

CHAPTER I

INTRODUCTION

1.1 Background

Language is the communication tool of human beings which is one of the most important ways of expressing ourselves, communicating with people, planning our lives, remembering the past, exchanging ideas and preferences.. 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 non-native speakers who use it for part of their international contact.”

Communication is essential to human lifestyles and survival. Communication turns into something that cannot be separated from all human activities, in individual and in groups, each verbal and nonverbal communication. Communication has a very crucial position in life, consisting of with inside the field of schooling to obtain true scholar quality. In essence, the coaching and mastering system is an interactive hobby and communication among instructors and students. A communication strategy is one of the components of competence that relates to the way both speaker and interlocutor maintains and sustains communication. In this case, communication strategy aims to help teacher convey messages to students so

that they can be easily understood and then to avoid misunderstanding during teaching and learning process.

At SMA Negeri 4 Kota Kupang, the prevalent use of a one-way communication strategy in teaching English, particularly for grade 10, poses significant challenges. In this approach, teachers take on a more active role, dominating the classroom discourse while students remain largely passive. This dynamic often leads to teaching and learning activities that fall short of the teachers' expectations.

To counteract this, teachers need to be innovative and adaptable in selecting various learning strategies that can effectively engage and stimulate student interest. As Dornyei (1995) explains, a communication strategy is a systematic technique used by speakers to convey their intended meaning when they encounter difficulties in oral communication. This highlights the importance of interactive and student-centered communication strategies in the classroom. By incorporating methods such as group discussions, role-plays, and interactive activities, teachers can create a more dynamic and participatory learning environment.

These strategies not only help students overcome communication barriers but also foster a deeper understanding of the material. For instance, engaging students in collaborative projects can encourage them to actively use the language, enhancing their speaking and listening skills. Furthermore, incorporating technology, such as language learning apps and online discussion forums, can provide additional platforms for

students to practice and refine their communication skills. This shift from a teacher-centered to a more student-centered approach aligns with contemporary educational theories that emphasize the importance of active learning and student engagement. By embracing these diverse and interactive strategies, teachers at SMA Negeri 4 Kota Kupang can create a more effective and stimulating learning environment that not only meets their educational objectives but also supports the holistic development of their students' communication skills.

In this case, teachers use communication strategies to make sure the students understand what they are teaching. Tarone (1980) defined communication strategies as “mutual effort between speaker and interlocutor to agree on meaning in situation in which requisite meaning structures do not seem to be shared”. Then, Dornyei and Scott (1995) extended the concept of communication strategies. They asserted that every potential attempt to cope language related problems in which the speaker is aware during communication course can be called as communication strategy. Those various definitions can be simply summarized that communication strategies are potentially mutual attempts between speaker and interlocutor to agree on meaning in order to cope any communication problems which they are aware during communication course.

The use of suitable communication strategies plays an essential role in students' achievements both during and at the end of the teaching and learning process. As educational expert Dr. John Hattie emphasizes, the impact of effective communication on student learning is profound, affecting

both comprehension and engagement. To achieve the educational goals set for a teaching process, it is critical that learning methods and communication strategies receive special attention. This is because different materials require different approaches; what works well for one subject or topic may not be effective for another. For instance, a mathematics lesson might benefit from direct instruction and clear, structured explanations, while a history class might thrive on storytelling and critical discussions.

Educational theorist Lev Vygotsky also highlights the importance of social interaction in learning, suggesting that communication strategies that promote collaborative learning and dialogue can significantly enhance students' cognitive development. Moreover, adapting communication to cater to diverse learning styles—visual, auditory, and kinaesthetic—ensures that all students can access and engage with the material. Therefore teachers must be adept at recognizing these differences and flexible enough to adjust their methods accordingly. This tailored approach not only helps in meeting the specific needs of the material but also addresses the varied learning preferences of students, fostering a more inclusive and effective learning environment. Consequently, educators are encouraged to continuously evaluate and refine their communication strategies, drawing on both pedagogical research and feedback from their students to optimize the teaching and learning process.

Based on the explanation above, the researcher was interested in conducting the research focusing on communication strategies used by the English teacher of SMA N 4 Kupang.

1.2 Research Problem

1. What are the types of communication strategies used by teacher in English teaching and learning?
2. Why do teachers use those5 strategy in teaching?

1.3 Aim of Study

Based on the research problem that mentioned above, aim of study is to find out the types of teacher's communication strategies in teaching and learning English and the rationales why teachers use those strategies

1.4 Significance of Study

1.4.1 Implication

This study expected to support the theory of Effendi (1989; 32), and theory of William Littlewood (2015) about communication strategy, which have three types: one-way communication, two-ways communication and transactional communication (multi-ways) and Communication strategies that teachers choose to ensure effective achievement of learning objectives.

1.4.2 Application

Researchers hope that this research has benefits; there are two benefits in this study that are:

1. For teacher It is hoped that it can be an input for a teacher, especially an English teacher, to apply communication strategies in an innovative and effective learning process.
2. For Students As an input to increase student awareness and better understand that teacher communication in the learning process is very important to support success in the learning process.