

CHAPTER I

INTRODUCTION

Chapter one presents the background of the research, limitation of the research, research problem, research objective, and significant of the research.

1.1. Background of the Research

Communication is a process of taking and giving information to one another. Communication is the transmission of a message that involves the shared understanding of the contexts in which the communication takes place (Saunders & Mills, 1999). According to Mariani (2010), communication strategies are the ways and means we employ when we experience a problem in communication, either because we cannot say what we would like to say or because we cannot understand what is being said to us. However, Savignon in Thaou (2010) clarifies communication strategies as the strategic language devices consciously or automatically used to not only overcome the breakdown in communication, but also “enhance the effectiveness of communication.” cited in Thaou (2010, p.96). Based on the definition above, the researcher simply concludes that communication strategy is a method used by a speaker to overcome the problems regarding the communication with the interlocutor in order the messages meant by the speaker are understandable and well accepted.

Communication is an important part in human life. According to Rawat (2016), communication may be understood as a way of transferring thoughts, ideas, opinions

and knowledge from the sender to the receiver. How people show their emotions such as happiness, sadness, and anger is also considered as communication. Communication is really important to deliver what is being felt by the speaker, criticize something, and give advice to others (Rahmawati, 2015). It is also important for a teacher in transmitting education, classroom management and interaction with students in the class (Khan, Khan, Islam, & Khan, 2017).

Teaching and learning process involves communication between teacher and students, both verbal and nonverbal. Wahyuni (2017) clarifies verbal communication includes short talk, discuss, sharing jokes and ideas. She explains that teachers are required to understand the students' verbal communication and are able to help students improve their verbal ability. Therefore, teacher must be able to choose the right words and organize it to make it understandable for the students. Meanwhile nonverbal communication includes active listening, facial expressions, physical movements, and body gesture. Nonverbal communication is usually used along with verbal communication or to clarify messages that wanted to be conveyed by the speaker. Both the verbal and the nonverbal communication play a vital role, yet an effective verbal communication helps in building a strong teacher student relationship which acts as a platform for the strong cognitive development. Easy and effective verbal communication helps the teachers to get an insight into the child's thoughts/ideas/opinions/issues whereas the students get the knowledge of the teacher's expectations, knowledge and skills (Rawat, 2016). In this research, both

verbal and non-verbal communication happened in the teachers and students communication during the process of teaching and learning..

In teaching and learning process, communication is able to strengthen the relationship between teacher and students. According to Wahyuni (2017), the process of memorable teaching and learning activities are the result of a communication relationship between teachers and students as well as the credibility of a teacher. Teachers who understand the importance of communication will be able to become qualified educators and create meaningful learning. Thus, teaching and learning process will be easier, understandable, and memorable for the students.

According to Khan (2017), teachers need communication strategy for facilitating students and achieving good professional goals. Both teacher and students will benefit from each other. Students' learning outcome and achievements will depend on how teacher deliver the intended messages and communication during the process of teaching and learning. If communication between teacher and students succeed, students can accept the message easier which can influence students' learning outcome. Besides, when students understand what the teachers are saying, students will be easily catch the message which can help them to get good achievements. The student's success indicates that the teacher's teaching material is well conveyed and the teacher's goals are achieved.

On the other hand, a teacher without communication strategy will affect his or her students' understanding. When a teacher does not know how to convey the message that she or he wants to say to the students, it will cause lack of understanding which

can lead to misunderstanding. Allwood & Abelar (1984) explain that misunderstanding, besides lack of understanding involves an incorrect attempt at interpretation. Briefly, one can say that lack of understanding can lead to misunderstanding. Furthermore, misunderstanding causes messages cannot get across which will influence students' comprehension. Humaira (cited in Jumiati, Gani, & Sai, 2017) emphasizes that communication strategies are used to help the speaker in expressing the messages correctly and easily and to bridge the gap between the speaker and listener, dealing with their misunderstanding (cited in Jumiati, Gani, & sari, 2017).

As the researcher had done teaching practice during PLP in SMPN 5Jambi city on August to September 2018, the researcher found that there was a main problem occurring when communicating with the students in English teaching and learning process. As an example, there was a meeting that the researcher explained the material about *Time* on lesson plan three. One of the materials was about *names of the day*. Students were able to mention names of the day in sequence. But, when the researcher asked randomly by saying "*So, what day do we have flag ceremony?*" the students were silent. Then the researcher re asked by saying "*Do you know flag ceremony? Ada yang tau artinya?*" All of the students said "No". Then the researcher explained what a flag is by telling its colors and shape using hand gesture. At the end, students were able to guess "*Upacara bendera*". In addition, the researcher also found that there were many students who still had not memorized names of the day in English. Therefore, the researcher asked them to sing names of the day song.

Based on the explanation above suitable communication strategy is needed by teacher. Communication strategy aims to help teacher convey messages to students so that they can be easily understood. Besides, it is able to avoid misunderstanding during teaching and learning process. In addition, the use of suitable communication strategy also plays an important role in students' achievements during and at the end of teaching and learning process. Therefore, the researcher attempts to investigate the communication strategies used by the English teacher of eighth grade students in English teaching and learning process at SMPN 5 Kota Jambi.

1.2.Research Problem

There are two questions in this research;

1. What communication strategies are used by the teachers in English teaching and learning process at VII grade of SMPN 5 Kota Jambi?
2. Why do the teachers use those strategies?

1.3.Research Objective

This research aimed to describe the communication strategies used by the English teacher in English teaching and learning process and to explain the reason underlying the use of those strategies.

1.4.Significance of the Research

This research provided information about communication strategies used by English teacher in teaching and learning process at VII grade of SMPN 5 Kota Jambi. The information would be hopefully useful for the teacher as a reference to improve her strategy. Moreover, the result of this research would give information to further

researcher as one of the model in communication strategies in English teaching and learning process. In addition, the result would be able to be used by the researcher and other newly graduated English teachers if they face similar situations for consideration.

1.5.Definition of Key Term

To avoid misunderstanding, the researcher writes down the definition of key term as follow:

Communication strategy

According to Zare (2012), communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. Communication strategy can be simply define as another way used by the speaker to overcome communication problem such as misunderstanding in order the message that the speaker wants to say is acceptable by the interlocutors.

Learning process

Learning is a process that people through to acquire new knowledge and skills and ultimately influence their attitudes, decisions, and actions.