this strategy there are active students and passive students during the learning process.

Of the four English teachers, the communication strategy used by the teachers in teaching English uses two-way communication and transactional communication in teaching. using two communication strategies, namely two-way communication and transactional communication. Using a two-way strategy, there can be a communication process between teachers and students so that students get feedback, making it easier to understand the learning provided by students.

Using transactional communication strategies, communication processes can occur between teachers and students, and between students and friends. For example, through group assignments to develop communication skills between students and friends, students will help each other to complete their assignments so that transactional communication occurs between them.

5.2 Suggestion

After analyzing the data and making conclusions, the researcher has several suggestions regarding the results of the analysis, suggestions are addressed to:

1. For English teachers, the use of communication strategies when teaching must maintain and deliver more interesting material for discussion, and the teacher remains fun, entertaining for students but still has to focus. Because English is not commonly used by students in their daily communication, a good understanding of communication strategies will help teachers and students to achieve their goals in teaching and learning. so that students feel like and are interested in taking lessons and communicating in English lessons.
2. For other researchers, based on the limitations of the study, for further research, it is better to conduct research on communication strategies with more participants to get more in-depth information. to know more about the communication strategies used by teachers in teaching English.

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Appendix -1

Instrument for Observation

No	Item	Teacher A		Teacher B		Teacher C		Teacher D		Total
		Yes	No	Yes	No	Yes	No	Yes	No	
1	One-way Communication									
	1. The learning process is fast.									
	2. The classroom atmosphere is quite.									
	3. Students become passive during the learning process.									
	4. The feedback process is slow and difficult to get a response from the communicator.									
	5. The teacher explains the material using lecture method.									
	6. The message is open because everyone gets the same message content.									
	7. One-way communication is aimed at a large or wide target.									
	Total									
2	Two-way Communication									
	1. The learning process last a long time.									
	2. Involves at least two people.									
	3. The classroom atmosphere is livelier.									
	4. Students become active during the learning process.									
	5. When teacher teach get verbal or nonverbal feedback verbal or nonverbal from teacher.									
	6. Dialogue occurs between teacher and student, student and teacher.									
	7. The occurrence of feedback during teaching process.									
	Total									

3	Transactional Communication								
	1. The learning process lasts a long time.								
	2. The classroom atmosphere is livelier and kinship.								
	3. Students become active during the learning process.								
	4. Communication occurs between teacher and student, and between student and other students.								
	5. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.								
	6. Delivery of materials using discussion methods.								
	7. During communication process occur feedback from teacher and students, also between students and other students.								
	Total								

Appendix -2

Instrument for Interview

NO.	Questions
1.	How long have you been teaching English at SMPN 17 Jambi City?
2.	In your opinion, how is the English ability of the students in the class you teach?
3.	What types of communication strategies do you use in teaching English?
4.	Why do you use the kind of communication strategy in teaching English?
5.	Is the communication strategy affect the students in learning English?
6.	Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!
7.	In the learning process, what kind of students do you expect when communication takes place in the classroom?

Appendix -3

Observation Result -1

No	Item	Teacher A		Teacher B		Teacher C		Teacher D		Total
		Yes	No	Yes	No	Yes	No	Yes	No	
1	One-way Communication									
	1. The learning process is fast.		-		-		-		-	0
	2. The classroom atmosphere is quite.		-		-		-		-	0
	3. Students become passive during the learning process.		-		-		-		-	0
	4. The feedback process is slow and difficult to get a response from the communicator.		-		-		-		-	0
	5. The teacher explains the material using lecture method.		-		-		-		-	0
	6. The message is open because everyone gets the same message content.		-		-		-		-	0
	7. One-way communication is aimed at a large or wide target.		-		-		-		-	0
	Total									0
2	Two-way Communication									
	1. The learning process last a long time.	✓	-	✓	-	✓	-	✓	-	4
	2. Involves at least two people.	✓	-	✓	-	✓	-	✓	-	4
	3. The classroom atmosphere is livelier.	✓	-	✓	-	✓	-	✓	-	4
	4. Students become active during the learning process.	✓	-	✓	-	✓	-	✓	-	4
	5. When teacher teach get verbal or nonverbal feedback verbal or nonverbal from teacher.	✓	-	✓	-	✓	-	✓	-	4
	6. Dialogue occurs between teacher and student, student and teacher.	✓	-	✓	-	✓	-	✓	-	4
	7. The occurrence of feedback during teaching process.	✓	-	✓	-	✓	-	✓	-	4
	Total									28

3	Transactional Communication								
	1. The learning process lasts a long time.		-		-		-		-
	2. The classroom atmosphere is livelier and kinship.		-		-		-		-
	3. Students become active during the learning process.		-		-		-		-
	4. Communication occurs between teacher and student, and between student and other students.		-		-		-		-
	5. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.		-		-		-		-
	6. Delivery of materials using discussion methods.		-		-		-		-
	7. During communication process occur feedback from teacher and students, also between students and other students.		-		-		-		-
	Total								0

Appendix -4

Observation Result -2

No	Item	Teacher A		Teacher B		Teacher C		Teacher D		Total
		Yes	No	Yes	No	Yes	No	Yes	No	
1	One-way Communication									
	1. The learning process is fast.		-		-		-		-	0
	2. The classroom atmosphere is quite.		-		-		-		-	0
	3. Students become passive during the learning process.		-		-		-		-	0
	4. The feedback process is slow and difficult to get a response from the communicator.		-		-		-		-	0
	5. The teacher explains the material using lecture method.		-		-		-		-	0
	6. The message is open because everyone gets the same message content.		-		-		-		-	0
	7. One-way communication is aimed at a large or wide target.		-		-		-		-	0
	Total									0
2	Two-way Communication									
	1. The learning process last a long time.	✓	-	✓	-	✓	-	✓	-	4
	2. Involves at least two people.	✓	-	✓	-	✓	-	✓	-	4
	3. The classroom atmosphere is livelier.	✓	-	✓	-	✓	-	✓	-	4
	4. Students become active during the learning process.	✓	-	✓	-	✓	-	✓	-	4
	5. When teacher teach get verbal or nonverbal feedback verbal or nonverbal from teacher.	✓	-	✓	-	✓	-	✓	-	4
	6. Dialogue occurs between teacher and student, student and teacher.	✓	-	✓	-	✓	-	✓	-	4
	7. The occurrence of feedback during teaching process.	✓	-	✓	-	✓	-	✓	-	4
	Total									28

3	Transactional Communication								
	1. The learning process lasts a long time.		-		-		-		-
	2. The classroom atmosphere is livelier and kinship.		-		-		-		-
	3. Students become active during the learning process.		-		-		-		-
	4. Communication occurs between teacher and student, and between student and other students.		-		-		-		-
	5. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.		-		-		-		-
	6. Delivery of materials using discussion methods.		-		-		-		-
	7. During communication process occur feedback from teacher and students, also between students and other students.		-		-		-		-
	Total								0

Appendix -5

Observation Result -3

No	Item	Teacher A		Teacher B		Teacher C		Teacher D		Total
		Yes	No	Yes	No	Yes	No	Yes	No	
1	One-way Communication									
	1. The learning process is fast.		-		-		-		-	0
	2. The classroom atmosphere is quite.		-		-		-		-	0
	3. Students become passive during the learning process.		-		-		-		-	0
	4. The feedback process is slow and difficult to get a response from the communicator.		-		-		-		-	0
	5. The teacher explains the material using lecture method.		-		-		-		-	0
	6. The message is open because everyone gets the same message content.		-		-		-		-	0
	7. One-way communication is aimed at a large or wide target.		-		-		-		-	0
	Total									0
2	Two-way Communication									
	1. The learning process last a long time.	✓	-	✓	-	✓	-		-	3
	2. Involves at least two people.	✓	-	✓	-	✓	-		-	3
	3. The classroom atmosphere is livelier.	✓	-	✓	-	✓	-		-	3
	4. Students become active during the learning process.	✓	-	✓	-	✓	-		-	3
	5. When teacher teach get verbal or nonverbal feedback verbal or nonverbal from teacher.	✓	-	✓	-	✓	-		-	3
	6. Dialogue occurs between teacher and student, student and teacher.	✓	-	✓	-	✓	-		-	3
	7. The occurrence of feedback during teaching process.	✓	-	✓	-	✓	-		-	3
	Total									21

3	Transactional Communication								
	1. The learning process lasts a long time.	-	-	-	-	✓	-	1	
	2. The classroom atmosphere is livelier and kinship.	-	-	-	-	✓	-	1	
	3. Students become active during the learning process.	-	-	-	-	✓	-	1	
	4. Communication occurs between teacher and student, and between student and other students.	-	-	-	-	✓	-	1	
	5. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.	-	-	-	-	✓	-	1	
	6. Delivery of materials using discussion methods.	-	-	-	-	✓	-	1	
	7. During communication process occur feedback from teacher and students, also between students and other students.	-	-	-	-	✓	-	1	
	Total							7	

Appendix -6

Observation All the Result

Teachers Code	Observation	Observation Result		
		One-way Communication	Two-ways Communication	Transactional Communication
Teacher A	I	-	√	-
	2	-	√	-
	3	-	√	-
Teacher B	1	-	√	-
	2	-	√	-
	3	-	√	-
Teacher C	1	-	√	-
	2	-	√	-
	3	-	√	-
Teacher D	1	-	√	-
	2	-	√	-
	3	-	-	√
Total		0	11	1

Total:

One-way Communication = 0

Two-ways Communication = 11

Transactional Communication = 1

Appendix - 7

Interview Result Interview Transcript with The English Teacher

Day/ Date : Monday, March 21,2022
Location : Guidance and counseling room
Time : 11.30 am – 11.50 am
Informant : Mrs. Retno Rahayu

The interview result from teacher A

- Researcher : How long have you been teaching English at Junior High School Number 17 Jambi City?
- Teacher A : I teach at Junior High School Number 17 Jambi city for about 1 year.
- Researcher : In your opinion, how is the English ability of the students in the class you teach?
- Teacher A : I happen to teach in a class where students are quite easy to understand what I explain during learning and are interactive in learning
- Researcher : What types of communication strategies do you use in teaching English?
- Teacher A : Two-ways Communication
- Researcher : Why do you use the kind of communication strategy in teaching English?
- Teacher A : Because I adjust the existing conditions so that the children know better when the question is asked to understand and understand the material.
- Researcher : Is the communication strategy affect the students in learning English?
- Teacher A : Yes, they are motivated to know more about English. But not all because there are still some students who just keep quiet.
- Researcher : Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!
- Teacher A : The strategy I use works quite well in the classes I teach.
- Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?
- Teacher A : Students who are active in learning English and can understand when given an explanation.

Interview Result
Interview Transcript with The English Teacher

Day/ Date : Monday, March 21, 2022
Location : Teachers room
Time : 12.00 am – 12.25 am
Informant : Mrs. Sugiarti Ningsih

The interview result from teacher B

- Researcher : How long have you been teaching English at Junior High School Number 17 Jambi City?
- Teacher B : I have been teaching at Junior High School Number 17 Jambi City since 2010, about 12 years
- Researcher : In your opinion, how is the English ability of the students in the class you teach?
- Teacher B : Because I teach in 7th grade, it is still basic and easier for them to understand the material.
- Researcher : What types of communication strategies do you use in teaching English?
- Teacher B : Two-ways Communication
- Researcher : Why do you use the kind of communication strategy in teaching English?
- Teacher B : I think that communication makes it easier for children to understand and before starting the lesson I always give stimulation about the material to be studied.
- Researcher : Is the communication strategy affect the students in learning English?
- Teacher B : Alhamdulillah, it really influences them and they are more enthusiastic in learning.
- Researcher : Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!
- Teacher B : It goes well and students are more enthusiastic in learning although sometimes there are some students who are less active.
- Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?
- Teacher B : Students who are active in the process of learning English.

Interview Result
Interview Transcript with The English Teacher

Day/ Date : Wednesday, March 23, 2022
Location : Teachers room
Time : 08.30 am – 09.00 am
Informant : Mrs. Titin Wardani

The interview result from teacher C

- Researcher : How long have you been teaching English at Junior High School Number 17 Jambi City?
- Teacher C : I have been teaching at Junior High School Number 17 Jambi City since 2008 until now for about 13 years.
- Researcher : In your opinion, how is the English ability of the students in the class you teach?
- Teacher C : If the ability of students in the class is active when asked a question and he immediately responds.
- Researcher : What types of communication strategies do you use in teaching English?
- Teacher C : Two-ways Communication
- Researcher : Why do you use the kind of communication strategy in teaching English?
- Teacher C : I use this communication so that I can know the abilities of the students and make students more active than before and effective in the learning process.
- Researcher : Is the communication strategy affect the students in learning English?
- Teacher C : Yes, it definitely affects them because their abilities are different so this communication can make it easier for them to learn.
- Researcher : Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!
- Teacher C : Goes well, although there are some children who do not understand and I can monitor that to help them.
- Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?
- Teacher C : Students who are always active and practice a lot in English, and have a good attitude.

Interview Result
Interview Transcript with The English Teacher

Day/ Date : Wednesday, March 23, 2022
Location : Principal's living room
Time : 10.00 am- 10.20 am
Informant : Mrs. Febri Zawarni

The interview result from teacher D

- Researcher : How long have you been teaching English at Junior High School Number 17 Jambi City?
- Teacher D : Since 1996, I have been teaching for approximately 26 years at Junior High School Number 17 Jambi City.
- Researcher : In your opinion, how is the English ability of the students in the class you teach?
- Teacher D : The ability of children is still lacking, especially in mastery of vocabulary, making it difficult for children to answer questions.
- Researcher : What types of communication strategies do you use in teaching English?
- Teacher D : Two communication and sometimes Transactional Communication
- Researcher : Why do you use the kind of communication strategy in teaching English?
- Teacher D : So that students can better understand the material being explained, so in using the strategy, don't just rely on one strategy, so that students understand it more easily.
- Researcher : Is the communication strategy affect the students in learning English?
- Teacher D : Yes, this strategy is very influential during the learning process so it is not monotonous so there must be two-way and transactional communication.
- Researcher : Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or no? Explain!
- Teacher D : Depending on the students, sometimes it goes well, sometimes it doesn't go well because there are some students who are lazy and I as a teacher must always pay attention to that.
- Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?
- Teacher D : Students are active, active when he wants to ask questions when there is material that is not understood and there must be feedback from students, not just the teacher.

Appendix – 8

PERNYATAAN KESEDIAAN MENJADI RESPONDEN

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh Dira Evitarani mahasiswi Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar. Untuk keperluan tersebut peneliti meminta kesediaan anda sebagai responden dalam penelitian ini dan memberikan jawaban sesuai dengan yang telah responden lakukan. Dalam penelitian ini tidak ada pihak yang dirugikan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian. Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesediaan anda, saya ucapkan terima kasih.

Jambi, March 2022

Peneliti



Dira Evitarani

Responden



(Retno Rahayu.S.Pd

PERNYATAAN KESEDIAAN MENJADI RESPONDEN

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh Dira Evitarani mahasiswi Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar. Untuk keperluan tersebut peneliti meminta kesediaan anda sebagai responden dalam penelitian ini dan memberikan jawaban sesuai dengan yang telah responden lakukan. Dalam penelitian ini tidak ada pihak yang dirugikan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian. Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesediaan anda, saya ucapkan terima kasih.

Jambi, March 2022

Peneliti



Dira Evitarani

Responden



(Sugardi Ningsih. S.Pd

PERNYATAAN KESEDIAAN MENJADI RESPONDEN

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh Dira Evitarani mahasiswi Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar. Untuk keperluan tersebut peneliti meminta kesediaan anda sebagai responden dalam penelitian ini dan memberikan jawaban sesuai dengan yang telah responden lakukan. Dalam penelitian ini tidak ada pihak yang dirugikan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian. Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesediaan anda, saya ucapkan terima kasih.

Jambi, March 2022

Peneliti

Responden



Dira Evitarani



(Titin Wardani -S.Pd

PERNYATAAN KESEDIAAN MENJADI RESPONDEN

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh Dira Evitarani mahasiswi Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar. Untuk keperluan tersebut peneliti meminta kesediaan anda sebagai responden dalam penelitian ini dan memberikan jawaban sesuai dengan yang telah responden lakukan. Dalam penelitian ini tidak ada pihak yang dirugikan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian. Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesediaan anda, saya ucapkan terima kasih.

Jambi, March 2022

Peneliti



Dira Evitarani

Responden



(FEBRIZA WARU).S.Pd

Research Letter



YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 56 /UBR-01/B/2022
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMP N 17 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : DIRA EVITARANI
NIM : 1800888203022
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**“THE COMMUNICATION STRATEGY USED BY ENGLISH TEACHER IN
TEACHING AND LEARNING PROCESS AT JUNIOR HIGH SCHOOL
NUMBER 17 JAMBI CITY ACADEMIC YEAR 2021/2022”**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 7 Maret 2022



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix – 10

Research Permit Letter



PEMERINTAH KOTA JAMBI
DINAS PENDIDIKAN
SMP NEGERI 17 KOTA JAMBI
Jl. Arief Rahman Hakim Telanaipura Jambi



NSS:201106009017

Telp. (0741-61004)

SURAT KETERANGAN PENELITIAN
Nomor : 243/L.10.19/SMP.17/TU-2021

Berdasarkan surat dari Universitas Batanghari Fakultas Keguruan dan Ilmu Pendidikan Nomor : 56/UBR-01/B/2022 Tanggal 7 Maret 2022 Perihal Permohonan Izin Penelitian untuk maksud dan tujuan tersebut kami menerangkan bahwa :

Nama : **DIRA EVITARANI**
NIM : 1800888203022
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian di SMP Negeri 17 Kota Jambi dalam rangka melaksanakan Penyusunan skripsi yang berjudul *"The Cominiton Strategy Used By English Teacher in Teaching And Learning Process At Junior High School Number 17 Jambi City Academic Year 2021/2022"*.

Demikianlah surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.



BAMBANG HERMANTO, S.Pd,M.Pd
NIP. 19640513 198602 1 003