

**THE COMMUNICATION STRATEGY USED BY TEACHERS IN
TEACHING ENGLISH AT SMPN 19 KOTA JAMBI IN ACADEMIC
YEAR 2017/2018**

A RESEARCH PROPOSAL

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Educational Study Program**



**ENGLISH EDUCATIONAL STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
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APPROVAL

This thesis “THE COMMUNICATION STRATEGY USED BY TEACHERS IN TEACHING ENGLISH AT SMPN 19 KOTA JAMBI IN ACADEMIC YEAR 2017/2018”. Written By Nova Ria Ningsy, students number 1300888203013, has been corrected and approved to be examined in front of the team of examiners.

Jambi, September 2017

Approved and Accepted by

The First Advisor,

The Second Advisor,

Dra. Hj. Wennyta, M.Pd.

Nurul Fitri, S.S, M.Hum.

The Head of English Educational
Study Program

The Dean of Teacher Training
and Education Faculty

Dra. Hj. Wennyta, M.Pd.

Abdoel Gafar, S.Pd., M.Pd.

LETTER OF RATIFICATIONS

Name : Nova Ria Ningsy

Students Number : 1300888203013

Defending his thesis “**The Communication Strategy Used by Teachers in Teaching English at SMPN 19 Kota Jambi in Academic Year 2017/2018**”, was examined and stated to pass the examination on:

Day : Wednesday

Date : September 27th 2017

Team of Examiners

NAMES

POSITION

SIGNATURE

Dra. Hj. Wennyta, M.Pd.

First Advisor

Nurul Fitri, S.S, M.Hum.

Second Advisor

Dr. Sri Marmoah, M.Pd.

First Examiner

Efa Silfia, M.Pd

Second Examiner

Ratified by

**The Head of English Educational
Study Program**

**The Dean of Teacher Training
and Education Faculty**

Dra. Hj. Wennyta, M.Pd.

Abdoel Gafar, S.Pd., M.Pd.

STATEMENTS OF WORK'S ORIGINALITY

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

Jambi, September 25th 2017

The Writer

Nova Ria Ningsy



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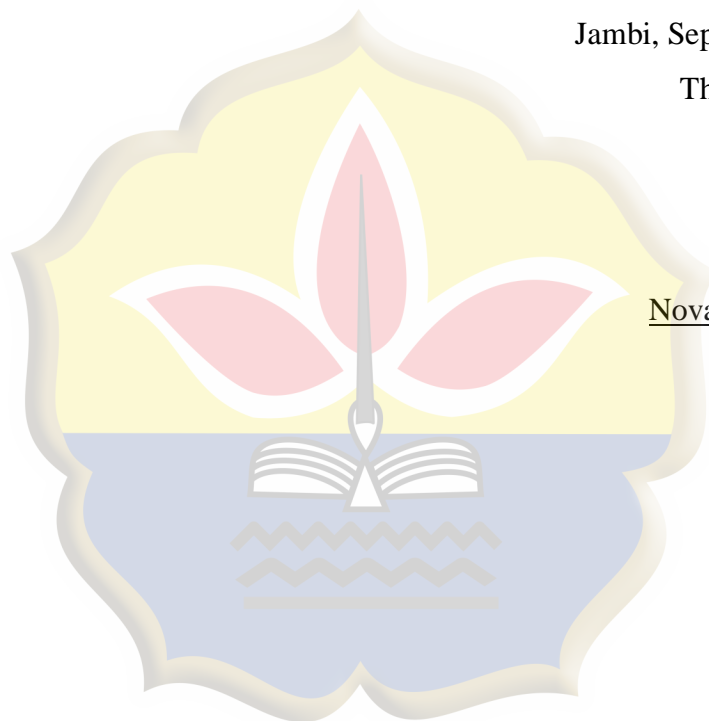
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The Writer

Nova Ria Ningsy



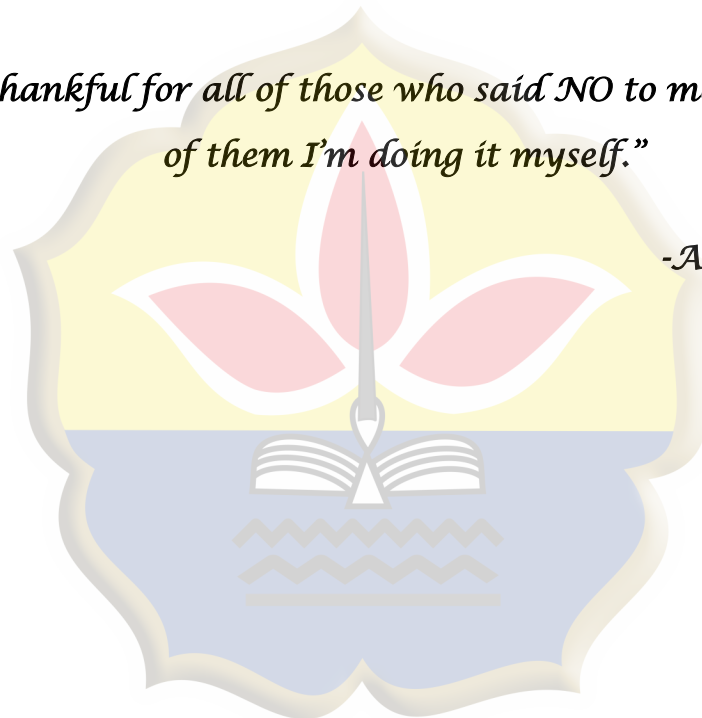
MOTTO

“Success is walking from failure to failure with no loss of enthusiasm.”

-Winston Churchill

“I am thankful for all of those who said NO to me. It's because of them I'm doing it myself.”

-Albert Einstein



ABSTRACT

Ningsy, Nova Ria. 2017. *The Communication Strategy Used by Teacher in Teaching English at SMPN 19 Kota Jambi in Academic Year 2017/2018*. Thesis. English Education Program. Faculty of Teacher Training and Education of Batanghari University in Academic Year 2017/2018. The first advisor, Dra. Hj. Wennyta, M.Pd. the second advisor, Nurul Fitri, S.S. M.Hum.

Key Terms : Communication Strategy, Teaching English

The purpose the of the research is to find out what are the communication strategy used by teacher in teaching English at SMPN 19 Kota Jambi in academic year 2017/2018. The method applied in conducting this research is descriptive qualitative. The subject of this research are four English teachers at SMPN 19 Kota Jambi. In collecting the data, the researcher use classroom observation and interview. The result of this research there are two communication strategies used by teachers while teaching English, namely two-ways communication and transactional communication. Based on the observation and interview result the researcher have concluded that the teacher often using various communication strategy in teaching English, namely two-ways communication and transactional communication. Moreover English teacher often use two-ways communication in teaching English rather than using transactional communication. It will make it easy for the students to understand the subject.

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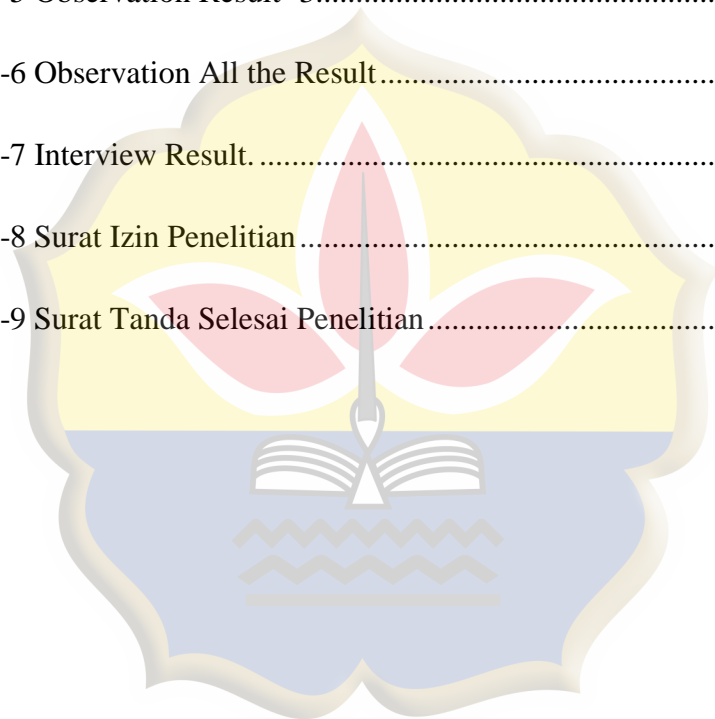
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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF STUDY

Communication becomes something that can not be separated from all human activities, either individually or in group, either verbal and non-verbal 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 others can only be done through communication. Humans are interconnected with 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 in order to realize quality students. In essence, the process of teaching and learning is an activity of interaction and communication between teachers and students. In this case, student become learner, while teachers act as teachers. The process is a linking link between teachers and students, resulting in communication that has the purpose of learning.

Success or failure of information convey to the learner is determined by the communication strategy used. To create an effective communication process, teachers should understand the ins and outs of communication education, among others, the proper method of communication education, strategies to increase the effectiveness of communication in education, and equally important is the barriers that often arise in communication education.

In the implementation of education it seems clear the role of communication very prominent. The learning process teach mostly due the communication process. In teaching process communication between teacher as a communicator and students as a communicant. Because in the field education involves communication between teacher and students, then each other can message, the intent and purpose according to their own way.

The message can be planned in advance to the students as the communicant. Communicator or teacher in this case expect feedback from the communicant on ideas and messages are conveyed, so that the message conveyed that there was a change attitudes and behavior that is expected.

Teaching and learning process is a process containing a course of conduct of teachers and students on the basis of reciprocal relationships that take place in an educative situation to achieve a specific purpose. Interaction or reciprocal relationship between teachers and students was a key condition for the continuity of teaching and learning process. Interaction in the event of teaching and learning has a broader meaning, not just the relationship between teachers and students, but the form of educational interaction. It must be realized that the teaching and learning has a different function, the process is not the same and separate. The difference between teaching and learning is not only caused by the teaching done by all teachers while learning takes place in it. When teaching and learning process occurs effectively, it means there has been a communication between teachers and students and has built up a unique relationship between teachers and students, the process itself is a chain that connects between teachers and students.

Learning and teaching are two concepts that can not be separated from one another. Learning to show on what to do as the subjects who received lessons, while teaching shows on what should be done by the teacher as a teacher.

The pattern of teacher interaction with students in teaching and learning activities are very varied, begin from activities that are dominated by teachers and independent activities done by children. This depends on the skills of teachers to manage teaching and learning activities. The use of interaction patterns of variation is intended to lead to bored, as well as to revive the atmosphere of the class for student success in achieving its objectives.

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 lead and govern the student according to his will. There was also a invites students to together complete the topics discussed. But all of it useful and appropriate to the circumstances. A teacher who afraid basically been

unsuccessful in implementing effective communication, because students feel there is a chasm weeks to express an opinion. Without good communication strategy, also reaped the results will not satisfy.

In the delivery of learning materials, there are several factors to consider, such as students, the classroom, the strategy and the material itself. In order to achieve the goals that have been set on a process of teaching, learning methods and communication strategies should receive special attention in every learning process. Learning methods and communication strategies are not necessarily the same for each material.

English is a foreign language that is very inconsistent in the pronunciation of a vocabulary. but students should able to use English as a communication tool. In fact the students are still difficult to use English as a means of communication, at least they can use them in learning English, but it is very difficult to do with all sorts of reasons they said.

Every teacher who teach English lessons it feels easy but it is difficult for the students. The cause of the problem is how the communication strategy so that the material English the teacher give can good received by students with maximal and there a positive response from students. Teaching English lesson is not just delivering the material until finish, which is an important material that has been submitted is complete without considering the psychological students. Teacher wants her students feel enjoy, get excited on the material conveyed with the right strategy. If the students feel comfortable and happy with the way we teach course material that we convey to students will be quickly accepted students.

Keep in remember that before teaching English teacher must provide a general description and purpose of the themes and subjects that will be learned to students. Knowledge and matters relating to the material to be conveyed. in the process of delivering the message shrinks meaning that the material that students receive almost the same and may not correspond with the material presented by the teacher. Thus, teacher are required to use good communication strategies and a teacher must master the process of communication that occurs during the learning process.

Based on the explanation above, the writer choose the title “The Communication Strategy Used by Teachers in Teaching English at SMPN 19 Kota Jambi in Academic Year 2017/2018”.

1.2 Formulation of the Problem

According to the background of the study above, the formulation of the problem are “What are the communication strategies used by teachers in teaching English at SMPN 19 Kota Jambi in academic year 2017/2018?”

1.3 Purpose of the Research

The purpose of this research is:

To know communication strategy used by teachers in teaching English at SMPN 19 Kota Jambi in academic year 2017/2018.

1.4 Benefit of the Research

There are two benefits in this research that are theoretical and practical.

1. Theoretical Benefit

To add knowledge about applying communication strategy which innovative often used in the schools, expected can be made as reference to research about usage of communication strategy in study of Foreign language generally and English language especially.

2. Practical Benefit

a. Student

As input to increase student awareness communication in the learning process is very important to supporting the success of teaching and learning process.

b. Teacher

Expected can be input for a teacher, especially for an English teacher to applying communication strategy in teaching process which innovative and effective, so that can develop the potentials already existing in students.

1.5 Definition of the Key Terms

1. Communication

Communication is the process of delivering ideas from one person to another. The sender of a message or communicator has the most decisive role in the success of communication, while the communicant or the recipient of the message only as a passive object.

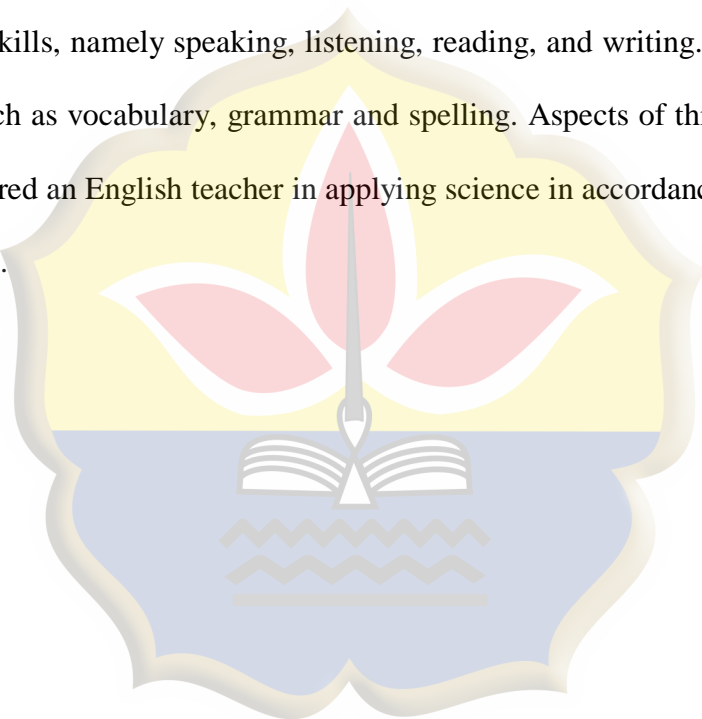
2. Strategy Communication

Strategy communication is defined as a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty.

communication strategies help the learners to keep on using the language in communication with others.

3. Teaching English

Teaching is guiding students how to learn. Teaching means to organize and create the conditions that exist in the environment of the students so that they can perform the learning activities. Formal english teaching in schools includes four language skills, namely speaking, listening, reading, and writing. Alongside other aspects such as vocabulary, grammar and spelling. Aspects of this language must be considered an English teacher in applying science in accordance with the needs of students.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Theories of Communication

2.1.1 Definition of Communication

Communication occurs only when there are two associated information producing processes and the output from one process is the functional inverse of the other process's output. Can say that communication occurred and that information was transferred between the input to the first process and the output of the second.

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 explain a great deal about communication systems".

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, *communis*, which means *common*. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication.

According to Effendi (2002: 11), “communication as a process of communication is essentially the process of conveying the mind, or feeling by someone (communicator) to others (communicant). Thoughts can be ideas, information, opinions, and others that come from his mind”.

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.

Hundreds of explicit and implicit definitions of communication have been published in the communication and related literatures for use by scholars and practitioners trying to describe, predict, and understand communicative phenomena. These definitions vary around the common language definitions, with variations depending on individual scholarly interests and general scholarly trends.

There is no explicit preference for which side should win in long-running intra-disciplinary debates, such as whether there is intrapersonal communication, for example. Motley (2010: 31) assume that communication has the following characteristics:

1. Communication is characterized by information transfer,
2. Processing takes place in communication systems,
3. Both the sender and the receiver are actively involved in a communication system, and
4. The quality of communications varies.

Communication should be defined without regard to possibly assumptions made about portions of the communication system. Put differently, assume that numbers 1 through 4 above need be the only characteristics used in developing a definition of communication.

According to Prozeksy (2007: 12), “communications means ‘the act of imparting, especially news’, or the science and practice of transmitting information”. These definitions clearly show the link between ‘teaching’ and ‘communication’, teachers are constantly imparting new knowledge, or transmitting information. So, communication is important, because every administrative function and activity involves some form of direct or indirect communication. Given a set of requirements for a definition of communication, we can define a communication as information that enters a process and eventually leaves its inverse process.

Based on the explanation above the researcher concluded that communication is the process through which individuals in relationships, group organizations and societies respond to and create messages to adapt to the environment and one another

2.1.2 The Process Communication

According to Koehler, Anatol, Appibaum (2002: 4.7), “in everyday life, the communication process begins by the source (source) either individuals or groups who try to communicate with other individuals or groups”.

The first step in the source is ideation, namely the creation of an idea or the selection of a set of information to be communicated. This ideation is the basis for a message to be conveyed.

The second step in creating a message is encoding, which is the source of information or ideas with each other in the form of words, signs or symbols intended to convey information and are expected to have an effect on others. Messages are tools in which sources express their ideas in the form of spoken language, written language or nonverbal behavior, such as sign language, facial expressions, or drawings.

The third step in the communication process is delivering a message that has been encode. The source conveys the message to the recipient by way of speaking, writing, drawing, or through a particular action. In this third step, we know the term channel, the tools to convey a message. Channels for oral communication are face-to-face communications, radio, and telephone. While channels for written communication include any written material or a medium that can produce written words, such as: television, LCD, videocassette, or OHP (overhead-projectot). Resources trying to free communication channel of interference or hindrance, so that the message can be up to the recipient as desired.

The fourth step, attention is transferred to the recipient of the message. If the message is verbal, then the recipient needs to be a good listener, because if the recipient is not well heard, the message will be lost.

in this process, the receiver performs decoding, which provides interpretation of the interpretation of the message delivered to him. Understanding is the key to decoding and occurs only in the recipient's mind. Finally the recipient will determine how to understand a message and how to respond to the message.

The last stage in the communication process is the feedback that allows the source to reconsider the message it has delivered to the recipient. response or feedback from the receiver to the message sent source can be either words or save it. This feedback can be used as a basis for evaluating communication effectiveness

In teaching and learning process is essentially a process of communication, where the teacher acts as an introduction to messages and students as the recipient of the message. Messages sent by teachers in the form of content or subject matter are poured into the symbols of communication both verbal (words and writings) or nonverbal, this process is called encoding. The interpretation of the communication symbols by students is called decoding.

However, communication process may experience obstacles, meaning that not always the message delivered by the sender of the message easily received by the recipient of the message. Even the received messages did not match the intended purpose. This is a communication error.

There are several factors that can cause communication errors. First, the weak factor of the sender's ability in communicate information, so the

message is not clearly accepted, or it may be misleading. Secondly, the weak factor of the recipient's ability in receive messages, so there is an error in interpreting the message delivered.

In conclusion effective communication process is a two-ways process that requires effort and skill both sender and receiver. Everyone will at times assume each of these roles in the communication process and the elements of the communication process are the source, encoding the message, encode the message then we know the term channel, receiving the message, then recipients do decoding the message, and the last feedback or respons.

2.2 Strategy Communication

2.2.1 Definition of Strategy Communication

The success of effective communication activities is largely determined by the determination of communication strategies 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”.

Meanwhile Corder (1981: 72) said a communication strategy is defined as a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty. communication strategies help the educator to keep on using the language in communication with others.

According to Middleton (2015: 57), “communication strategy is the best combination of all communication elements of the communicator, message, receiver channel to the effects designed to achieve optimal communication objectives”. If the selection strategy is wrong then the results obtained can be fatal, especially losses in terms of time, matter, and energy. The concept of communication strategy here laid out as part of communication planning in achieving the goals to be achieved.

In the education process a teacher often encounter failures, this is usually due to weak communication system used. For that, educators need to develop effective communication patterns in the learning process. Educational communication that is intended is the relationship or interaction between educators and learners at the time of the learning process takes place or with another term that is an active relationship between educators with learners.

Based on the explanation above strategy communication is essentially planning and management to achieve a goal. To achieve this objective, the communication strategy should be able to address how its operation should be tactically done, in the sense that the approach may differ depending on circumstances.

2.2.2 Type Communication Strategy in Teaching

To perform communication strategy skills in teaching should have a goal to help students understand something. Therefore, the teacher needs to

pay attention to the quality of his communication strategy in teaching, especially with regard to the response given to the student. Teachers are expected to have the skill to create a conducive communication climate, so that students to actively participate in expressing opinions and developing their imagination and creativity.

According Effendi (1981: 85), three communication types in teaching:

1. One-way Communication

Where communicators provide a stimulus and communicant responds or responds to the expected, without conducting selection and interpretation. Teacher as giver of action and students as recipient of action. In here active teacher and students become passive, teaching is seen as an activity of delivering instructional material. According to Bolton and Boyer (1971: 2), one-way communication is less accurate than two-ways communication. Although one-way communication is more efficient in permitting the communicator to send more information per unit or time, the listener's understanding of the information sent under one-way is less complete than the listener's understanding of the same amount of information under two-ways communication". Lecture on its basis one-way communication, or communication as action. This type of communication is not much to live learners learn activities.

- Weakness of one-way communication:

1. There is no interaction between the communicant and the communicator.

2. There is no reciprocal of the communicant.
 3. Message delivered is sometimes not clear to the recipients of the message.
 4. Communication is ineffective.
 5. Sometimes listeners do not care what the speaker says because the recipient is bored.
 6. Not giving satisfaction to the communicant, because the communicant does not have a chance to give a response or response.
- Advantages of one-way communication:
 1. More quickly and efficiently, because there no feedback from students, and teacher only explain the material.
 2. Speaking only one person until the recipient of a message or a listener is easier to digest and understand the message delivered.
 - Characteristics of one-way communication:
 1. The message is open because everyone gets the same message content.
 2. The feedback process is slow and difficult to get a response from the communicator.
 3. One-way communication is aimed at a large or wide target. The meaning that the teacher only explains or convey the material to all students in the class

4. The communication process 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.
5. The atmosphere is quiet. Because it does not respond or ask questions during the process of delivery of material in progress.
6. The speaker become passive during the communication process. Students become passive, because the teacher does not provide an opportunity for them to ask and respond during learning process.
7. Delivery of materials using lecture methods, because lecture on its basis one-way communication.

2. Two-ways Communication

In this model, communication takes feedback ideas. There are sender that send information and there is a receiver that selects, interpretes and responds back to the message from the sender. Thus, communication takes place in a two-ways process as well as the process of circulation or rotation of direction, whereas each participants has a dual role, which at one time acts as a sender, while at other times acts as a receiver, keeps it the other way around.

Meanwhile Bolton and Boyer (1971: 2) a two-ways communication process indicates a flow of information, facts, theory, etc., among and between two or more individuals. Therefore, in this communication strategy the teacher can act as the giver of action or the recipient of the action. Conversely, the student can be the recipient of the action can also the giver of action. Dialogue will occur between teacher and student.

- Weakness of two-ways communication:
 1. Requires at least two people.
 2. Messages delivered more slowly, making them less efficient.
 3. May appear in the attitude of "attack" on the student and the defensive self-teachers.

- Advantage of one-way communication:
 1. The existence of a dialogue between the communicator with the communicant, thus causing satisfaction between the two sides.
 2. All orders or messages can be received more accurately or precisely, as they can be asked and discussed if they are less understandable.
 3. Avoiding misunderstandings.
 4. Communicators and communicants are free to express their opinions.
 5. Speakers and listeners play an active role can be listening as speakers and speakers as a listening.
 6. Communicant not only receive what communicator delivered.

- Characteristics two-ways 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.

To improve the effectiveness of two-ways communication, communication participants attempt to convince each other, by

optimizing the use of both verbal and nonverbal messages simultaneously, complement each other, and reinforce each other for the purpose of communication.

4. The communication process lasts a long time. Because during learning process occur feedback communication and get response between teacher and student. in this communication students are given the opportunity to ask questions and give opinions.
5. Dialogue occur between teacher and student, student and teacher.
6. The atmosphere is more lively. Because occur response or ask questions during the process of delivery of material in progress.
7. The speaker become active during the communication process. Because they have the opportunity to respond, ask questions and give opinions.
8. Communicant lure listeners. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.

3. Transactional Communication (Multi-ways)

Communication can only be understood in the context of a relationship 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. This communication process emphasizes all behaviors is communicative and each party involved in communication has the content of the messages they carry and exchange in

transactions. 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 student activities, thereby fostering active learning students. They can interact with friends other than just with the teacher. Student activities will be more optimal with this kind of interaction, of course with the role of a teacher as a supervisor in the classroom.

Freedom in experimenting makes students more active. Discussion is a strategy that can develop this communication. In teaching activities, students need something that allows them to communicate well with their teachers, friends, and the environment. Therefore, in the learning process there are two things that follow determine the success of the first set of teaching and learning process and the second teaching itself has a dependence to create a good communication situation that allows students to learn. Conducting discussions with fellow students makes the students' communication more developed. Because basically doing communication or often speak also indirectly will sharpen the brain so as not dull.

- Weakness of transactional communication:
 1. Unhealthy competition will occur when the teacher can not give understanding to the students.
 2. For students who have no self-discipline and idlers are open to passive possibilities in their group.
 3. The nature and ability of the individual sometimes feel ignored.

- 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. The possibility of knowledge transfer among group.
 4. Increased sense of social solidarity between group.
- 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 more lively and kinship. Democratic process occurs during the communication process takes place.
 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.
 6. During communication process occur feedback from teacher and students, also between students and other students.

Communication plays a very important role for a teacher's success. Successful teachers are able to communicate effectively. Almost every time teachers communicate with teachers, friends, or parents but communication with students will be different from fellow teachers, and parents.

Some things to know when communicating with students. Communication is not always with verbal language, can also be done by using nonverbal language, namely body language:

- a. Facial expressions
- b. Eye contact
- c. The gestures
- d. Intonation or tone of voice

According to Sanjaya (2012: 87), “every teacher needs to understand the type of communication, because the learning process is basically a communication process, so the success and failure of learning is basically the success and failure of communication built by the teacher”.

Based on the explanation above, types of strategy communication which can be used by teachers namely, one-way communication, two-ways communication, and transactional communication. Communication is not always using verbal language but non-verbal can used in teaching. Teacher communication strategy is essential to positive instruction, positive communication between teacher and student, and positive communication between student. teaching is important for teacher to apply of communication

strategies, as they are useful for making students more active in responding to learning and realizing effective communication.

2.3 Theories of Teaching English

2.3.1 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. They are those who understand communication and learning are interdependent and the knowledge and attitudes students take with them from the classroom are selectively drawn from a complex assortment of verbal and nonverbal messages about the subject, the teacher, and themselves. They are those who are more concerned with what the students have learned than with what they have taught, recognizing those two things are not necessarily synonymous. They are those who consciously and strategically make decisions about both what is communicated and how it is communicated.

English is still considered one of the most important school subjects and therefore beginning teachers can find the responsibility of teaching is both exciting and challenging. Everyone agrees that the subject 'English' is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for

adult life. However, that is as far as the agreement goes, even attempting a simple, consensual definition proves extremely difficult.

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

1. Listening

Asher (1997) states that listening is a major component in language learning and teaching. The role of comprehension was given prominence, as learners were given great quantities of language to listen to before they were encouraged to respond orally. Similarly, the Natural Approach identified a significant “silent period” during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were ready to do so. These approaches were an outgrowth of a variety of research studies that showed evidence of the importance of input in second language acquisition.

2. Reading

When teacher teaching pupils to read, teacher enter an area of seemingly awesome responsibility, for teaching individuals something which affects so many aspects of personal and social development, and which plays a special role in language development. Through reading able to interpret, comprehend and respond critically to the ideas of others. Learn about the particular ways in which text helps to formulate and express those ideas, reflect upon the

relationship between our own experiences, and discover in what read. Pupils' experience of reading impacts upon their participation in wider learning

Brown (1994: 283) states reading ability will best be developed in association with writing, listening, and speaking activity. 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 chooses among all the information meaningful data and infers meanings, decides what to retain and what not to retain in his memory, and moves on.

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

It is worth mentioning that we might not subscribe to either process in particular; rather learners should be encouraged to combine bottom-up and top-down processes in reading, which implies in practice doing such things as discussing the topic of a text before reading it, arousing expectations, eliciting connections between references in the text and situations known to the learners.

3. Writing

A few decades ago teachers used to focus on the final product of their students' writing and its format. Nowadays, the focus lies on content and

message since learners are seen as creators of language. This is known as the process approach to writing instruction.

Teaching focuses on the process students go through when writing. Students then learn different strategies for prewriting, drafting and rewriting which give students opportunity to return to their work and improve it.

Unlike oral language, written language involves thinking as it can be planned ahead and revised. Within this approach, revision is crucial since students get feedback throughout the composing process either from their teachers or peers. However, the process approach does not disregard product. Process is not the end; it is the means to the end.

English teachers should not forget that native language patterns of thinking and writing can interfere with second language writing. However, English teachers' role is to value students' native language related rhetorical traditions and guide them through a process of understanding them rather than rejecting students' backgrounds. Hence, culture is at play.

4. Speaking

Many language students consider that developing the speaking skill should be one of their primary goals of study, either because they would derive some personal satisfaction from it or because they feel it would be useful in pursuing other interests or career goals.

This emphasis on oral proficiency does not and should not mean that other skill areas ought to be neglected. Since the ability to function adequately in speaking continues to be an important goal for many second language

learners, it is incumbent upon us as language teachers to identify effective strategies for teaching oral skills in the classroom that will maximize opportunities for the development of useful levels of proficiency in speaking and listening as an integrated skill whole.

Alongside other aspects such as vocabulary, grammar and spelling. The teacher will need to lead students into a greater understanding of the purposes of a wide variety of writing, and enable them to acquire analytical skills related to grammar, word choice, structure and semantics. Aspects of this language must be considered an English teacher in applying science in accordance with the needs of students. It requires a creative teacher in developing students' interest towards subjects of English because these subjects are often felt by some learners as a program that is not interesting..

One purpose of the subject English therefore does fit the name—i.e. to teach the language as an entitlement to all pupils whether or not it is their first or second language. This purpose is not a narrow one, however. If it were, then it might only involve teaching the ‘mechanics’, i.e. spelling, grammar and punctuation.

Communicating effectively with students, not only about the content of their lessons but about the structure and design of their lessons, has a very positive impact on classroom dynamics. Students learn to see you as being in charge, but more importantly, as careful and caring about the experiences they are getting.

According to Blum (1984: 3-6), in a summary of research of this kind, twelve characteristics of effective teaching were identified:

1. Instruction is guided by a preplanned curriculum.
2. There are high expectatios 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 time is used for learning.
8. There are smooth and efficient classroom fit instructional needs.
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 most important school subjects and therefore beginning teachers can find the responsibility of teaching is both exciting and challenging. In teaching English get four language skill there are listening, writing, reading, and speaking, beside that other aspects such as vocabulary, grammar and spelling. By using a good communication strategy and skill teaching in teaching English, making students better understand the material presented during the learning.

2.3.2 Teacher Role in Teaching Process

Teachers as the main actors in the implementation of educational programs in schools have a very strategic role in achieving the expected educational goals. In this case, the teacher is seen as a determinant factor to the achievement of the quality of student achievement.

Considering the role that is so important, then the teacher is required to have a comprehensive understanding and ability about his competence as an educator. According to Rochman (2003), "teacher competence includes: performance, mastery of professional or academic ground, the mastery of academic material, the mastery of skills or work processes, the mastery of interactional adjustments, and personality".

While the teacher's performance can be defined as "a set of teacher behaviors associated with teaching styles, the ability to interact with students, and his personal characteristics are displayed at the time of carrying out his professional duties as an educator (mentor, teacher or coach)".

Teacher role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning. Besides Parents, Teacher's play a very crucial role in developing a child's interest towards a subject or the language. Teacher should thus become a learner by thinking about the situation by understanding it through different point of view, before teaching students and by making them relevant

in everyday circumstances. Here is an explanation of some of the teacher's roles in teaching:

1. Teacher as a Learner

Teaching and Learning is a continuous process and wherein strategies may differ with the moving generations. Though we find many changes in the education system, but the role of a teacher will remain the same but with slight changes. The teacher's job is to convince the student that education fulfills the need and learning in the classroom. A Teacher has to think from the learners' perspective before she plans to interact with the students. When a teacher plans with the learners' perspective and starts teaching, students can receive the information without any hesitation in grasping the things.

2. Teacher as a Facilitator

It is very significant that students should sense that their teachers concern about them and thus teacher should become the best facilitator to the students in all the aspects. As a facilitator she has to direct and support students in learning for themselves as a self-explorer. Teachers should develop best learning environment which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth. Thus the teacher becomes a facilitator, a role that Richards and Rodgers (2002:199), explain as follows: 'In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise' by interacting, teaching, refocusing, questioning, clarifying, supporting, expanding, celebrating and empathising.

3. Teacher as an Assessor

As a Teacher, assessing is one of the important tools for extracting students' knowledge by giving continuous feedback. Teacher's role is not complete just by teaching a lesson. Assessing is the effective tool for making students learning perfect. A Teacher before assessing a student has to first assess their own conclusions, as to what extent a student will be benefitted with their correct assessment. These assessments can be carried out through verbal feedback, by conducting quizzes, by giving some tasks etc. An assessment makes a teacher to plan for her future teaching techniques and in guiding them to master their language.

4. Teacher as a Manager

Teacher's role as a manger is a very significant and imperative role in managing a class. A Teacher has to plan well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach. An experienced teacher can manage the timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods.

5. Teacher as a Evaluator

As everyone is aware that evaluation plays a prominent role to a teacher's success. Evaluation is a subjective process, which is related to academics. Teacher has to be an effective evaluator while evaluating the student. True

and fair evaluation should be done by a teacher in order to do justice to a student's career. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of competence rather than on the weaknesses and every student should be adhered to positive expectations.

In conclusion, teacher role in teaching process where a teacher performs when dealing the students are as follows-learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future.

2.4 Previous of study

In this study the author describes two previous studies relevant.

Ardy Wibowo (2012) in his thesis entitled "Strategi Komunikasi Instruksional Guru Dalam Mengajar Anak Berkebutuhan Khusus Di Sekolah Luar Biasa B Karya Ibu B Palembang" based on the results of research and discussion that teachers use verbal communication in the form of talking and non-verbal communication in the form of cues in fostering and delivering material to children with special needs. Involving children with special needs to directly practice the material presented by the teacher. Various visual aids support the teaching and learning process in children with special needs and make it easier to understand with the material presented by the teacher. Family environment or the nearest is a supporting factor for children with special needs and the spirit of teachers in teaching and the willingness of

children with special needs to be a factor supporting success in the learning process takes place.

Niwayan Yuni Lisnayanti (2013) in her thesis entitled “An Analysis Of Communication Strategies Used By English Teacher At Suta Dharma Kindergarten”. The teacher used more than one language which were Indonesian and Balinese in teaching English. Indonesian and Balinese were used to help the students understand the target language. The object of this study was communication strategies which included approximation, circumlocution, message abandonment, code switch, repetition, literal translation, appeal for assistance, mime, generalization, drawl, reconstruction, topic avoidance, and word coinage. The results of this study showed that the teacher applied eight out of thirteen of communication strategies in teaching English at Suta Dharma Kindergarten that had been observed, namely: topic avoidance, message abandonment, code switch, approximation, circumlocution, repetition, literal translation, and mime. The communication strategy that was most frequently used by the English teacher was code switch. There were two reasons why the teacher at Suta Dharma Kindergarten applied the communication strategies. The reasons were (1) making the students understand about what the teacher said and (2) lack of the teacher English ability.

Wayan Suarini (2013) in her thesis entitled “The use of communication strategies by the teacher as a technique of teaching to help students learn to communicate in English on elementary level in Bali children

foundation". The result of this study were: there were eight types of communication strategies applied by the teacher to help students learn to communicate in English, namely: literal translation, repetition, language switching, appeal for assistance, topic avoidance, para language, comprehension check and clarification request. There were five main reasons that caused the teacher applied those communication strategies such as to help students to understand the meaning of English utterances, to help students memorized the word in English, to help the students in mastering a topic, to improve students' motivation in speaking and to help students comprehend the lesson. It can be concluded that communication strategies applied by the teacher in the teaching and learning process can increase the students' ability in speaking, because the teacher used appropriate communication strategies to help students in learning English.

In this research purpose to know what is strategy communication used by teacher in teaching especially teaching English. Same like three authors in previous study relevant in this thesis having the same purpose, but result of the research author is different.

First author is Ardy Wibowo, the result of research teacher using verbal and non-verbal communication in form talking, fostering, and delivering material. Second author is Niwayan Yuni Lisnayanti, the result of research teacher applied eight of communication strategies, namely: topic avoidance, message abandonment, code switch, approximation, circumlocution, repetition, literal translation, and mime. The last, their author

is Wayan Suraini using eight types of communication strategies, namely: literal translation, repetition, language switching, appeal for assistance, topic avoidance, para language, comprehension check and clarification request. The result of my research the teacher using two communication strategies in teaching English, namely two-ways and transactional communication.



CHAPTER III

METHODOLOGY

3.1 Research Design

In this research, the researcher used descriptive qualitative. 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. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology (Parkinson & Drislane 2011). This research design chosen because it is able to describe fully the communication strategies used by teachers when teaching takes place.

In this research, the researcher described the result of the researcher based on data. The descriptive qualitative is used to know communication strategy used by teacher in teaching English at SMPN 19 Kota Jambi. Campbell and Stanley (1963), said that “the methods of collecting data for descriptive research can be employed singly or in various combinations, depending on the research questions at hand. Descriptive research often calls upon quasi-experimental research design. Some of the common data collection methods applied to questions within the realm of descriptive research include surveys, observations, and portfolios”.

According to Sugiyono (2012: 8), “Qualitative research methods often called naturalistic research because the research is done on natural conditions” In this research, the instrument is the human instrument, which the researchers themselves. To be able to be an instrument, the researchers should have the

provision of theory and extensive knowledge, so as to inquire, analyze, photograph, and construct a social situation under study becomes more clear and meaningful.

In conclusion researcher describe the result of the researcher based on data. Collecting data in descriptive research include observations. Here, the research designed describe communication strategy used by teacher in teaching English at SMPN 19 Kota Jambi in Academic Year 2017/2018. The research used descriptive analysis with qualitative approach.

3.2 Subject of the Research

The subject of this research are English teacher of SMPN 19 Jambi. In SMPN 19 Jambi there four English teachers, such as teacher A is Lena, teacher B is Dwi Rosmiarti, teacher C is Khairani Mimi, and teacher D is Prianti. Researcher choose four English teacher in SMPN 19 Jambi, namely teacher A, B, C and D. The reason of choosing the teacher as the research subject are that they teach English class. Those teacher observed in order to find out any matter concerning with their strategy communication in teaching English, and in here researcher using total sampling for research method.

Table 3.1
Subject of the Research

No	Subject				Total
1.	Teacher A	Teacher B	Teacher C	Teacher D	4

Source: SMPN 19 Kota Jambi

3.3 Setting of the Research

The research conducted was taken sample at SMPN 19 Jambi is located on Jln. Dr. Tazar, buluran district, Jambi. The researcher choose this school because near of home.

3.4 Instruments of the Research

Two kinds of instruments were used in this study. One interview for getting the data about teacher's communication strategy and the other one was observation for obtaining the data of the communication strategy.

3.5 Technique of Data Collection

3.5.1 Observation

Morris (1973: 906) defines observation as the activity of recording a symptom with the aid of an instrument and recording it with a scientific or other purpose. Moreover it is said that observation is a collection of impressions about the world around based on all the capabilities of the human senses that capture power.

Based on the statement above, in collecting the data, the researcher used technique observation. Here, the technique is linked to each other.the researcher following the English teacher to teach in classroom and make a note about the activity and fill in the observation sheet which strategy communication used by teachers A, B, C, and D researcher also use the class VII, VIII, and IX to observer directly. Compile a list of observations that have been made field notes, and make conclusion from observation result.

Table 3.2
Specification of Observation

Variable	Indicator	Item
Strategy Communication	One-way Communication	1. The learning process is fast.
		2. The classroom atmosphere is quiet.
		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.
	Two-way Communication	1. The learning process lasts a long time.
		2. Involves at least two people.
		3. The classroom atmosphere is more lively.
		4. Students become active during the learning process.
		5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.
		6. Dialogue occur between teacher and student, student and teacher.

		7. The occurrence of feedback during teaching process.
	Transactional Communication	1. The learning process lasts a long time.
		2. The classroom atmosphere is more lively 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.

Sources: Middleton: 2015

3.5.2 Interview

According to David (2002: 22), interview is “a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic”.

The interview is used as a data collection technique if the researcher wants to do a preliminary study to find the problem to be researched.

Meanwhile Susan Stainback (1988: 23), state that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation.

Based on the above explanation, the researcher will conduct interviews to teachers. Here the researchers will interview four English teachers to find communication strategy used by teacher in teaching English

3.6 Technique of Data Analysis

Bogdan said that data analysis is the process of sistematically searching and arranging the interview transcripts, fieldnotes, and other materials tahat you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

According to Spradley (1980: 115), “analysis of any kind involve a way of thinking . it refers to the systematic examination of something to determine its parts, the relation among parts, and the relationship in the whole. Analysis is a search for patterns”.

Based on the above explanation, it can be concluded the researcher in analyzing the data will process searching and arranging systematically data obtained from interview and observation. Observe the teacher and adapt them to the list observations in the teaching process in class, and make conclusions so easily understood by myself and others.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussions of communication strategy used by teacher in teaching English at SMPN 19 Kota Jambi in academic year 2017/2018. The findings were from the analysis of observation followed by discussion.

4.1 Finding

This study was conducted on all English teachers in academic year 2017/2018. The purpose of this research is to know what type of communication strategy most used by teacher while teaching. This research do on August 7, 2017 with agreement of headmaster in SMPN 19 Jambi

4.1.1 Observation Result

This research conducted at SMPN 19 Jambi, there are four English teacher to be used as population in this research, the names of the English teacher with code namely as teacher A is Lena, teacher B is Dwi Rosmiarti, teacher C is Khairani Mimi, and teacher D is Prianti. In accordance with the result of this research data use observation sheet. researcher found some of communication strategy in teaching English, as follows:

On the first observation teacher A used transactional communication strategy, then second and third observation teacher A used two-ways communication. Teacher B on the first, second, and third observation used two-ways communication. Teacher C on the first and second observation used two-

ways communication, than third observation used transactional communication. For teacher D on the first, second, and third used two-ways communication. So from four teacher English many used two-ways communication with total 10 from three days observation. Transactional communication only total 2 from three days observation, and for one-way communication no one used one-way communication strategy when teacher teach.

From usage two-ways communication by teacher A, B, C, and D this communication strategy teacher and student as sender and recipient. As well as feedback between teacher and student. When the teacher explains an English lesson material, students listen, pay attention, and try to understand what the teacher is saying. The teacher explains the material by using the English language, once again explained back to the Indonesian language. And used of body movements that make students better understand the message conveyed by the teacher. Here some students become active because of their curiosity towards the lesson. Then they will ask because something material that is not understood and want to know more deeply, students used English mixed with Indonesian language. With pleasure the teacher responds to the student's question. But, there are some students who tend to be passive in class. That's because some students are a little lazy, a sense of curiosity is less on the subject matter or shy to ask because of lack of knowledge of vocabulary in English. Then there is a dialogue between teacher and students active, the classroom atmosphere becomes more alive.

Then usage transactional communication by teacher A and C this communication strategy Involves dynamic communication between teacher and student but also involving one student to another, growing students who are active in the learning process. The teacher asks the students to make the group, teacher gives the task by means of small groups and large groups. Group will get the material to discuss with the members of group. After all groups have finished, the teacher asks each group to explain the result of their discussion using english speaking. After which the teacher asks another group used english speaking to ask based on the material. After the group answers, the answer is explained back by the teacher to reassure the answer. So one student with other student, and teachers will communicate with each other and transact between them. Students were passive or were just silent assisted by another friend so that students are passive want to ask or issuing its opinion. The classroom situation becomes more lively and full of intimacy, and students become orderly during the learning process takes place.

4.1.2 Interview Result

This interview did when teacher finished teaching. So get the results as follows:

The interview result from teacher A, she is teaching class 8i. Her name is Lena. Teacher A used transactional communication, and her reason because this strategy make her students can understand the English lesson and also very affecting her students in learning English. This strategy in teaching process is

running well because this strategy make her student enjoy in learning. Teacher A hoped her student can study English very well again.

For interview result from teacher B, she is teaching class 7a. Her name is Dwi Rosmiarti. Teacher B used two-ways communication strategy. Her reason because her students not much understand about English lesson so teacher B must give more example like used body language, more action, and asking. This strategy affecting to her student is learning English. Teacher B thought with two-ways communication her teaching process is running well because student be understand can answer questions. She hoped her students be good student in learning.

Then interview result from teacher C, she is teaching class 9e. Her name is Khairani Mimi. She used two-ways communication, with this strategy her student can good communication during learning to her. She thought this strategy affecting for her student in learning process, and running well because her student can understand, asked, and gave her feedback. She hoped her students be more active in learning process.

The last interview result from teacher D class 8A. Her name is Prianti. She used transactional and sometime two-ways communication. Her reason because both of strategy that make her student more active than before, very affecting, and running well in learning English process. She hoped her students still be active and able to more practice study English.

4.2 Discussion

Based on the observation result, researcher how the communication strategy used by teacher in teaching English of SMPN 19 Kota Jambi in academic year 2017/2018. It will describe below:

Based on the observation result researcher concluded that communication strategies used by teacher when teaching English, namely two-ways communication and transactional communication. But teacher often using two-ways communication. When teacher teach using the communication strategy, there are some passive students, and there are also some students who are active in the classroom during the learning process takes place. In the communication that occur in the class should occur when the source take turns transmitting messages between one another. But communication strategies in teaching can be applied in any study and in any classroom.

When the teacher explains an English lesson material, students will listen, pay attention, and try to understand what the teacher is saying. All students must have curiosity. With such curiosity, they will ask if there is something material that is not understood and known. The student will respond or feedback to the teacher, ask questions or responses requested by the teacher or not asked. Teachers in responding to students not only by using verbal communication but can use non-verbal communication. In this case, the student is responsive, but the student not only responds to the teacher, the student will also respond to other students who have given their opinion or question first. It will open the mindset of students developing about this English lesson. Students will exchange ideas on

something matter discussed. One student with another student will ask each other and answer the question. Students will mutually solve the material so that there is communication among the students.

Then, the results of exchanging thoughts of the students will be submitted to the teacher. One student with other students and teachers will communicate with each other and communicate between them. so the classroom atmosphere comes alive. Teachers also support students to make good communication among them especially in English, then from here teacher as facilitator in class, because many students still do not know the vocabulary, grammar, and pronunciation in English.

Students who tend to be passive in the class because some students are a little lazy, embarrassed and his curiosity is less about English subject matter. Passive students have no courage and no confidence in communicating English in the class, but student active sometime they have some mistake in their communication English, but that it is okay, because they still in learning process especially according to them it is not easy to learn about English.

Based on the observation, strategy communication in teaching which often used English teacher is two-ways communication and transactional communication. But teacher often using two-ways communication, used of two-ways communication between teacher and student both can be mutual giving and receiving. This type of communication is teacher expected to grow the activity of students in teaching and learning. This communication strategy is applied by giving a question to the students after the teacher finished giving the material, if

the student can answer the question asked means the students have been actively involved in learning activities. In addition, teachers also give students the opportunity to ask questions. This in addition can encourage students to be active in the classroom can also encourage students to dare to speak and express opinion in front of their friends.

Then used of transactional communication, this type of communication strategy aims to develop the ability to communicate between students with their friends, for example through teacher group assignments, do not want to ask questions or can not answer questions from teacher. Students will help each other in completing the task or help. Students who are smarter will help students less responsive, resulting in the process of transactions between them. When teachers give task with make a small group or large groups, not all group members are active and participate in the discussion. Nevertheless, there are already some groups that have been able to apply this form of group communication by clashing opinions among their members and in turn expressing their opinions. In addition to the large groups are still found students who influence other students to busy and chat themselves, but the teacher is able to overcome and control students who cause the crowd in the group.

In the teaching process, using the communication strategies that teachers use will make the active student have good skill in English they could communication with other by using English, like asked and answered in English. This condition made the teacher easy to convey the material. Especially the students looked enthusiastic in learning English. Passive student just keep silent in

learning process, because have no courage and no confidence in communicating English. But with the spirit of students in learning English could improve their knowledge and skill in English.

The existence of communication between teachers and students in learning is very important. Without communication, the learning process will not be able to run well. process communication strategies used by teachers can produce feedback (reciprocal) that which can determine whether a communication is received well or not. In addition, both processes can maximize the delivery of information from teachers to their students. So that the information provided by the teacher can be received and digested well by the students.

Based on the interview result researcher concluded that communication strategy used by teacher in teaching English.

English teachers said there using two-ways communication and transactional communication in teaching. In use the communication strategy there active student and passive student in learning process. English teachers expect with using the strategy students can understand the lesson, understand what the teacher said, improve students' ability in speaking in the classroom using the English language.

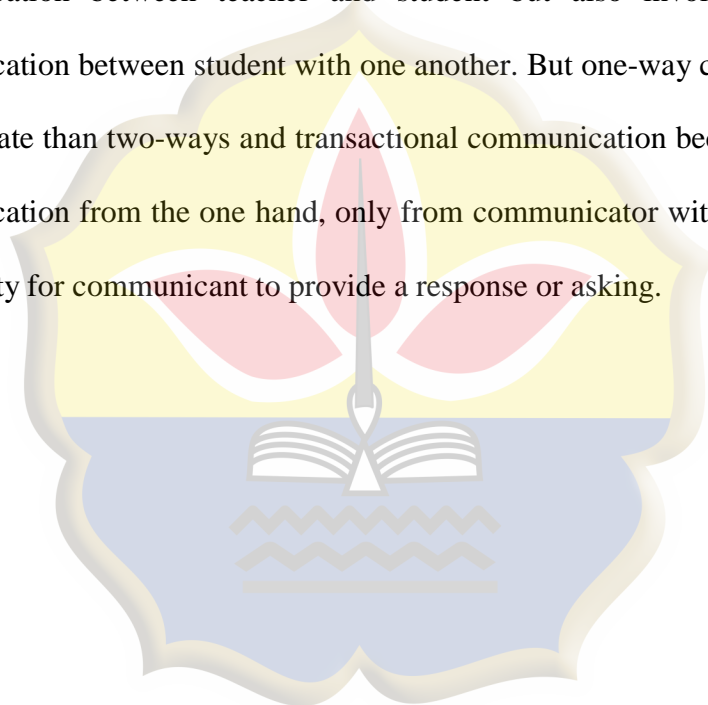
Teachers said in the use of this strategy greatly affect students in the learning process of English. because students are active in asking questions, giving opinions using english. Although in speaking english the student is still wrong in pronunciation, lack of knowledge in english vocabulary, and grammar in

english. But they are so enthusiastic in the lessons going on that it will increase their knowledge and skills in English.

Teacher said that the success or running well or not the use of communication strategies in the teaching process can be seen from the classroom situation during the teaching process takes place, because when the learning process takes place there are students who are active in the classroom. Students want to ask if there are things that are not understood, answer questions teachers, give opinions or suggestions, and otherwise teachers get a good response from students. Then the occurrence of communication between teachers and students, as well as between students and other students in the classroom. but if there are students who just stay silent in class, do not ask and do not give opinions or suggestions, then the teacher must change his communication strategy.

In the teaching and learning process, teachers expect students to communicate well in the classroom, between teacher and students, and between students and other students. Students are expected to learn English well and correctly, and enjoy the lessons seriously so understand the lesson. When teachers are teaching, it is also expected that active students, want to ask when things are not understood, respond to teachers when teachers ask. For students who are just silent or passive, teachers hope to participate more actively in the classroom, so that their ability to communicate during the learning process is increasing again, especially studied english. With the achievement of these expectations then the communication strategy used when teaching in the classroom successfully used by teachers.

So based the result of this research communication English teacher often teacher use is two-ways communication, because two-ways communication there are sender that send information and there is a receiver that selects, interpretes and responds back to the message from sender, so occur good communication strategy when teaching process. Transactional communication good also because there relationship between two or more persons, not only involves the dynamic communication between teacher and student but also involve the dynamic communication between student with one another. But one-way communication is less accurate than two-ways and transactional communication because in one-way communication from the one hand, only from communicator with did not give an opportunity for communicant to provide a response or asking.



CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

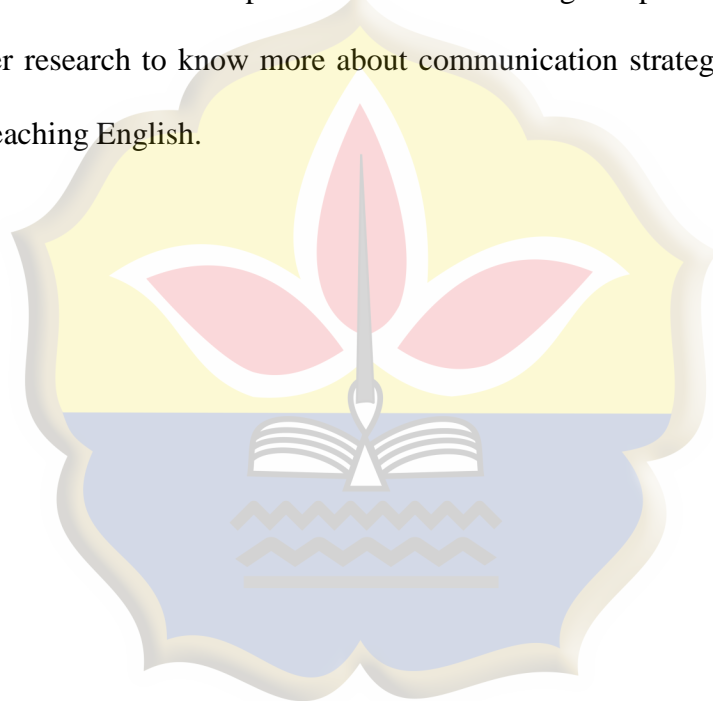
Based on the discussion in the previous chapter, the researcher would like to conclude that communication strategy used by teachers in teaching English at SMPN 19 Kota Jambi in academic year 2017/2018 are as follows:

1. From four English teachers use two communication strategies namely two-ways communication and transactionals communication.
2. Use two-ways communication strategy occur process communication between teacher and student so make the teacher get feedback from students and easier to understand by students.
3. Use transactionals communication strategy occur process communication between teacher and student, and between student and other students to develop ability communicate between students with their friends, so delivery of materials using discussion method. Of course with the role of a teacher as a supervisor in the classroom. The teacher get many feedback from students.

5.2 Suggestions

The researcher would like to give some suggestions concerning the item analysis result:

1. For English teacher, use the communication strategy in teaching should be maintain and give more interesting material for discussion, and the teacher still be enjoyable, entertain and fun for the students but still serious, so that students feel happy and interested in following lesson and communicate in English lesson.
2. For the other researcher, based on the limitation of the study, further studies might be needed to explore this issue with larger aspects to research. The other research to know more about communication strategy use by teacher in teaching English.



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	10	2

Total:

One-way Communication = 0

Two-ways Communication = 10

Transactional Communication = 2

Appendix -7

Interview Result

FIELD NOTES

Interview Transcript with The English Teacher

Day/ Date : Tuesday, August 09, 2017

Location : Teachers room

Time : 10.00 am – 10.25 am

Informant : Mrs. Lena

The interview result from teacher A, she is teaching class 8i.

Researcher : What kind communication strategy are you using in teaching English?

Teacher A : Transactional communication

Researcher : Why do you use the kind of communication strategy in teaching English?

Teacher A : Because this strategy make all students can be understand the English lesson.

Researcher : Is the communication strategy affecting the students in learning English?

Teacher A : Yes, of course.

Researcher : Do you think that from the classroom situation you can see whether the strategy communication in teaching process is running well or nor? Explain!

Teacher A : Yes, because this strategy make student be happy and they are enjoy in learning.

Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?

Teacher A : I hope student can study English very well again and attitude be very well again.

FIELD NOTES

Interview Transcript with The English Teacher

Day/ Date : Tuesday, August 09, 2017

Location : Teachers room

Time : 11.00 am – 11.25 am

Informant : Mrs. Dwi Rosmiarti

The interview result from teacher B, she is teaching class 7a.

Researcher : What kind communication strategy are you using in teaching English?

Teacher B : two-ways communication

Researcher : Why do you use the kind of communication strategy in teaching English?

Teacher B : Because I think student in class 7 not much understand English and may be the teacher must give example like body language.

Researcher : Is the communication strategy affecting the students in learning English?

Teacher B : Yes

Researcher : Do you think that from the classroom situation you can see whether the strategy communication in teaching process is running well or nor? Explain!

Teacher B : I think yes, we can see if student understand can answer our question but if student not understand they are keep silent, and we must change our strategy.

Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?

Teacher B : Good student, student understand about lesson, can answer our question.

FIELD NOTES

Interview Transcript with The English Teacher

Day/ Date : Wednesday, August 10, 2017

Location : Teachers room

Time : 08.30 am – 09.00 am

Informant : Mrs. Khairani Mimi

The interview result from teacher C, she is teaching class 9e.

Researcher : What kind communication strategy are you using in teaching English?

Teacher C : Two-ways communication

Researcher : Why do you use the kind of communication strategy in teaching English?

Teacher C : Because student can communicate with me.

Researcher : Is the communication strategy affecting the students in learning English?

Teacher C : Yes

Researcher : Do you think that from the classroom situation you can see whether the strategy communication in teaching process is running well or nor? Explain!

Teacher C : yes, because can understand what I explain so situation can be running well.

Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?

Teacher C : the active student.

FIELD NOTES

Interview Transcript with The English Teacher

Day/ Date : Wednesday, August 10, 2017

Location : Teachers room

Time : 12.00 am – 12.30 am

Informant : Mrs. Prianti

The interview result from teacher D, she is teaching class 8A.

Researcher : What kind communication strategy are you using in teaching English?

Teacher D : Transactional communication, sometime two-ways communication

Researcher : Why do you use the kind of communication strategy in teaching English?

Teacher D : Because this strategy make student more active.

Researcher : Is the communication strategy affecting the students in learning English?

Teacher D : According to me yes.

Researcher : Do you think that from the classroom situation you can see whether the strategy communication in teaching process is running well or nor? Explain!

Teacher D : yes, running well.

Researcher : In the learning process, what kind of students do you expect when communication takes place in the classroom?

Teacher D : I expect my students be active, can able to practice study English, and can enjoy study English.

Appendix-1

Instrument for Observation

No	Items	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 quiet.									
	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 lasts a long time.									
	2. Involves at least two people.									
	3. The classroom atmosphere is more lively.									

	4. Students become active during the learning process.																		
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.																		
	6. Dialogue occur 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 more lively 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.	What kind communication strategy are you using in teaching English?
2.	Why do you use the kind of communication strategy in teaching English?
3.	Is the communication strategy affecting the students in learning English?
4.	Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or or? Explain!
5.	In the learning process, what kind of students do you expect when communication takes place in the classroom?

Appendix -3

Observation Result -1

No	Items	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 quiet.		-		-		-		-	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 lasts a long time.		-	√	-	√	-	√	-	3
	2. Involves at least two people.		-	√	-	√	-	√	-	3
	3. The classroom atmosphere is more lively.		-	√	-	√	-	√	-	3

	4. Students become active during the learning process.		-	√	-	√	-	√	-	3
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.		-	√	-	√	-	√	-	3
	6. Dialogue occur 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 more lively 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	√	-	-	-	-	-	-	-	1

	students, also between students and other students.								
	Total								7



Appendix -4

Observation Result -2

No	Items	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 quiet.		-		-		-		-	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 lasts a long time.	√	-	√	-	√	-	√	-	4
	2. Involves at least two people.	√	-	√	-	√	-	√	-	4
	3. The classroom atmosphere is more lively.	√	-	√	-	√	-	√	-	4

	4. Students become active during the learning process.	√	-	√	-	√	-	√	-	4
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.	√	-	√	-	√	-	√	-	4
	6. Dialogue occur 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.		-		-		-		-	0
	2. The classroom atmosphere is more lively and kinship.		-		-		-		-	0
	3. Students become active during the learning process.		-		-		-		-	0
	4. Communication occurs between teacher and student, and between student and other students.		-		-		-		-	0
	5. Teacher are able to lure students to ask questions and express opinions or suggestions between teacher and student and between student and student.		-		-		-		-	0
	6. Delivery of materials using discussion methods.		-		-		-		-	0
	7. During communication process occur feedback from teacher and		-		-		-		-	0

	students, also between students and other students.								
	Total								0



Appendix -5

Observation Result -3

No	Items	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 quiet.		-		-		-		-	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 lasts a long time.	√	-	√	-		-	√	-	3
	2. Involves at least two people.	√	-	√	-		-	√	-	3
	3. The classroom atmosphere is more lively.	√	-	√	-		-	√	-	3
	4. Students become active during the	√	-	√	-		-	√	-	3

	learning process.									
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.	√	-	√	-		-	√	-	3
	6. Dialogue occur 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 more lively 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		-		-	√	-		-	1

	and other students.								
	Total								7



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