

**THE COMMUNICATION STRATEGIES USED BY JUNIOR HIGH
SCHOOL ENGLISH TEACHER IN TECHING AND LEARNING
PROCESS**

(A Descriptive Research at the English Teacher of SMP 04 Pamboang)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Education Bachelor*

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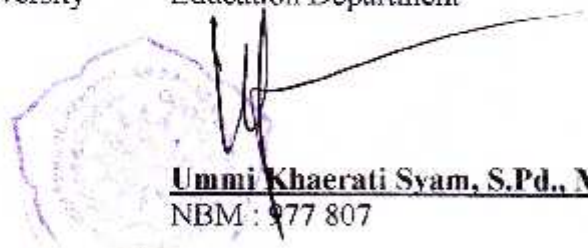

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MOTTO AND DEDICATION

“Orang-orang hebat di bidang apapun bukan baru bekerja karena mereka terinspirasi, namun mereka jadi terinspirasi karena mereka lebih suka bekerja.

Mereka tidak menyia-nyiakan waktu untuk menunggu inspirasi.”

(Ernest Newman)

This thesis is proudly presented to:

- ❖ My beloved father
- ❖ My beloved mother
- ❖ My sister
- ❖ My best friend
- ❖ All of my family



ABSTRACT

IRMA ALFIANA 2018. *The Communication Strategies Used by Junior High School English Teacher in Teaching and Learning process*. A Thesis English Education Department The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrin Amin and Andi Asri Jumiatty.

The aimed of research was to find out the communication strategy used by teacher in teaching and learning process. The population of this research was the eighth grade students of SMPN 04 Pamboang in academic year 2018/2019 with 32 sample that selected by using total sampling. The method use in this research was descriptive research. The instrument used the questionnaire. The result from the questionnaire of the communication strategy used by English teacher is very effective.

Among the 8 item used by teacher, students are more likely to like and agree with the small discussion aspects, which amount to 20 students with 62,5 % presentations representing 1 item statement from 20 statements item given while conducting the research. The showed that the communication strategies used by English teacher of SMP 04 Pamboang it was category good with the mean score 77.

Key words : *communication, strategy, learning process*

ABSTRAK

IRMA ALFIANA 2018. *Strategi Komunikasi yang Digunakan oleh Guru Bahasa Inggris SMP dalam proses Belajar Mengajar*. Tesis Jurusan Pendidikan Bahasa Inggris Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh Bahrin Amin dan Andi Asri Jumiatty.

Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi yang digunakan oleh guru dalam proses belajar mengajar. Populasi penelitian ini adalah siswa kelas VIII SMPN 04 Pamboang pada tahun akademik 2018/2019 dengan 32 sampel yang dipilih dengan menggunakan total sampling. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif. Instrumen menggunakan kuesioner. Hasil dari kuesioner strategi komunikasi yang digunakan oleh guru bahasa Inggris sangat efektif.

Di antara 8 item yang digunakan oleh guru, siswa lebih suka dan setuju dengan aspek diskusi kecil, yang berjumlah 20 siswa dengan 62,5% presentasi mewakili 1 item pernyataan dari 20 item pernyataan yang diberikan saat melakukan penelitian. Itu menunjukkan bahwa strategi komunikasi yang digunakan oleh guru bahasa Inggris SMP 04 Pamboang itu adalah kategori baik dengan skor rata-rata 77.

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There is nothing that can describe how big my gratitude to Allah S.W.T. who always give me everything I need in finishing this thesis. From the beginning until the end, Allah S.W.T. showed me many paths that I could walk on. Those paths guided me in meeting many good people who helped and supported me, so that I could finish this thesis. With the blessing of Allah, I also could get many clues that helped me in finding ideas and solving problems that I found during the study.

First, my thanks go to my beloved parents Rijal and Nuraeni, my sister and all of my family, for their unlimited supports and prayers. They have supported and provided me tools that I need in digging the knowledge from the beginning until now. They are the only people who can understand me the most and they are my inspiration.

Second, my first consultant, Dr. H. Bahrin Amin, M.Hum. and my second consultant, Andi Asri Jumiaty, S.Pd., M.Pd. who have helped and advised me with their patience, assistance, and guidance on developing the idea. I also thank them for guiding and giving clear understanding over the process of writing this thesis. In the process of doing my study, they are my second parents who teach me how to get things done.

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Finally, I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Makassar, January 2019

Irma Alfiana

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CHAPTER I

INTRODUCTION

A. Background

English is the most important tool of communication in the world for the people from different countries to convey idea, message, information, trade, education, etc. In Indonesia, English is taught as a foreign language learned from elementary school up to university level. It is learned formally as a compulsory subject in the school. In learning English, there are four language skills that teacher has to teach to the students, namely listening, speaking, reading, and writing. The skills were crucial in developing the language competence. The students should be able to use English in real communication. According to Sahrin (2015), “ Language as subject matter in school covers that four basic language skills, they are reading, writing, speaking, and listening. Therefore English as global language all round the world to easiness get easier communicate each other with difference country ”.

In learning English in the classroom, communication is one method that is very important between teacher and students, in order to avoid miss communication between of them. Therefore as a teacher is recommended to have a technique or communication strategy. Application of communication strategy in good learning and running effectively of course influenced by several supporting factors to

achieve the process of effective communication. When conveying information such as science or technology to learners, the teacher acting an informant should be able to provide sufficient understanding to the learner so that the learning process become effective, especially in learning English. The purpose of the communication process is so that messages can be received properly and in accordance with the responses given by the behavior. Learning activities are highly dependent on the communication process that occurs in the learning. Learning will work effectively when there is good communication. Therefore it is very important for the educator process.

From the observation before doing the research, the researcher find some problems that appear in Junior high school 04 PAMBOANG those are communication strategy which is done by the teacher while learning process, so that the students and teacher able to create a good communication and learning effectively. According to Onong Uchjana Effendi (2006: 32) “ strategy communication is a guide of communication planning and communicaton management to achieve a goal”.

Students have a problem when the learning takes place in due to the poor communication that exists between students and teachers. Communication strategy is very important in doing by the teacher so that students do not tend to be quiet and bored when the learning takes place and always interested to talk, because some students are more

likely to just listen and answer only. Therefore researchers want to know the communication strategies undertaken by teachers when learning in the classroom.

B. Problem Statement

What are the communication strategies used by English teacher of Junior High School 04 PAMBOANG ?

C. Objective Of The Study

Based on the research problem this study is, to find out communication strategy used by teacher of Junior High School 04 PAMBOANG

D. Significance of the study

The result of this study was provide an understanding to the teachers of English or other subject that communication strategies need to be done in the process of learning in the classroom. Information from these result will help teachers to find ways to communicate with students through techniques or strategies so that teacher can teach well as students can receive the lesson.

E. Scope of the Study

This research was limit subject learning that are not related to the topic. To optimize this research, the researcher was only focus to

discuss about communication strategies that teachers used in the learning process.



CHAPTER II

REVIEW OF RELATED LITERATURE

Learning strategy is a planning or planning that is carried out in the learning process to achieve the goals of mutual understanding. This strategy is usually used in various fields, one of which is language. Learning communication is the process of delivering messages from communicators (instructors) to communicants (students, students) to create an idea or knowledge that can be understood by the communicant. The message conveyed is educational. Communicators in learning communication are a teacher, mentor, learning media, and others. For example, a teacher is tasked with educating his students in school. In the teaching process, the teacher must communicate to students to provide an explanation of the material to be given. Communication in this learning process requires effective and efficient communication to achieve success in teaching. This success can be seen from the responses or feedback given by students.

A. Previous Related Research Finding

- a) Gusita, leora (2017). Obtained the conclusion communication strategy should be done so that the learning given in the classroom can be accepted by student, in the sense of receive and accepted. Besides communication strategy also aims for for teachers to get the expected response so as to optimaly the communication that takes place during learning. Each teacher has a different strategy in delivering rhe lesson and this strategy is closely related to the student's response. Therefore teachers should be able to give

proper understanding to the students so that students are able to accept and understand the learning that is given.

- b) Ari, Ni (2013). Obtained the conclusion teaching is an activity to organize the students environment to convey a message in the form of knowledge, skills and planting attitudes of certain attitudes of the teacher to the students. In conveying it, indirectly of course the teacher must master the way to communicate so that students easily understand the material presented. Therefore a teacher must master communication process that occurs when the learning takes place. The teacher must be clever in looking at the circumstances of students because it is not uncommon difficulties election how to communicate between teacher and students due to the level of cognitive development of these students. The level of cognitive development of students must have differences in each level of education that is being run.
- c) Rahman, Arif (2014). Obtained the conclusion the use of communication strategy is important in the context of learning, especially English to bridge the gap between teachers and students during the learning process take a place. The use of communication strategies has a very strong relationship in improving learning motivation. The teacher can give and the students can receive the delivered by the teacher, as well as the student can convey what is in his mind and what he knows.

d) Juliari, *et al* (2014). Obtained the conclusion communication strategies could be defined as strategy for solving someones problem in teaching the purpose of communication. Besides that, it knows as strategies that are used by Foreign Language learners to overcome the communication breakdowns especially in teaching and learning process.

Base on the previous research finding, the researcher can conclude the similarity of the research with previous research is about to know the types and the importance of using communication strategies when learning in the calssroom, especially English lessons. While the difference is from the research above both see the learning outcomes of the type communication strategy.

B. Some Pertinent Idea

1. The Concept of the Communication

a. Defenition of the Communication

Communication is a process of forming, delivering, receiving, and processing messages that occur within a person and between two or more with a particular purpose. Communication is also a basic need that is needed by humans in daily life.

Rogers, E. M. (1976) defines communication as a process in which there is an idea sent from the source to the recipient for the purpose of changing his behavior. A similar opinion is expressed by Theodore Herbert, who says that communication is a process in which the meaning of knowledge is transferred from one person to another, usually with the intention of achieving some special purpose. In addition to the above-mentioned definition, the well-known communication thinker Wilbur Schramm has a slightly more detailed understanding. According to him, communication is an act of carrying out contact between sender and receiver, with the help of a message; the sender and the recipient have several shared experiences that give meaning to messages and symbols sent by the sender, and received and interpreted by the recipient. (Suranto: 2005)

According Santoso Sastropetro (Riyono Pratikno: 1987) effective communication means that communicators and communicants alike have the same understanding of a message, or often called "the communication is in tune".

b. Concept of the Communication

The continuation of a communication requires the use of the same system or symbol understood by communicators with

each other, so that there is a common meaning about what the communication material.

Mulyana, Deddy(2007: 67) suggests that "there are at least three frameworks of understanding of communication: communication as a one-way act, communication as interaction, and communication as a transaction.

a). Communication as a One-way Action

This communication is more emphasis on communication that deliberately done someone to convey a message to meet the needs of communicators, such as explaining something to others or persuade him to do something.

b). Communication as an Interaction

This communication presupposes communication with causal or reaction processes in different directions. This communication understanding is insufficient to describe the communication dynamics because it ignores the person communicating at the same time.

c). Communication as a Transaction

More communicating communicator communications, emphasizing different variables.

In order for communication to work effectively, it must meet several conditions that is create a favorable communication atmosphere, using a language that is easy to

catch and understand, messages delivered can arouse attention or interest for the communicate, messages can arouse the interests of the communicant that can be profitable, messages can cultivate an appreciation for the communicant. To establish the above situation, a facilitator communicates in the learning process should listen do not interrupt, repeat using nonverbal communication and in communicate should express feelings openly and honestly.

2. The Concept of the Strategy

a. Defenition of the Strategy

Strategy is an overall approach relating to the execution of the idea, planning, and execution of an activity within a certain period of time. In a good strategy there is coordination of work teams, have themes, identify supporting factors that are in line with the principles of implementing ideas rationally, efficiently in funding, and have tactics to achieve goals effectively.

According Siagian (2004) strategy is a series of decisions and fundamental actions made by top management and implemented by all levels of an organization in order to achieve the goals of the organization. And according to Argyris in Rangkuty (2001) strategy is a continuous and adaptive response to external opportunities and threats and internal strengths and weaknesses that can affect the organization.

The strategy is essentially planning or planning and management to achieve a goal. Similarly, communication strategy is a blend of communication planning with communication management to achieve the goals set. This communication strategy should be able to show how practical operational should be done, in the sense that the approach may vary from time to time depending on the circumstances.

b. Purpose of the Strategy

A strategy should provide an overall direction for initiatives, conformity to available resources, minimize resistance, reach out to target groups and achieve purpose of efficient communication initiatives.

3. The Concept of the Communication Strategy

a. Defenition of the Communication Strategy

Communication strategy is a comprehensive approach that will be taken in order to face the challenges that will be faced during the communication process. Various approaches can be done depending on the circumstances.

According to Lasswell (1972) in that communication includes five elements that is communicator (communicator, source, sender). Communicator is the source and sender of the message. The credibility of communicators who make communicant the message of the message recipient, the

similarity of experience about the message, and there is a role message in meeting the needs of the recipient, media (channel, media). Delivery system is related to methods and media. Methods and media used in the communication process must be tailored to the condition or characteristic of the recipient of the message. (IGAK Wardani: 2005)

b. Concept Strategy Communication

In the communication strategy there are several components that are important in this regard, such as communicators and credibility. Communicator who is the party who runs the communication strategy process while the credibility is a factor that makes a person believe in what is communicated by the communicator so as to understand and follow the communicator. In addition to the above two in communication strategy is also required communication media which is as a tool used to convey messages in communication, in communication strategies using communication media we need to choose the right communication media and can reach.

c. The Benefit Of Understanding Communication Strategy

A planning is very important to do, as well as in doing learning, in doing the learning would require good planning for the learning can run smoothly, in addition learning will be done really will succeed, meaning that the material will be delivered

by child delivered the disciple is good and right, be it the students receive it with pleasure, happy with the material and able to understand the material.

For a teacher of learning planning is very beneficial, especially in kesesksesan mengaja, when a teacher does not have planning in learning will be difficult and will be confused when will convey, even the purpose of the material to be delivered sometimes become unspoken. Of course it becomes very futile. Therefore for a teacher is better to do lesson planning than will fail the process of pebelajarannya later. For more details will be discussed about whether the benefits of learning planning.

1. Make it easy to predict success

A plan is definitely going to help in why success is greater, because with careful planning especially in learning it will help to facilitate in plotting in each that will be handled. Not only in the course of learning, even in a hiup when having a dream or wanting to create a thing requires planning so that what it aspires to can be realized. when success has been obtained everybody will smile when it turns out that smile has the benefit of the benefits of a smile for the body. smile will provide a stimulus so will feel very happy.

2. Troubleshooting tools

For a teacher, treating problems that occur during the learning process is not something to be afraid of, even teachers should feel challenged when there is a problem in learning. For example, learning planning today is a practice, but it turns out that students do not have practical tools. So look at the RPP whether it should sequence the practice first or can theory first, if it can be theory then give the theory first.

3. Facilitate the delivery of material

Submission of material on a regular basis will be more easily understood by the students, if the material submitted is not sequential, then the pupil will be difficult in responding to the material when the material is not properly prepared through the planning of the study, the material of the theory can be in vain.

4. As a proper learning resource

Not only students who studied, teachers also learn, especially in pemnelan pemajan own learning, what if the lesson planning process this time better kedepanny aakn more improved. So the making of

learning planning can be used to study the teacher so that the learning process can be more successful in the future.

5. Learning can take place systematically

A well planned plan will take place systematically, learning planning is so, with the planning of learning then the process of teaching and learning in a class that will run systematically. Lessons will be preferred by the students, rather than using the same learning. in making learning planning can certainly be used to insert hiburna inserts for learning to be cool. in addition to the systematic learning of good learning is very useful to stimulate the intelligence of the brain. if the brain is easily exposed to a stimulus then one would be easy to be smart.

4. Strategy in English Learning Process

Learning is a process of gaining knowledge, exploring and sharing it to others. For learners, learning is more than process of absorption of facts, but it is continuously developing as thinking, feeling and changing their behaviour (Scarino and Liddicoat, 2009). It also lets the student learn some information and communicate it through a conversation in the target

language. In relation with this, communication takes important role the learning process.

Communication is a process in which a message is sent from sender to receivers, in language learning students communicate with their teacher and also their friends in order to get a new knowledge or some information. Moreover, through communication the teacher could share his or her knowledge and ideas to the students by applying some teaching strategies. Besides that, by having communication, the teacher could know the difficulties and problem that are faced by the students in the teaching and learning process. Therefore, by knowing the students problem and difficulties, the teacher will use the appropriate teaching strategies to help the students solve their problem.

The ability to communicate educators includes part of the basic teaching skills that educators need to have in order to perform effective, efficient, and professional teaching tasks (Brown, H.D. , 2007). The application of verbal and nonverbal communication is almost entirely within the practice of basic teaching skills:

- I. Skills Strategy : is a skill to present learning materials that are organized systematically as a meaningful unity, so easy to understand the learners.

II. Questioning Strategy: an element that is always present in the communication process, including in communication learning. Questioning skill is a greeting or question that the educator asks as a stimulus to generate or grow the response (response) of the learners. High-class learners are usually already active to answer questions from educators who submitted directly.

III. Skills Strategies Using Stimulus: an educator skill in using various teaching skill to give stimulus to learners so that the learning atmosphere is always interesting, so passionate and enthusiastic learners in receiving learning and teaching and learning activities can take place effectively.

IV. Strategy of Giving Reinforcement: an action or response to a form of behavior that can encourage the emergence of improved quality of the behavior.

V. Opening and Closing Lesson Strategy: the teacher's effort to communicate and condition the learners mentally to be ready to accept the teacher's lessons and skills in ending the core activities of the lesson.

VI. Group and Individual Teaching Strategy: the ability of educators to serve learners' activities in group learning. Being in individual teaching is the ability of the educator to define the objectives, teaching materials, procedures, and

time spent in teaching by observing the differences of each learner.

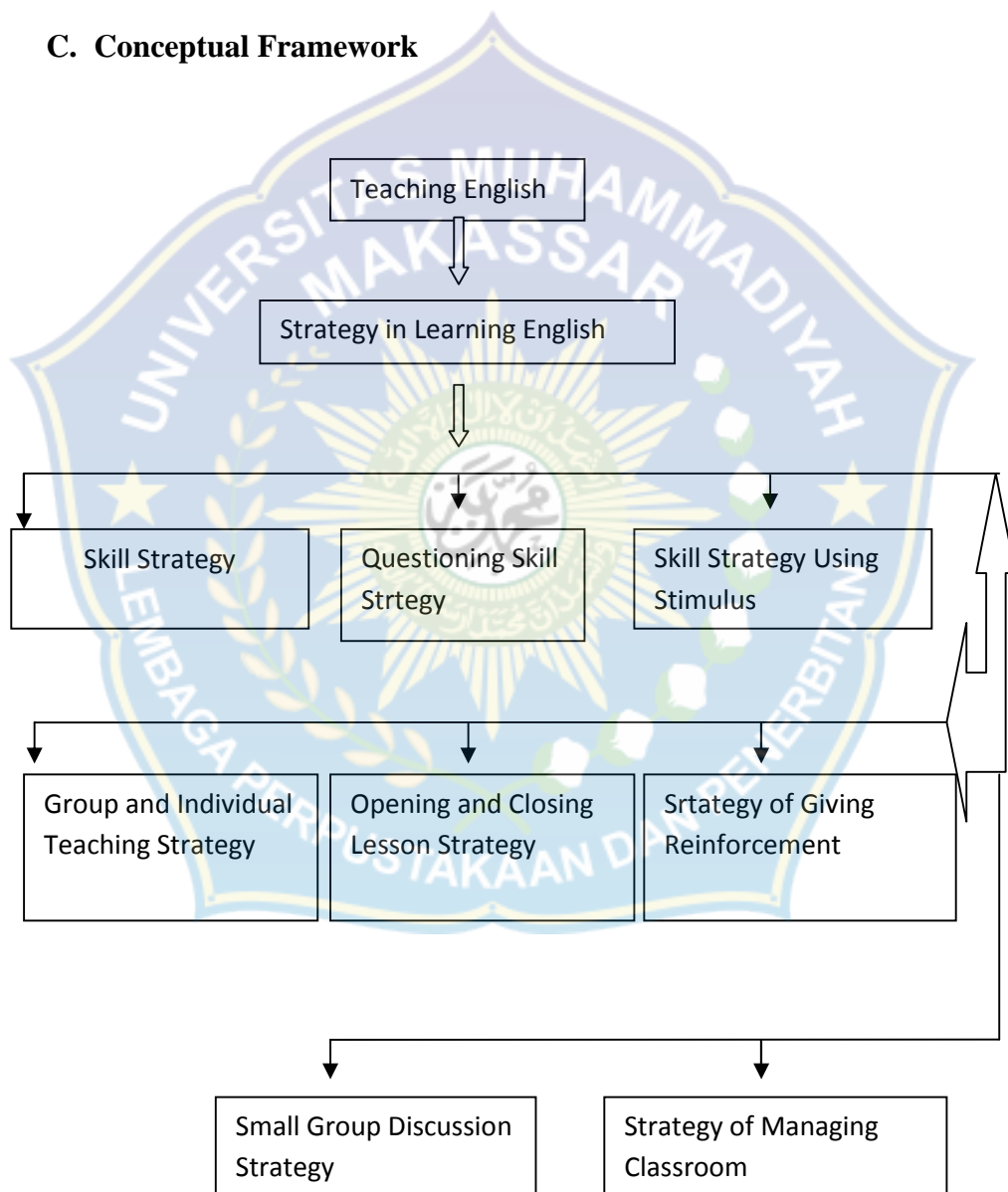
- VII. Strategy of Managing Classroom: the ability of teachers to realize and maintain an optimal learning environment.
- VIII. Small Group Discussion Strategy: a learning process undertaken in teamwork aims to solve a problem. For that educator has a very important role as a mentor in every process of discussion that took place.

5. The Important of Communication Strategy in Teaching and Learning Process

In the process of teaching and learning between students and teachers is one example of the form of daily communication. According to Kulvisaechana (2001) defines that communication strategies as the use of a combination of communication facets which includes communication frequency, communication formalities, communication content, and communication channels. Communication has a very important role in teaching and learning process one of them to achieve educational goals. And in the communication a teacher must have a strategy to communicate with students so that the communication that occurs can generate feedback which can be known whether the communication can be received well or not. In addition communication strategies can maximize information, educate and create students who have the

potential and a good and positive mindset because in teaching not only the intellectual intelligence is in need but must be clever in conveying learning so that students feel comfortable and can understand the learning well , besides the learning process is also not monotonous.

C. Conceptual Framework



A good teacher is understand his students so that he is successful in carrying out his teaching role. In the teaching and learning process, students will find it difficult to make contact with the surrounding world, like to isolate themselves, and provide themselves. In problems with this, the teacher wants to learn the teaching and learning process that is appropriate to the situation and personality of the student. In communicating someone uses various forms of language that he has mastered to express his intentions and thoughts to others. To be used for these things requires things to be studied, namely how students in the language they are learning. Submission of messages in communication by students that make perfect target language can be done in various ways. In the learning activity occurs the process of communication to convey messages from educators to learners. Messages are delivered effectively with the aim of being well received and influencing the understanding and changes in the behavior of learners. Thus the success of learning activities depends on the effectiveness of the communication process that occurs in the learning activities.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method including research design, research variables, population and sample, research instrument, procedure of collecting the data, research data collection, and research data analysis.

A. Research Design

The method used in this research was descriptive, because the researcher performs the analysis only to the stage of description, that is analyzing and presenting the facts systematically (Sugiyono 2016).

The data collecting in this study was quantitative-descriptive, called quantitative research because the research procedure produces descriptive data in the form of words written or spoken from people or about the behavior observed. The data is obtained from students through a questionnaire about communication strategies commonly by used by teacher in the learning process both inside and outside the classroom. As for aspects some of strategy used are :

- a) Skill Strategy
- b) Questioning Skill Strategy
- c) Skill Strategy Using Stimulus
- d) Group and Individual Teaching Strategy
- e) Opening and Closing Lesson Strategy
- f) Strategy of Giving Reinforcement or Reinforcement
- g) Small Group Discussion

h) Strategy of Managing Classroom

B. Population and Sample

1. Population

The population of this research was the English teacher of the eighth grade of Junior High School 04 PAMBOANG academic year 2018-2019 and 32 number of students.

2. Sample

The researcher was used total sampling. This technique was used when the number of sample same of the population. The sample of this research were the English teacher and the students at the eighth grade of Junior High School 04 PAMBOANG academic year 2018-2019 and 32 number of students.

C. Research Instrument

Research instrument used in this research was Questionnaire. A questionnaire is simply tool for collecting information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. The questionnaire is a technique of data collection done by giving a set questions or a written statement to the respondent to answer Sugiyono (2015: 199). In this research using an instrument with a Likert scale. Likert scale was use to measure attitudes, opinion, someone or some people perceptions about social phenomena Sugiyono (2015: 134).

D. Procedure of Collection the Data

Quantitative research approach relied heavily on the questionnaires.

The researcher applied simple questionnaire in this research by doing these following procedure.

1. The researcher used questionnaires and the questions are direct to past form the communication strategy that teacher used.
2. The researcher give the explanation to the students about the purpose of the questionnaire and how to answer the questionnaire.
3. The researcher inform the objectives of the questionnaire after distributing to the pasticipants.
4. The pasticipant answer the questionnaire in the answer sheet and they had 30 minutes to answer the questionnaires.

F. Data Analysis Technique

After the researcher collected the data, the next step was analyzing the data. The aimed of analyzing data was to find out how the strategy communication the eight grade of students of SMP NEGERI 04 PAMBOANG. The steps were as follow:

- 1) Calculating score of strategy communication used by English teacher in teaching and learning process questionnaire by using Likert scale.

Table 3.1
Likert Scale Rating

Option	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2017: 135)

Table 3.2
Aspect Strategy Communication

No.	Aspect	Number of Questionnaire
1.	Skill strategy	4
2.	Questioning skill strategy	7
3.	Skill strategy using stimulus	2,3,5,12,16,17.
4.	Strategy of giving reinforcement	6,9,10,15, 19.
5.	Opening and closing lesson strategy	1,20.
6.	Group and individual teaching strategy	18
7.	Strategy of managing classroom	11,13,14.
8.	Small group discussion strategy	8
Total Questionnaire		20

- 2) Determining the level or category of strategy communication used by English teacher in teaching and learning process by using mean score formula as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Interpretation:

\bar{X} : The mean score

$\sum x$: The respondents total score

N : The total number of respondents

(Gay in Hardianti, 2015: 35)

- 3) Calculating the percentage of the respondents score in each variable by using the formula:

$$P = \frac{F}{N} \times 100 \%$$

Interpretation:

P: Percentage

F: Frequency of the correct answer

N : Total number of respondent.

(Sudjana in Yuliana, 2018: 30)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter was divided into two main sections. The finding present the result of data analysis that is collected through questionnaires about the communication strategies used by Junior High School English teacher in teaching and learning process deal with description of the findings in the research.

A. Findings

After conducting the research, the researcher obtained the data; the result of the questionnaire. The result present the interpretation as follow:

1. The Result of Questionnaire
 - a. Item 1. Teacher opening greetings before starting learning

Tabel 4.1 Strategi Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	8	25%
2	Agree	18	56,25%
3	Undecided	4	12,5%
4	Disagree	1	3,125%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.1 showed that 8 students (25%) said “strongly agree”, 18 students (56,25%) said “agree”, 4 student (12,5%) said “undecided”, 1

student (3,125%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eighth grade at SMP Negeri 04 Pamboang were agree that they teacher say opening greetings before starting learning. And this item used open and closing skill lesson strategy.

b. Item 2 Teacher give instructions to pray when starting learning

Tabel 4.2 Strategi Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	9	28,125%
2	Agree	14	43,75%
3	Undecided	2	6,25%
4	Disagree	6	18,75%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.1 showed that 9 students (28,125%) said “strongly agree”, 14 students (43,75%) said “agree”, 2 student (6,25%) said “undecided”, 6 student (18,75%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were agree that they teacher give instructions to pray when starting learning. In this item used skill strategy using stimulus variation.

- c. Item 3 The teacher review previous learning of students

Tabel 4.3 Strategi Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	5	15,625%
2	Agree	18	56,25%
3	Undecided	8	25%
4	Disagree	1	3,125%
5	strogly Disagree	0	0%
	Total	32	100%

Table 4.1 showed that 5 students (15,625%) said “strongly agree”, 18 students (56,25%) said “agree”, 8 student (25%) said “undecided”, 1 student (3,125%) said “disagree”, and 0 students (%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 were agree that they teacher riview previous learning of students. In this item used skill strategy using stimulus variation.

- d. Item 4. Teachers first explain the learning objectives to be carried out

Tabel 4.4 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	4	12,5%
2	Agree	15	46,875%
3	Undecided	5	15,625%

4	Disagree	8	25%
5	strogly Disagree	0	0%
Total		32	100%

Table 4.4 showed that 4 students (12,5%) said “strongly agree”, 7 students (28%) said “agree”, 3 student (12%) said “undecided”, 15 student (46,875%) said “disagree”, and 5 students (15,625%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 pamboang were strongly agree that they teacher first explain the learning objectives to be carried out. In this item used skill strategy.

e. Item 5. Teachers use media

Tabel 4.5 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	13	40,625%
2	Agree	17	53,125%
3	Undecided	1	3,125%
4	Disagree	0	0%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.5 showed that 13 students (40,625%) said “strongly agree”, 17 students (53,125%) said “agree”, 1 student (3.125%) said “undecided”, 0 student (0%) said “disagree”, and 1 students (3.125%) said “strongly disagree”. So, we

can conclude that most students at the eighth grade at SMP Negeri 04 pamboang were agree that they teacher use media. In this item used skill strategy using stimulus variation.

f. Item 6 way to explain the teacher attract the attantion of students

Tabel 4.6 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	15	46,875%
2	Agree	12	37,5%
3	Undecided	3	9,375%
4	Disagree	2	6,25%
5	strogly Disagree	0	0%
	Total	32	100%

Table 4.6 showed that 15 students (46,875%) said “strongly agree”, 12 students (37,5%) said “agree”, 3 student (9,375%) said “undecided”, 2 student (6,25%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 pamboang strongly agree were way to explain the teacher attract the attantion of students. In this item used strategy of giving reinforcement.

g. Item 7 Teacher provide opportunities to ask student

Tabel 4.7 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	6	18,75%
2	Agree	12	37,5%
3	Undecided	10	31,25%
4	Disagree	3	9,375%
5	strogly Disagree	1	3.125%
	Total	32	100%

Table 4.7 showed that 6 students (18,75%) said “strongly agree”, 12 students (37,5%) said “agree”, 10 student (31,25%) said “undecided”, 3 student (9,375%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 pamboang were agree that they teacher provide opportunities to ask students. In this item used questioning skill strategy.

h.Item 8 The teacher divide the study group for discussion in classroom

Tabel 4.8 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	20	62,5%
2	Agree	12	37,5%
3	Undecided	0	0%

4	Disagree	0	0%
5	strogly Disagree	0	0%
Total		32	100%

Table 4.8 showed that 20 students (62,5%) said “strongly agree”, 12 students (37,5%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 pamboang were strongly agree that they teacher divide the study group for discussion in classroom. In this item used small group discussion strategy.

i. Item 9 Teacher respond well to student questions

Tabel 4.9 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	6	18,75%
2	Agree	15	46,875%
3	Undecided	5	15,625%
4	Disagree	5	15,625%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.9 showed that 6 students (18,75%) said “strongly agree”, 15 students (46,875%) said “agree”, 5 student (15,625%) said “undecided”, 5 student (15,625%) said “disagree”, and 1 students (3,125%) said “strongly

disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were agree that they teacher respond well the student question. In this item used strategy of giving reinforcement.

j. Item 10 Help students solve the problem of students who difficulty in learning process

Tabel 4.10 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	8	25%
2	Agree	18	56,25%
3	Undecided	4	12,5%
4	Disagree	2	6,25%
5	strogly Disagree	0	0%
Total		32	100%

Table 4.10 showed that 8 students (25%) said “strongly agree”, 8 students (56,25%) said “agree”, 4 student (12,5%) said “undecided”, 2 student (6,25%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were agree that they teacher help students solve the problem of students who have difficulty in the learning process. In this item used strategy of giving reinforcement.

k. Item 11 The teacher be fair to all students in the class

Tabel 4.11 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	10	31,25%
2	Agree	22	68,75%
3	Undecided	0	0%
4	Disagree	0	0%
5	strogly Disagree	0	%
	Total	32	100%

Table 4.11 showed that 10 students (31,25%) said “strongly agree”, 22 students (68,75%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 students (%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were agree that they teacher be fair to all students in the class. In this item the teacher used strategy of managing classroom.

1. Item 12. Teacher able to improve students communication through the media used

Tabel 4.12 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	6,25%
2	Agree	12	37,5%

3	Undecided	4	12,5%
4	Disagree	13	40,625%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.1 showed that 2 students (6,25%) said “strongly agree”, 12 students (37,5%) said “agree”, 4 student (12,5%) said “undecided”, 13 student (40,625%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were disagree that they teacher able to improve students communication through the media used. In this item the teacher used skill strategy using stimulus variation.

m. Item 13 Teacher interact well in the classroom

Tabel 4.13 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	10	31,25%
2	Agree	13	40,625%
3	Undecided	5	15,625%
4	Disagree	3	9,375%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.13 showed that 10 students (31,25%) said “strongly agree”, 13 students (40,625%) said “agree”, 5 student (15,625%) said “undecided”, 3

student (9,375%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were agree that they teacher interact well in the classroom. In this item the teacher used strategy of managing classrom.

n. Item 14 The teacher use ice breaking

Tabel 4.14 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	15	46,875%
2	Agree	15	46,875%
3	Undecided	0	0%
4	Disagree	1	3,125%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.14 showed that 15 students (46,875%) said “strongly agree”, 15 students (46,875%) said “agree”, 0 student (0%) said “undecided”, 1 student (3,125%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade in SMP Negeri 04 Pamboang were strongly agree when they teacher used ice breaking. In this item the teacher used strategy of managing classroom.

o. Item 15 Teacher as initiator in learning process

Tabel 4.15 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	12	37,5%
2	Agree	17	53,125%
3	Undecided	0	0%
4	Disagree	2	6,25%
5	strogly Disagree	1	3,125%
	Total	32	100%

Table 4.15 showed that 12 students (37,5%) said “strongly agree”, 17 students (53,125%) said “agree”, 0 student (0%) said “undecided”, 2 student (6,25%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade in SMP Negeri 04 Pamboang were agree that they teacher as initiator in learning process. In this item the teacher used strategy of givig reinforcement.

p. Item 16 Teacher share classroom learning experience

Tabel 4.16 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	3	9,375%
2	Agree	20	62,5%
3	Undecided	3	9,375%

4	Disagree	6	18,75%
5	strogly Disagree	0	0%
Total		32	100%

Table 4.16 showed that 3 students (9,375%) said “strongly agree”, 20 students (62,5%) said “agree”, 3 student (9,375%) said “undecided”, 6 student (18,75%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the eight grade of SMP Negeri 04 Pamboang were agree with the teacher share classroom learning experiences. In this item the teacher used skill strategy using stimulus variation.

q. Item 17

Tabel 4.17 Teacher give gifts to students who often speak in students

No.	Opinion	Frequency	Percentage
1	Strongly agree	4	12,5%
2	Agree	18	56,25%
3	Undecided	5	15,625%
4	Disagree	5	15,625%
5	strogly Disagree	0	0%
Total		32	100%

Table 4.17 showed that 4 students (12,5%) said “strongly agree”, 18 students (56,25%) said “agree”, 5 student (15,625%) said “undecided”, 5

student (15,625%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at eight grade of SMP Negeri 04 Pamboang were agree that they teacher give gifts to students who often speak in students. In this item the teacher used skill strategy using stimulus variation.

r. Item 18 Teacher give praise to students

Tabel 4.18 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	12	37,5%
3	Undecided	14	43,75%
4	Disagree	4	12,5%
5	strogly Disagree	2	6,25%
Total		32	100%

Table 4.18 showed that 0 students (0%) said “strongly agree”, 12 students (37,5%) said “agree”, 14 student (43,75%) said “undecided”, 4 student (12,5%) said “disagree”, and 2 students (6,25%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMP Negeri 04 Pamboang were undecided that they teacher give praise to students. In this item the teacher used skill strategy using stimulus variation.

s. Item 19 Teacher provide learning motivation as learning takes place

Tabel 4.19 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	8	25%
2	Agree	17	53,125%
3	Undecided	3	9,375%
4	Disagree	4	12,5%
5	strogly Disagree	0	0%
	Total	32	100%

Table 4.19 showed that 8 students (25%) said “strongly agree”, 17 students (53,125%) said “agree”, 3 student (9,375%) said “undecided”, 4 student (12,5%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMPN Negeri 04 Pamboang were agree that they teacher provide learning motivation as learning takes place. In this item the teacher used strategy of giving reinforcement.

t. Item 20. The teacher say a closing greetings

Tabel 4.20 Strategy Communication Questionnaire

No.	Opinion	Frequency	Percentage
1	Strongly agree	6	18,75%
2	Agree	13	40,625%

3	Undecided	6	18,75%
4	Disagree	6	18,75%
5	strogly Disagree	1	3,125%
Total		32	100%

Table 4.20 showed that 6 students (18,75%) said “strongly agree”, 13 students (40,625%) said “agree”, 6 student (18,75%) said “undecided”, 6 student (18,75%) said “disagree”, and 1 students (3,125%) said “strongly disagree”. So, we can conclude that most students at the eight grade at SMPN Negeri 04 Pamboang were agree that they teacher say a closing greetings. In this item the teacher used opening and closing skill lesson strategy.

2. The Result of Aspect Commuication Strategies

1. Table 4.2.1 Skill Strategy

No.	Skill Strategy	Frequency	Percentage
1.	Use media	15	37,5 %
Total score			37,5 %

2. Table 4.2.2 Questioning Skill Strategy

No.	Questioning Skill Strategy	Frequency	Percentage
1.	Provide opportunity to ask	6	18,75 %

Total score	18,75 %
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3. Table 4.2.3 Skill Strategy Using Stimulus variation

No.	Skill Strategy using stimulus variation	Frequency	Percentage
1.	Give instruction	9	28,125 %
2.	Review previous learning	5	15,625 %
3.	Attract the attention of students	13	40,625 %
4.	Able to improve student communication	2	6,25 %
5.	Sharing in classroom	3	9,375%
6.	Give a gift to students	3	9,375%
Total score			109,375 %

4. Table 4.2.4 Strategy of giving reinforcement

No.	Strategy of giving reinforcement	Frequency	Percentage
1.	Give a reward to student	15	46,875%

2.	Teacher's respond the students question	6	18,75 %
3.	Help students when the student who have difficulty in learning	8	25%
4.	Teacher as initiator	11	31,25%
5.	Provide learning motivation	5	25%
Total score			146,875%

5. Table 4.2.5 Opening and closing lesson strategy

No.	Opening and lesson Strategy	Frequency	Percentage
1.	Opening greetings	9	28,125 %
2.	Closing greetings	6	18,75%
Total Score			46.875%

6. Table 4.2.6 group and individual teaching strategy

No.	Group and individual teaching strategy	Frequency	Percentage
1.	Give individual task	0	0 %
Total score			0 %

7. Table 4.2.7 strategy of managing classroom

No.	Strategy of managing calssroom	Frequency	Percentage
1.	Teacher be fair to all students	10	31,25 %
2.	Interaction in classroom	10	31,25 %
3.	Use ice breaking	15	46,875%
Total score			109,375 %

8. Table 4.2.8 Small group discussion strategy

No.	Small group discussion strategy	Frequency	Percentage
1.	Divide the study group	20	62,5 %
Total score			62,5 %

Based on finding from all items on the questionnaire. More teachers and succeeded in using two of the eight aspects of communication strategies that were used as guidelines during the learning process, namely skill strategy using stimulus and strategy of giving reinforcement. But, among

the 8 item used by teacher, students are more likely to like and agree with the small discussion aspects, which amount to 20 students with 62,5 % presentations representing 1 item statement from 20 statements item given while conducting the research.

B. Discussion

This part deals with presentation of data obtained from the questionnaires. The data were obtained from different questionnaires. The questionnaire was about communication strategies .

Tarmidi (2006:3) stated that the communication is any situation arising from the relationship between teachers and students or the relationship between students and students who characterize the class and influence the learning process. Communication strategie is very important to promote positive learning and stimulate students who want to learn because communication strategie is a key influence on students' motivation, consequently and achievement. Ardy (2013: 65) explained that communication strategie is directed to create a pleasant and conducive class so it can motivate students to learn well according to their development and abilities.

The result of questionnaire indicated that the learning atmosphere in class is quite conducive where most of students enjoy learning English in their class because English class is fun, comfortable, clean and tidy, most of students prefer to listen to teacher's explanation than talk to their friends.

English teacher helps students when students have difficulty in learning English, each students has good relationship with others students, they care each others. This is also supported by the learning method used by English teacher where teacher used learning that was not boring so students encourage in learning, teacher also give change to students to ask question. Finally, the learning facilities also supported the conducive learning process which the class is cool because there is a fan.

Hadinata in Puspitasari (2012: 61) states teaching and learning is an absolute requirement to learn and play an important role in providing passion or enthusiasm in learning. Teaching and Learning process is not only to be a driver to achieve good results but contains efforts to achieve learning objectives, where there is understanding and development of learning. It means that learning as a driving force in students that lead to learning activities so that the desired goal by the subject of learning can be achieved.

Communication strategie is very important to promote positive learning and stimulate students who want to learn because communication strategy is a key influence on students' learning process, consequently and achievement (Mucherah, et al, 2014:94). Communication strategy with high teacher support and involvement tend to have students who enjoy learning and report a high desire for self-improvement and motivation for academic achievement. On the other hand, communication strategy with high teacher control and strict rules are associated with students who report negative

feelings about school and less interest in academic achievement and self-improvement.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the previous chapters, in this chapter the researcher gives some conclusions. It also provides the suggestions for both teachers and students involved in the teaching and learning process, in term of developing level of communication strategy and taeching and learning process.

A. Conclusions

As the data presented in the chapter four, the researcher concluded this research as follow:

1. Communication strategy

Based on the finding and discussion it could be conclude that there were several communication strategy were found after conducting the researcher.

Strategy communication is defined as the way teachers teach and their distinctive mannerism complemented by their choices of teaching behaviors and strategies. In other words, teachers' communication strategy is how teacher presenting the material supported by strategies are used in teaching and learning process.

2. Aspect strategy communication used by teacher

More teachers and succeeded in using two of the eight aspects of communication strategies that were used as guidelines during the learning process, namely skill strategy using stimulus and strategy of giving

reinforcement. But, among the 8 item used by teacher, students are more likely to like and agree with the small discussion aspects, which amount to 20 students with 62,5 % presentations representing 1 item statement from 20 statements item given while conducting the research.

B. Suggestions

1. Although the result of the research found that the level of communication strategy in the eighth grade students of SMP NEGERI 04 PAMBOANG was good, but the researcher suggested to teachers and students to improve the condition of the class including atmosphere of learning in the classroom, interaction relationships between class citizens, physical environment, learning activities, and learning facilities so that the class more conducive and the students will more motivated to learn English.
2. The result of this research showed that most of students at the eighth grade students of SMP NEGERI 04 PAMBOANG had high learning process, but the researcher suggested to teacher to always stimulate motivation and support students to learn English. In addition, students have to learn English in class even out of the class so that they can improve their English skill.
3. In regard to the finding of the research, this thesis is only concerned with the communication strategy. The communication strategy is a expressed through the behaviors, characteristic and mannerisms that reflect teaching philosophy and the role that is preferred to take when conveying information in a classroom. which can support the students in the teaching-learning processes, especially in teaching-learning English. It can be an

effective way to improve the students. Thus, it is worthwhile to be further explored by other researchers.



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APPENDIX 1

Instrument for Students

(The Communication Strategies)

Name :

Reg. Number :

Class :

There are questionnaire with several options below. Choose the correct one by giving mark () in the column.

NO.	STATEMENTS	OPTION				
		SA	A	U	D	SD
1.	Teacher say opening greetings before starting learning					
2.	Teacher give instructions to pray when starting learning					
3.	The teacher review previous learning of students					
4.	Teacher first explain the learning objectives to be carried out					
5.	Teachers use media					
6.	way to explain the teacher attract the attention of students					

7.	The teacher divide the study group					
8.	The teacher provide opportunities to ask students					
9.	Teacher respond well to student questions					
10.	Help students solve the problem of students who have difficulty in the learning process					
11.	The teacher be fair to all students in the class					
12.	Teacher able to improve student communication through the media used					
13.	Teachers interact well in the classroom					
14.	The teacher use ice breaking					
15.	Teacher an initiator in learning					
16.	Teachers share classroom learning experiences					
17.	Teacher give gifts to students who often speak in students					
18.	Teacher give individual task to students					

19.	Teachers provide learning motivation as learning takes place					
20.	The teachers say a closing greeting					



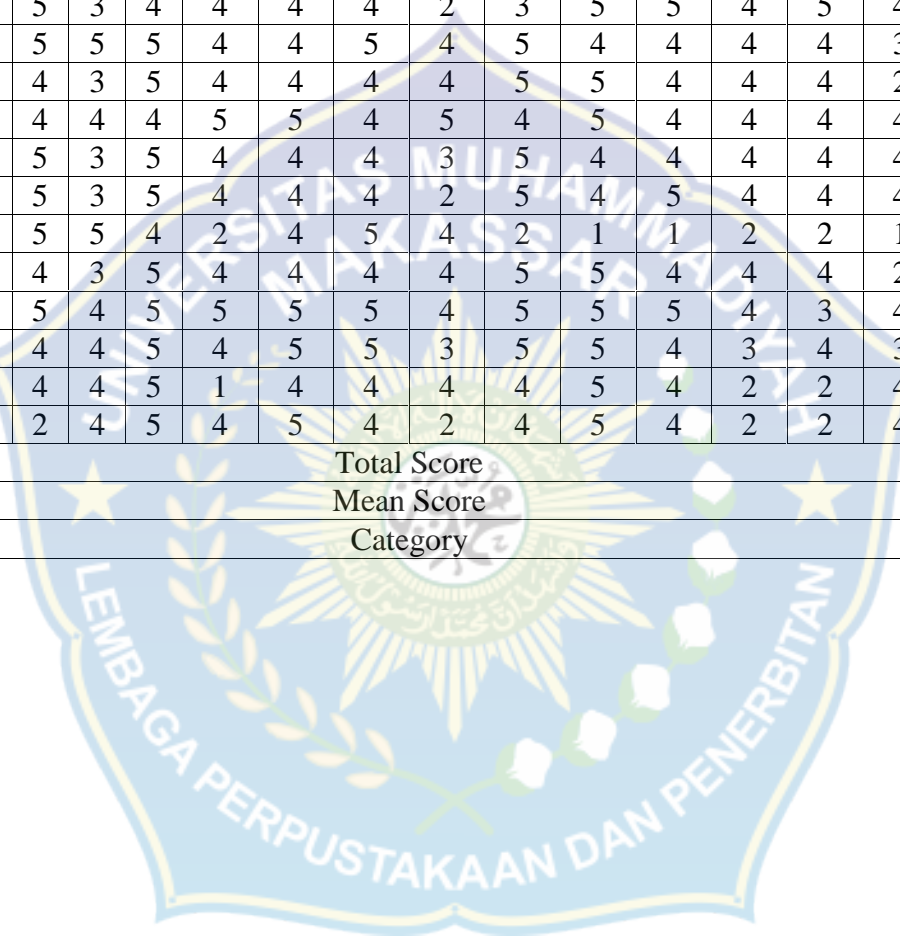


APPENDIX 2

THE RESULT OF COMMUNICATION STRATEGIES QUESTIONNAIRE AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 04 PAMBOANG

Respondent	Question Number																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	3	3	5	5	5	5	2	4	5	3	4	4	5	4	4	3	5	3	82
2	3	2	4	2	4	3	1	4	3	4	4	4	3	4	4	4	2	2	4	2	63
3	3	2	3	3	1	5	5	4	3	4	4	4	1	4	4	3	4	3	3	4	67
4	2	3	3	2	4	3	3	4	2	3	4	2	2	4	2	2	2	3	2	2	54
5	4	4	5	5	5	4	4	5	3	4	5	3	4	2	5	4	3	4	4	4	81
6	4	5	5	4	4	4	4	5	5	5	4	4	5	4	4	4	4	3	4	4	85
7	4	5	4	4	5	4	3	5	5	5	4	2	5	4	5	3	4	3	5	4	83
8	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	80
9	3	2	3	2	4	3	3	4	2	3	4	2	2	4	2	2	3	3	2	2	55
10	4	4	2	2	4	5	4	5	4	2	5	2	4	4	4	4	4	4	3	5	75
11	4	2	3	2	4	2	3	4	2	2	4	2	3	4	4	2	4	3	2	3	59
12	4	4	4	3	3	5	5	5	5	5	4	5	4	5	5	5	5	3	4	4	87
13	4	4	3	3	4	4	2	5	4	4	5	2	4	5	5	4	4	3	4	5	78
14	4	4	4	4	4	5	2	4	4	4	4	2	4	4	4	4	4	2	4	2	74
15	4	4	5	4	5	5	2	5	4	4	4	2	4	5	4	4	4	4	4	4	81
16	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	79
17	3	5	4	4	5	5	5	5	3	4	5	1	5	5	5	5	5	1	5	5	85
18	4	4	3	3	4	5	4	5	5	5	4	2	3	5	5	5	3	3	4	5	81
19	4	4	4	2	4	4	4	5	4	3	4	4	4	5	5	4	3	4	5	2	78
20	4	4	3	2	5	5	3	4	3	4	5	2	3	5	5	4	5	4	5	3	78

21	4	3	4	2	4	5	3	4	4	4	4	2	3	5	5	4	5	4	5	3	77
22	5	2	5	4	5	5	5	5	4	4	5	4	5	4	4	4	4	3	3	1	81
23	4	5	4	4	4	4	3	5	4	4	4	4	5	5	4	4	4	2	4	3	80
24	5	4	5	4	4	4	4	4	5	5	4	5	4	5	4	4	4	4	4	4	86
25	5	5	4	4	5	5	3	5	4	4	4	3	5	4	4	4	4	4	4	5	85
26	5	5	4	4	5	5	3	5	4	4	4	2	5	4	5	4	4	4	5	4	85
27	1	5	4	5	4	5	5	4	2	4	5	4	2	1	1	2	2	1	2	2	61
28	5	5	4	4	4	4	3	5	4	4	4	4	5	5	4	4	4	2	4	3	81
29	5	4	4	5	5	5	4	5	5	5	5	4	5	5	5	4	3	4	4	4	90
30	4	2	4	4	5	4	4	5	4	5	5	3	5	5	4	3	4	3	5	5	83
31	4	4	4	4	5	4	4	5	1	4	4	4	4	5	4	2	2	4	4	4	76
32	5	1	4	4	5	2	4	5	4	5	4	2	4	5	4	2	2	4	4	4	74
N= 32	Total Score																				2464
	Mean Score																				77
	Category																				Good



APPENDIX 4

DOKUMENTATION











APPENDIX 3

NO.	STATEMENTS	SCORE				
		SA	A	U	D	SD
1.	Teacher say opening greetings before starting learning	28,125%	42,5%	7,5%	1,25%	0,625%
2.	Teacher give instructions to pray when starting learning	28,125%	35%	3,75%	7,5%	0,625%
3.	The teacher review previous learning of students	15,625%	45%	15%	1,25%	0%
4.	Teacher first explain the learning objectives to be carried out	2,5%	37,5%	9,375%	10%	0%
5.	Teachers use media	8,125%	42,5%	1,875%	0%	0,625%
6.	way to explain the teacher attract the attention of students	46,875%	30%	7,5%	2,5%	0%
7.	The teacher divide the study group	18,75%	30%	18,75%	3,75%	0,625%
8.	The teacher provide opportunities to ask students	62,5%	30%	0%	0%	0%

9.	Teacher respond well to student questions	15,625%	37,5%	9,375%	6,25%	0,625%
10.	Help students solve the problem of students who have difficulty in the learning process	25%	45%	7,5%	2,5%	0%
11.	The teacher be fair to all students in the class	31,25%	55%	0%	0%	0%
12.	Teacher able to improve student communication through the media used	6,25%	30%	7,5%	16,25%	0,625%
13.	Teachers interact well in the classroom	31,25%	32,5%	9,375%	3,75%	0,625%
14.	The teacher use ice breaking	46,875%	37,5%	0%	1,25%	0,625%
15.	Teacher an initiator in learning	37,5%	52,5%	0%	2,5%	0,625%
16.	Teachers share classroom learning experiences	9,375%	52,5%	5,625%	7,5%	0%
17.	Teacher give gifts to students who often speak in students	9,375%	45%	9,375%	6,25%	0%
18.	Teacher give individual task to students	0 %	30%	26,25%	5%	1,25%
19.	Teachers provide learning motivation as learning	25%	42,5%	5,6255	5%	0%

	takes place					
20.	The teachers say a closing greeting	18,75%	32,5%	11,25%	7,5%	0,625%



Instrument for Students

(The Communication Strategies)

Name :

Reg. Number :

Class :

There are questionnaire with several options below. Choose the correct one by giving mark () in the column.

NO.	STATEMENTS	OPTION				
		SA	A	U	D	SD
1.	Teacher say opening greetings before starting learning					
2.	Teacher give instructions to pray when starting learning					
3.	The teacher review previous learning of students					
4.	Teacher first explain the learning objectives to be carried out					
5.	Teachers use media					
6.	way to explain the teacher attract the attention of students					
7.	The teacher divide the study					

	group					
8.	The teacher provide opportunities to ask students					
9.	Teacher respond well to student questions					
10.	Help students solve the problem of students who have difficulty in the learning process					
11.	The teacher be fair to all students in the class					
12.	Teacher able to improve student communication through the media used					
13.	Teachers interact well in the classroom					
14.	The teacher use ice breaking					
15.	Teacher an initiator in learning					
16.	Teachers share classroom learning experiences					
17.	Teacher give gifts to students who often speak in students					
18.	Teacher give individual task to students					
19.	Teachers provide learning					

	motivation as learning takes place					
20.	The teachers say a closing greeting					



CURRICULUM VITAE



IRMA ALFIANA was born in Majene on March, 03th , 1996. She is the first child in her family. She has two sister. Her father is Rijal and her mother is Nuraeni. She graduated her elementary school in 2008 at SD Negeri 02 Salubiro. She continued her Junior High School at SMP Negeri 04 Pamboang and graduated in 2011. Then she continued at SMK Negeri 7 Majene and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department at 2014.

At the end of her study, she could finish with her thesis under the title “ The Communication Strategies Used by Junior High School English Teacher in Teaching and Learning Process.