

**THE PROFILE OF COMMUNICATION STRATEGIES USED BY
ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS AT
SMPIT INSAN CENDEKIA KLATEN**

THESIS

**Presented as Partial Fulfillment of the Requirements for the Magister Degree
of Language Education Department**



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GRADUATE PROGRAM

UNIVERSITY OF WIDYA DHARMA KLATEN

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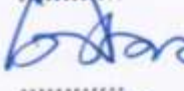


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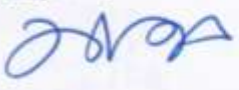
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Title : **THE PROFILE OF COMMUNICATION
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It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, May 5, 2020

The writer,



Ika Yulita Armis

DEDICATION

This thesis is primarily dedicated to:

1. My beloved parents, Misja, Sugito, Sumini, Untung Gunadi (Alm.), and Yuli Ribut Lestari (Almh.).
2. My beloved husband, Andri Alfian.
3. My beloved daughters, Fianka Lituhayu Qanita and Queensha Alka Azkadina).
4. My beloved brothers and sisters, Dodi, Rizki Kurniawan & Khomariah, Rani Untari & Hartanto, Shakila Dwi Putri, Nadia Ratna Puspaningrum, Widya Wijayanti, and Rahma Ayu Novia.
5. My beloved friends in E Class.
6. My beloved Almamater, University of Widya Dharma Klaten.

MOTTO

My success is only by Allah.

(Q.S. Huud: 88)

If you are grateful,
I will surely give you more and more.

(Q.S. Ibrahim: 7)

Two priceless gifts;
time and attention.

(Michael Bliss)

Knowing is not enough, we must apply.

Wishing is not enough, we must do.

(Johann Wolfgang Von Goethe)

Only I can change my life.

No one can do it for me.

(Carol Burnett)

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First of all, the researcher would like to praise to Allah, the Almighty for the blessing and mercy given to her in finishing this thesis. The thesis entitled **THE PROFILE OF COMMUNICATION STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS AT SMPIT INSAN CENDEKIA KLATEN.**

In doing this research, the researcher realizes that it is impossible to finish it without contributions, helps, suggestions, comments and revisions from many people. So, in this chance the researcher would like to express her thanks and deep appreciation to:

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8. The beloved families who have always support, give spirit and pray continuously for her success.
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In writing this thesis, the researcher realizes that the thesis is still far from being perfect, so the researcher needs advice and positive critics from everyone.

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Klaten, May 5, 2020



Ika Yulita Armis

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ABSTRACT

Ika Yulita Armis, NIM. 1781100042. *The Profile of Communication Strategies Used by English Teachers in Teaching and Learning Process at SMPIT Insan Cendekia Klaten*. Thesis. Language Education Department. Graduate Program. University of Widya Dharma Klaten. 2020.

This research is aimed at: 1) To describe the types of communication strategies used by English teachers in teaching and learning process. 2) To identify the reasons of using communication strategies used by English teachers in teaching and learning process. 3) To identify the students' perceptions toward communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten.

The underlying theories of the research are: 1) The teaching and learning of English. 2) Teaching English as a foreign language. 3) Teaching English in Junior High School. 4) The quality of teaching and learning. 5) Context of communication. 6) Communication strategy.

The researcher uses qualitative research. This research is conducted from July until December 2019 in the 7B and 9B class at SMPIT Insan Cendekia Klaten. The data are collected from the observations, interviews, and documentations. There are three steps in analyzing the data such as; data condensation, data display, and conclusion drawing/verification. To prove the trustworthiness of the data, the researcher uses method triangulation.

The result of the research shows that; 1) There are six (6) types of communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten that consists of; message abandonment, topic avoidance, code switching, appeal for help, literal translation, and use of filler/ hesitation device. 2) The reasons of using communication strategies used by English teachers in teaching and learning process are it easier students to understand the target language, the teachers' means has similarity with the students and it makes the students more active and can guess some words correctly. 3) The students' perception toward communication strategies used by English teachers in teaching and learning process are the students very happy and support the communication strategies used by their English teacher because it can help them to solve the difficulties in learning English and can understand the material clearly.

Key words : Communication strategies, English teacher, teaching and learning process.

ABSTRAK

Ika Yulita Armis, NIM. 1781100042. *Profil dari Strategi Komunikasi yang Digunakan oleh Guru Bahasa Inggris dalam Proses Belajar dan Mengajar di SMPIT Insan Cendekia Klaten*. Tesis. Program Studi Pendidikan Bahasa. Program Pascasarjana. Universitas Widya Dharma Klaten. 2020.

Penelitian ini bertujuan untuk: 1) Mendeskripsikan jenis-jenis strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar dan mengajar. 2) Mengidentifikasi alasan guru bahasa Inggris menggunakan strategi komunikasi dalam proses belajar dan mengajar. 3) Mengidentifikasi persepsi siswa mengenai strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar dan mengajar di SMPIT Insan Cendekia Klaten.

Penelitian ini menggunakan landasan teori tentang: 1) Belajar dan mengajar Bahasa Inggris. 2) Pengajaran Bahasa Inggris sebagai bahasa asing. 3) Pengajaran Bahasa Inggris di tingkat Sekolah Menengah Pertama. 4) Kualitas dari belajar dan mengajar. 5) Konteks dari komunikasi. 6) Strategi komunikasi.

Peneliti menggunakan jenis metode penelitian kualitatif. Penelitian ini dilakukan dari bulan Juli sampai dengan Desember 2019 di kelas 7B dan 9B di SMPIT Insan Cendekia Klaten. Data dikumpulkan dari observasi, wawancara, dan dokumen-dokumen. Ada tiga langkah dalam menganalisis data yaitu; pemadatan data, penyajian data, dan membuat kesimpulan/ memverifikasi data. Untuk membuktikan kebenaran data, peneliti menggunakan metode triangulasi.

Hasil dari penelitian ini menunjukkan bahwa; 1) Terdapat enam (6) jenis strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar dan mengajar di SMPIT Insan Cendekia Klaten yang terdiri dari; pengabaian pesan, penghindaran topik, penggantian kode, pengajuan bantuan, terjemahan yang literal, dan penggunaan jeda/ ungkapan ragu. 2) Alasan guru bahasa Inggris menggunakan strategi komunikasi dalam proses belajar dan mengajar yaitu dapat memudahkan siswa dalam memahami bahasa yang dimaksud, apa yang dimaksud oleh guru sama dengan pemahaman siswa, dan dapat membuat siswa lebih aktif dan dapat menebak beberapa kata dengan benar. 3) Persepsi siswa mengenai strategi komunikasi yang digunakan oleh guru bahasa Inggris dalam proses belajar dan mengajar yaitu siswa sangat senang dan mendukung strategi komunikasi yang digunakan oleh guru bahasa Inggris tersebut karena dapat membantu mereka dalam memecahkan kesulitan dalam belajar bahasa Inggris dan mereka dapat memahami materi pelajaran dengan jelas.

Kata Kunci : Strategi Komunikasi, Guru Bahasa Inggris, Belajar dan Mengajar.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, problem statement, objective of the study, and significance of the study.

A. Background of the Study

Communication has become an essential of human life. There are many ways that people use to communicate to each other. For example people do a communication to deliver information, messages, opinions, speech and thoughts. Moreover by having a cooperative communication, people can build and maintain their relationship with their group and society. To realize the main instrument of communication, people need a language as the tool.

In the recent years, English as the foreign language in Indonesia is learned seriously. English is taught widely at formal school starting from elementary school up to the university. English plays a great role in education and it is recommended that learning English should start as early as possible.

Teacher plays an important role due to the fact that most Indonesian students still depend on their English teachers. Regarding with this situation, it is important for the teachers to master English well. The

teachers must be able to pronounce English words clearly and correctly during teaching. They must be able to arrange the sentence grammatically correct in conveying the message in order to avoid misunderstanding.

The students in learning English as a foreign language usually faced some problems. Most of them said that English is a difficult subject, so they lost their motivation and had low interest in studying. They usually ignored their teachers' explanation. It is caused students did not understand with the topic and they have low achievement in foreign language communication. From this situation, teachers try to change their way in explaining the materials to the students, especially their strategies in communicating with their students in teaching and learning process.

In relation with this, communication takes important role in the learning process. Communication is a process in which a message is sent from senders to receivers. In language learning, students communicate with their teacher and also their friends in order to get a new knowledge or some information. The teacher shares her knowledge and ideas to the students by applying some strategies in communication during teaching and learning process.

Communication strategies is defined as strategy for solving someone's problem in reaching the purpose of communication strategies that are used by Foreign Language Learners (EFL) to overcome the communication breakdowns especially in teaching and learning process. Communication Strategy is "a systematic technique employed by a

speaker to express his or her meaning when faced with some difficulty” (Corder, 1981, in Dornyei, 1995: 56). The word difficulty here may mean lack of vocabulary and basic grammar of the target language and there are twelve types of communication strategy.

From those explanations above, it can be concluded that Communication Strategy is about a strategy that is used by the teacher when they speak and face difficulties in delivering their message and here the researcher generally agree that the main purpose of CS is to deal with communication problems. Besides that, by having communication, the teacher knows the difficulties and the problems that are faced by the students in teaching and learning process. Therefore, by knowing the students problems and difficulties, the teacher uses the appropriate teaching strategies to help the students solve their problems in learning process.

According to the explanation above, in this research, the researcher observes the English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten. The researcher finds the types of communication strategies and how it is used by English teacher, the reason of using those strategies and also the student’s perception toward the communication strategies used by English teacher in teaching and learning process. The researcher uses the theory of Communication Strategy proposed by Dornyei as the main research theory.

SMPIT Insan Cendekia Klaten is located on Trucuk, Klaten, Central Java. It is an Islamic School that founded in 2015 by Budi Karyanto, S.Pd.T as the Headmaster. It has two English Teacher who manages seven classes (VII A-B, VIII A-C, IX A-B). Every class consists of 15-20 students, and each class consists of students with the same gender. The reasons why the researcher conducted a research in teaching and learning process of English subject at SMPIT Insan Cendekia Klaten are because this school is new and have basic as an Islamic school that has visions to make students intellect, independent, and have good manners. The researcher wants to know how the communication strategies used by English teachers in teaching and learning process, and the students' perception toward the CS used by their English teacher.

Based on the explanation above, the researcher is interested to conduct the research entitled; "The Profile of Communication Strategies Used by English Teachers in Teaching and Learning Process at SMPIT Insan Cendekia Klaten".

B. Identification of the Problem

Based on the background of the study above, some problems which can be identified are:

1. Some students lost their motivation and have low interest in studying foreign language, because they think that English is a hard subject.

2. Some students ignore their teachers' explanation because they do not understand with the topic and have low achievement in foreign language communication.
3. Some students pretend to keep silent when the teacher asks them some questions using English, in order to avoid their misunderstanding in the communication.
4. Some teachers sometimes do not plan their communication strategies, it affected on the effective of teaching and learning process.
5. Some teachers have not aware of the types and the importance of communication strategies, it causes they cannot implement the communication strategies in teaching and learning process.

C. Limitation of the Problem

In this study, the researcher concerns on the communication strategies used by English teachers in teaching and learning process to the seventh grade students and ninth grade students at SMPIT Insan Cendekia Klaten.

D. Problem Statement

The statements of problems that will be discussed in this study are:

1. What types of communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten?

2. What are the reasons of using communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten?
3. What are the students' perceptions toward communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten?

E. Objective of the Study

The objectives of the study are:

1. To describe the types of communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten.
2. To identify the reasons of using communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten.
3. To identify the students' perceptions toward communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten.

F. Significance of the Study

The researcher expects that this study can give benefits, both theoretical and practical:

1. Theoretical Benefit

- a. The result of this research can be used as an additional knowledge for English teachers to master and learn more about communication strategies in teaching and learning process.
- b. The result of this research can be used as reference for those who want to conduct a research about communication strategies used by English teachers in teaching and learning process.

2. Practical Benefit

From this research, it is expected that the results of the research can give contribution to the improvement of the communication strategies used by English teachers in teaching and learning process in general. The results of this research can be useful for teacher, students and other researcher to apply the best communication strategies in teaching and learning process.

a. Teacher

The teachers more understand about the types of communication strategies in English teaching and learning process.

b. Students

The students in the seventh and ninth grade level at SMPIT Insan Cendekia Klaten more understand relating to the English teacher communication strategies in teaching and learning process.

c. Other researcher

This research may be useful for other researcher to get a large knowledge about communication strategies. It can be a reference when they conduct the research with same variable.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion, the implication and the suggestion from the researcher based on the results of the profile of communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten.

A. Conclusion

a. The Types of Communication Strategies Used by English Teachers in Teaching and Learning Process

There are six (6) types of communication strategies that used by English teachers in teaching and learning process, they are message abandonment, topic avoidance, code switching, appeal for help, literal translation, and use of filler/hesitation device. From the 6 types of communication strategies used by the teachers, Teacher 1 use 5 types of communication strategies that consists of; message abandonment, topic avoidance, code switching, appeal for help, literal translation, and use of filler/hesitation devices. Teacher 2 also uses 5 types of communication strategies in teaching and learning process, they are; message abandonment, topic avoidance, code switching, appeal for help, and use of filler/hesitation devices.

b. The Reasons of Using Communication Strategies Used by English Teachers in Teaching and Learning Process

The reason of Teacher 1 use communication strategy are because it easier the students to understand the target language, and the teachers' means has similarity with their students. While, the reasons of Teacher 2 uses communication strategies in teaching and learning process are because it makes students understand every word in English, and make students become active and guess some words correctly.

c. The Students' Perceptions Toward Communication Strategies Used by English Teachers in Teaching and Learning Process

The students of 7B class are very happy and support the Teacher 1 to use communication strategy in teaching and learning process, in order to make them more easy to understand the material that given. Besides that, communication strategy that used by Teacher 2 in 9B class has positive perception too from the students, because it can help the students to solve the difficult words in English and understand the material clearly.

B. Implication

This research of the profile of communication strategies used by English teachers in teaching and learning process at SMPIT Insan Cendekia Klaten implies that the communication strategies is very important and needed by the teachers and students, in order to establish more effective learning. By using the communication strategies, the

teachers know the difficulties and problems that are faced by the students in the teaching and learning process. Therefore, by knowing the students problems and difficulties, the teacher will use the appropriate teaching strategies to help the students solve their problems. The students also happy and like the communication strategies that used by the teachers, because they are easy to understand the material that given.

Communication strategy is the helpful strategy for the teacher especially English teacher in conducting teaching and learning process. So, it may need to implement peer-teaching for better reflection on communication strategy use to support teaching and learning process, such as, the use of LCD or notebook, and some books. It will make the teachers easier to explain or deliver the concept to the students.

The result of this study has implication in the field of Education of English Foreign Language (EFL) learning process, especially for the teachers. The teachers can share their teaching experiences with the strategies used to their fellow teachers through a teacher group discussion (MGMP). Therefore, the other teachers can make aware of the kinds and the importance of communication strategies in teaching and learning process or in L2 communication. This study is expected that the English teachers at Junior High School can implement the communication strategies in teaching and learning process. These strategies can be used by all teachers in the different subject and level. Since, it offers some

strategies that can be used by the teachers as the strategy and reflection in teaching their students.

C. Suggestion

Based on the conclusion and the implication, some suggestions were proposed to the following parties:

1. For the English teachers

It is useful for the teachers who teach English, it will help them to improve the way they teach communication in the class which can reduce students' anxiety so that it will produce more active and successful students.

2. For the students

It is useful for students who learn English as second or foreign language. By knowing, understanding, and using the types of communication strategies can make students more active and understand the materials clearly.

3. For the further researcher

The researcher realizes that this research far from being perfect thus the researcher hopes that this research can give contribution to those who want to conduct further research about communication strategies used by English teachers.

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