

## Teacher Communication Strategies In Teaching English At SMA Negeri 2 Poso

Pinky Christy Lubalu<sup>1</sup>, Ika Paramitha Lantu<sup>2</sup>,

<sup>1</sup>Universitas Sintuwu Maroso, Poso, Indonesia

<sup>2</sup>Universitas Sintuwu Maroso, Poso, Indonesia

*Corresponding Author*

[ikaparamithalantu@gmail.com](mailto:ikaparamithalantu@gmail.com)

**Abstract :** The purpose of this research is to find out the communication strategies used by teacher in teaching English at SMAN 2 Poso. This research is a qualitative research that uses observation, interview and documentation to collect data. The object of this research is one English teacher at this school that teaches English in 3 different classes. The findings show that the communication strategies used in teaching English is one-way communication and two-way communication, while the dominant one is two-way communication.

**Keywords:** *Communication; Communication strategy; Teaching English process.*

### 1. INTRODUCTION

Communication is the process of conveying information or messages between one person and another. When two people are talking it is called communications. The explanation of this understanding is based on the theory of Effendi (2002), who stated "communication as a process of communication is essentially the process of conveying the mind, or feeling by someone (communicator) to others (communicant). Through communicating, humans can relate to each other in daily life at home, at school, at work and even anywhere. Communication is important thing for human life, because if people do not communicate with each other, activities in their daily lives will not go well.

Communication can occur anywhere and at any time because communication is closely related to human activities. Each person can determine their own way of communication so that the process of conveying messages and information can run well. How someone conveys a message or information is a communication strategy. According to Middleton (2015) "communication strategy is the best combination of all communication elements of the communicator, message, receiver channel to the effects designed to achieve optimal communication objectives". The concept of communication strategy here laid out as part of communication planning in achieving the goals to be achieved. Based on the statement above, the communication strategy used greatly influences the information conveyed and also influences the giver and recipient of the information.

In the learning process in the classroom there is also communication between the teacher and students. A teacher must be able to create good communication in the classroom. If the communication created by the teacher with students is good, then the teacher will easily convey the material and build lively interactions between the teacher and students, and students will feel comfortable and will easily accept the learning material presented by the teacher.

Otherwise, if communication between teachers and students is not good, teachers will have difficulty in delivering learning material. Likewise with students, students will feel uncomfortable in the classroom and will find it difficult to receive the material presented by the teacher. For example, in some schools there are students who become uncomfortable in class and then choose to skip classes. When asked why, students say the teacher jokes too much in class, which causes the student to not like the way the teacher communicates or interacts in the classroom.

Particularly in the teaching and learning English, teacher must be able to create good communication so that students are interested in learning. Thus, teachers must be able to determine the communication strategies used in learning so that learning runs well. The use of appropriate communication strategies will of course influence the communication and interactions that occur in the classroom or during learning. Thereby, the researcher is interested to write a research entitled "Teacher Communication Strategies In English Teaching and Learning at SMAN 2 POSO".

### 2. METHOD

Method of this research used qualitative research because according to Creswell (2018) qualitative research is focus on a phenomena, and in this research the researcher explored or found a phenomena that exists in classroom,

namely the communication strategy used by English teacher during the teaching and learning process. The type of research that the researcher used is descriptive qualitative because the data is obtained in the form of words, phrases and sentences that is analyzed and described. The objects used in this research is one of English teachers at SMA Negeri 2 Poso. Thus, the object of this research is English teachers' communication strategies in English teaching process.

In selecting object, researchers use samples that aim to obtain results that are in accordance with the research objectives. Purposeful sampling is the sampling of individuals and locations to study or understand a central phenomenon. In this way, researchers chose teachers as object to find out the strategies used by teachers in teaching English. The reason the researcher chose the teacher as an object is because the teacher is a senior teacher at SMA Negeri 2 Poso, who has more teaching experience than other teachers. The data collection techniques used are observation techniques, interview techniques and documentation.

In this study, the researcher used technique of data analysis based on Miles and Huberman (1994) which is involving three steps: data reduction, data display, and conclusion drawing/verification. The instrument used by researcher in this research is an instrument adopted and validated by previous researchers, namely Nova Ria Ningsy (2017) in her research entitled "The Communication Strategy Used By Teachers In Teaching English At SMPN 19 Jambi City In Academic Year 2017/2018". The instruments used consist of an observation sheet and a question sheet that will be used during the interview.

### 3. RESULTS AND DISCUSSION

This study aims to determine what communication strategies are used by English teachers in English teaching and learning process. This study was conducted toward English teacher and three different classes. In this study, observation and interviews were used to collect data. This study was conducted in January 2025 at SMAN 2 POSO.

Based on the results of observations and interviews conducted in this study, there are two types of communication strategy found by researchers during English teaching and learning carried out by teachers in three different classes. The researcher will explain the results obtained on the pages of this study in more detail in the chapter below.

#### 3.1. Observation Result

The researcher found two communication strategies used by the teacher in English teaching and learning process, based on the following table:

**Table 1**  
**Observation result**

The first observation was carried out on 20<sup>th</sup> of January 2025 and the second observation was carried out on 3<sup>rd</sup> February 2025 in class XII IPA 2. In the first and second observation the researcher found the same result of teacher communication strategies that occurred in the teaching and learning process, namely:

No	Items	Observation 1		Observation 2	
		Yes	No	Yes	No
1.	<b>One-way Communication</b>				
	1. The learning process is fast.	✓		✓	
	2. The classroom atmosphere is quiet.	✓		✓	
	3. Students become passive during the learning process.	✓		✓	
	4. The feedback process is slow and difficult to get a response from the communicator.	✓		✓	
	5. The teacher explains the material using lecture method.	✓		✓	

	6. The message is open because everyone gets the same message content.	✓		✓	
	7. One-way communication is aimed at a large or wide target.	✓		✓	

(Observation result of Class XII IPA 2)

Based on the observation sheet table above, in the first and second observations in class XII IPA 2 the teacher used one-way communication. The use of One-way communication in class XII IPA 2 by the teacher is a communication strategy that applies the teacher as both the sender and the receiver. The learning process is fast, the English teaching and learning process which should last for 2x45 minutes but in this class the English teaching and learning process only lasts for 1 hour. The teacher explains the material by demonstrating in this class, the teacher gives stimulating questions but the feedback given by the students is not good or passive. After explaining the material the teacher gives the students the opportunity to ask questions but gets less response. This class is very passive and quieter than the two previous classes. So the teacher adjusts the communication strategy that he uses in teaching and learning English.

**Table 2**  
**Observation result**

The first observation was carried out on 20<sup>th</sup> of January 2025 and the second observation was carried out on 3<sup>rd</sup> February 2025 in class XII IPA 3. In the first and second observation the researcher found the same result of teacher communication strategies that occurred in the teaching and learning process, namely:

No	Items	Observation 1		Observation 2	
		Yes	No	Yes	No
2	<b>Two-ways communication</b>				
	1. The learning process lasts a long time.	✓		✓	
	2. Involves at least two people.	✓		✓	
	3. The classroom atmosphere is more lively.	✓		✓	
	4. Students become active during the learning process.	✓		✓	
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.	✓		✓	
	6. Dialogue occur between teacher and student, student and teacher.	✓		✓	
	7. The occurrence of feedback during teaching process.	✓		✓	

(Observation result in Class XII IPA 3)

Based on the observation sheet table above, in the first and second observations in class XII IPA 3 the teacher used two-ways communication.

The learning process is lasts for a long time, the English teaching and learning process which should last for 2x45 minutes, in class XII IPA 3 the English teaching and learning process is in accordance with the time planned in the lesson plan. After explaining the material the teacher gives the students the opportunity to ask questions or teacher just gives stimulating questions, the students are more enthusiastic to answer and teacher got good responses and feedback from the students. So from there, students become interactive and dialogue is created between teachers and students and students towards teacher, so that the class becomes more lively.

**Table 3**  
**Observation result**

The first observation was carried out on 20<sup>th</sup> of January 2025 and the second observation was carried out on 3<sup>rd</sup> February 2025. In the first and second observation the researcher found the same result of teacher communication strategies that occurred in the teaching and learning process, namely:

No	Items	Observation 1		Observation 2	
		Yes	No	Yes	No
2	<b>Two-ways communication</b>				
	1. The learning process lasts a long time.	✓		✓	
	2. Involves at least two people.	✓		✓	
	3. The classroom atmosphere is more lively.	✓		✓	
	4. Students become active during the learning process.	✓		✓	
	5. When teacher teach get verbal or nonverbal feedback from students, and student get feedback verbal or non verbal from teacher.	✓		✓	
	6. Dialogue occur between teacher and student, student and teacher.	✓		✓	
	7. The occurrence of feedback during teaching process.	✓		✓	

(Observation result in Class XII BAHASA)

Based on the observation sheet table above, in the first and second observations in class XII BAHASA the teacher used two-ways communication. The use of Two-ways communication XII BAHASA by the teacher, is a communication strategy that involves the teacher and students as senders and receivers. The learning process is lasts for a long time, the English teaching and learning process which should last for 2x45 minutes, in class XII BAHASA the English teaching and learning process is in accordance with the time planned in the lesson plan. When the teacher explains the learning material, students listen and pay attention to what the teacher says. The teacher uses two languages, namely English and Indonesian when delivering the material, this is what really helps the students so that they can easily understand what the teacher is saying.

The teacher gives students space to ask questions. The teacher gives stimulating questions then the students give very good and active feedback so that a dialogue is created between the students and the teacher which, the class becomes more alive and active. The students in this class are very interactive so they really help the teacher in the teaching and learning process. A full explanation of the results of the observations is in the discussion.

### 3.2. Interview Result

The interview result, described as follow:

The first question: "In your opinion, how is the English ability of the students in the class you teach?". The teacher give her answer that: *"I teach in several classes with different students' abilities. Like in class XII IPA 2, the students there are more passive and they have a bit of difficulty in understanding and learning English. If in class XII IPA 3 and class XII BAHASA, there are several students who can easily understand and learn the English material. This has quite an impact on other students. Both of these classes are quite active and interactive."*

From the result of the interview above, the teacher stated that every students has different abilities in learning English. Some students can easily understand the material given and some students have difficulty in learning and understanding English material given by the teacher.

The second question: "What kind communication strategy are you using in teaching English?". The teacher's answer that *"... I often use one-way communication and two-ways communication..."* From the question number two, it can be seen that the teacher adjust the communication strategies she uses in English learning and teaching in class. He adjusts to the circumstances and abilities of the students in the class.

The third question : "Why do you use the kind of communication strategy in teaching English?". The teacher's answer is *"As I said before, I adjust to the conditions of the students and also to the abilities of the students in the class. So that they can more easily follow the English learning and teaching in the class."* It can be seen that teacher wants to help the students learn English more easily.

The fourth question: "Is the communication strategy affecting the students in learning English?". The teacher's answer is "Yes, it definitely affects them because their abilities are different so these communication strategies can make it easier for them to learn."

The fifth question: "Do you think that from the classroom situation you can see whether the communication strategy in teaching process is running well or or? Please explain!". The teacher's answer is *"It goes well and students are more enthusiastic in learning although sometimes there are some students who are less active."*

The last question : "In the learning process, what kind of students do you expect when communication takes place in the classroom?". The teacher's answer is *".....of course I expect students who are active and interactive. Besides that, I also expect students who have a good curiosity and desire to learn more."*

From the result of the interview, the teacher expects students who are active and interactive, also students who have good curiosity and desire to learn more.

### 3.3. Discussion

Based on the results of the observations conducted, this study found communication strategies applied by English teachers in the teaching and learning process at SMA NEGERI 2 POSO. The following is an explanation of the findings:

From the results of the observations, it can be concluded that teachers use two types of communication, namely one-way and two-way communication. However, teachers tend to apply two-way communication more often during the learning process. In the classroom, there are students who actively participate and some others who tend to be passive during learning. Ideally, in the interactions that occur in the classroom, there should be reciprocity between teachers and students to create a more effective learning atmosphere.

When the teacher explains the topic of English learning, students listen carefully and try to understand the explanation given. Students not only respond through answers to questions asked by the teacher, but also provide feedback on questions that may not have been there. The teacher also responds to students not only through verbal communication, but also through non-verbal communication. In this process, there are students who tend to be more passive in class. Factors such as laziness, shyness, or lack of interest in English lessons can be the cause. Students with passive characters usually lack the courage and confidence to speak English in class. On the other hand, students who are active even though they sometimes make mistakes in communicating, still need to be appreciated. These mistakes are part of the learning process, and they understand that learning English is not easy.

Based on the theory of Middleton (2015), which states that there are 3 types of strategic communication, namely one-way communication, two-way communication and transactional communication. Thus, based on the results of observations from this study, there are two communication strategies commonly used by English teachers in the teaching process, namely one-way communication and two-way communication. The teacher tend to apply two-way communication more often. This type of communication allows for mutually beneficial interactions between teachers and students, so that it is expected to increase student learning activities. In practice, this communication strategy is implemented by the teacher asking questions after delivering the material. If students can answer the question, it indicates that they are actively participating in the learning process. In addition, the teacher also gives students the opportunity to ask questions, creating a more interactive learning atmosphere.

As stated by Middleton (2015) that in one-way communication, in the classroom the teacher is more active than the students. This is the same as the results of the observations in this study, teacher plays an active role in this, while students are passive recipients of information. In this communication strategy, the teacher will have difficulty because the teacher must explain the learning material without any active response or feedback from students. The class will be passive and there will be no interaction between students and teachers during teaching and learning.

Based on the interview results, the English teacher said that in learning and teaching English in class, she uses two communication strategies, namely one-way communication and two-way communication. In learning and teaching English in class there are several types of students. There are some active students and there are also passive students. The teacher also said that the students' abilities in the class are also diverse, their interests in learning English are also diverse. So by using communication strategies in the classroom, the teacher hopes to help students to make it easier in the process of learning and teaching English in the classroom.

In the teaching and learning process, teachers also expect students to have good communication skills. if the teacher asks questions, students can answer and provide good feedback to the teacher. students are also expected to have a great sense of curiosity and a willingness to explore many new things. so that good interaction can be created between teachers and students and students towards teachers and can create an active and more lively class.

From the results of this study, two-way communication is a strategy that is often used by teachers in the process of learning and teaching English in class. The results of this study are in line with the results of previous research by Nova Ria Ningsy (2017) which stated that the most frequently used communication strategy for teachers in English teaching and learning is two-way communication. But, the results of this study are different from two previous studies from Rofiatun (2018) and (Pangaribuan, D, et al. (2020), there are no similarities in the results obtained with this study.

In this case one-way communication is also used but not as often because only the teacher is the giver and receiver, only the teacher is active and the students become passive. for transactional communication is not used by the teacher, because the teacher adjusts to the circumstances of the students and the abilities of the students so that the teacher feels that transactional communication is less suitable for use.

The researcher assumed that transactional communication is not used by the English teacher because of the lack of interest in learning and students' knowledge of English, as well as the lack of confidence from students in speaking English, which causes students to have difficulty communicating with teachers and other students in English teaching and learning, so teacher prefer to use two-ways communication and one way-communication.

#### 4. CONCLUSION

Based on the research results and discussions in the previous chapter, the researcher concluded that the teacher use two types of communication strategies in English learning and teaching in the classroom, namely two-ways communication and one-way communication.

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#### ABOUT THE AUTHORS

**Pinky Christy Lubalu** earned her bachelor degree at English Language Education Study Program of Sintuwu Maroso Poso University.

**Ika Paramitha Lantu** is a lecturer at English Language Education Study Program of Sintuwu Maroso Poso University and her interest is in English Language Teaching. She can be contacted at [ikaparamithalantu@gmail.com](mailto:ikaparamithalantu@gmail.com)