

The Communication Strategy Used by English Teachers in Teaching and Learning Process at Junior High School Number 17 Jambi City

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ABSTRACT

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, this research 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*

INTRODUCTION

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. 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.

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. 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.

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.

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.

REVIEW OF RELATED LITERATURE

Communication

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 two 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.

Communication Strategy

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. 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.

The use of communication strategies affects the result of communication. 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.

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. 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.

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.

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.

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. 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 more active in responding to learning and achieving effective communication.

RESEARCH METHODOLOGY

In this research, this research 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). 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 a qualitative research design 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.

Thus, this research was used total sampling technique in determining the subject. Total sampling is a sampling technique if the number of population and samples used in the study are the same. The subject of this research was English teacher at Junior High School Number 17 in Jambi City at Junior High School Number 17 in Jambi City there are four English teachers. This research chose four English teachers at Junior High School Number 17 in Jambi City, namely teacher A, B, C, and D. The reason for choosing these teachers as research subjects was because they teach in English class.

Further, the research instruments of this research were observation and interview. This research also obtained data collection techniques by semi structure interview with the following steps: 1) Making an interview transcript is the result of the interview which is converted into a written document. 2) 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. And 3) Finding conclusions and explanations about the communication strategies used by the teacher.

FINDINGS AND DISCUSSIONS

This research was conducted at SMP Negeri 17 Jambi City. 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.

Further, the 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?". 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?", 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.

In regard to 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. 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?" From the results

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

In regard to 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 interviews above, this research 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. From the results of the interviews above, this research 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.

Furthermore, 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.

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. 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. 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.

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. 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.

CONCLUSIONS

Based on the discussion in the previous chapter, this research 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.

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