

An Analysis of English Teacher Communication Skills in Classroom Interaction at Darul Hikmah Islmaic Junior High School

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Abstrak

Hasil penelitian ini dapat digunakan untuk penelitian selanjutnya yang berfokus pada pengembangan keterampilan komunikasi dalam interaksi kelas antara guru dan siswa dengan menggunakan keterampilan komunikasi bahasa Inggris, khususnya dalam pembicaraan guru di kelas. Penelitian ini dibatasi untuk menganalisis untuk mengetahui keterampilan komunikasi guru bahasa Inggris dan jenis keterampilan komunikasi guru bahasa Inggris dalam interaksi kelas di SMP Islam Darul Hikmah. Peneliti akan menggunakan metodologi kualitatif untuk mendapatkan data, observasi bertujuan untuk mengetahui jenis keterampilan komunikasi dalam interaksi kelas di SMP Islam Darul Hikmah. Hasil penelitian: .a. Guru menggunakan bahasa yang mudah dipahami siswa, b. Guru mampu membaca bahasa tubuh siswa dan menyesuaikan komunikasinya, c. Guru menggunakan teknik mendengarkan yang efektif seperti menganggukkan kepala dan mengulangi pemahamannya untuk memastikan bahwa pesan siswa dipahami dengan baik, d. Guru yang memiliki kemampuan komunikasi yang baik dapat meningkatkan partisipasi siswa, pemahaman materi, dan ikatan sosial dalam konteks pembelajaran bahasa Inggris.

Kata kunci: guru, keterampilan, siswa, keterampilan komunikasi, interaksi kelas.

Abstract

The results of the study can be used for further study which focuses on developing communication skills in classroom interaction between teacher and students by utilizing English communication skills, especially in teacher talk in the classroom. This research limited for analyzing the English teacher communication skill and the types of English teacher communication skill in the classroom interaction at Darul Hikmah Islamic Junior High School. The researcher will use qualitative methodology to obtain the data, and observation is aimed to finding out the types of Communication skills in the classroom interaction at Darul Hikmah Islamic Junior High School. Results from the research: .a. The teacher uses language that is easily understood by students, b. Teachers are able to read students' body language and adjust their communication, c. Teachers use effective

listening techniques such as nodding their heads and repeating their understanding to ensure that students' messages are well understood, d. Teachers who have good communication skills can increase student participation, understanding of the material, and social ties in the context of learning English.

Keywords: teacher, skill, student, communication skill, classroom interaction.

INTRODUCTION

Interaction in the classroom and effective communication are crucial. The study discovered that interactions in the classroom were extremely detrimental to the teaching and learning process. The instructor presented the students a lot of theories without fully explaining them.

Teaching requires the use of effective communication techniques. Even the best teaching choices can result in unsuccessful teaching outcomes if there is a discrepancy between what is given and what was intended to be conveyed. Lack of empathic listening and insufficient consideration of purpose, audience, and context are obstacles to effective communication (Lunenburg, 2010).

In modern era, English becomes more important day by day. English is one of the international languages that is used in the world. Interaction is one of modal to communicate with foreigners (Bocconcelli & Tunisini, 2001). Interaction as “reciprocal events that require at least two objects and two actions, interactions occurs when these objects and events naturally influence one another”.

According to Barr, (2016) For this reason, teachers should take some important points into consideration in order to develop the teacher-student communication: creating a warm classroom atmosphere, treating all students equally, using a positive language and rewarding desired behaviors.

METHOD

This qualitative research employed a case study design to explore and analyze the communication skills of English teacher during classroom interactions at Darul Hikmah Islamic Junior High School. Data is a crucial component of the research process. This research was conducted at Darul Hikmah Islamic Junior High School during the 2022/2023 Academic Year. It was located at Jl. Abubakar Lambogo Lr. 10 No. 8 Makassar, Bara-Baraya Timur, Kota Makassar, South Sulawesi Province. The sources of data in this study were clasified into two categories: primary data and secondary data. The researcher collected the data by using three instruments, observations, interview, and document

The researcher employed specific procedures for each data collection method: Data collection procedures for observation: Permission was obtained from the teachers before joining the class. The researcher observed the English teacher during lessons to determine the types of communication skills employed.

Data collection procedures for interview: Questions were prepared for the teachers, and face-to-face interviews were conducted to collect data on the communication skills used by teachers in the classroom.

Data collection procedures for document: The researcher selected relevant documents, thoroughly analyzed their contents, recorded the analysis process, and validated the information obtained from documents using other sources or perspectives.

The data analysis process was carried out interactively and continuously, following the steps suggested by Miles Huberman (2011). The analysis involved data collection, data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

FINDINGS

The research process, which included interviewing and observation, is complete. It is obvious from the findings of the observation and interview. Here is a detailed explanation of how the research questions were answered. These are the research queries:

The English teacher communication skill in the classroom interaction at Darul Hikmah Islamic Junior High School.

Public Communication

When a teacher uses communication in the classroom to teach anything, both the teacher and the students this method of communication. and communication utilized in the classroom to students to respond to teacher questions. as explained in the following illustration:

T: Do you still remember the last lesson?

S : Yes, we remember Mom

At the start of the lecture in the classroom, the teacher questioned the class about their retention of the previous week's lessons. The teacher used this term as a material-opening inquiry to gauge the students' retention of the lecture from the previous week. Because they can comprehend the questions posed by the teacher and work together to provide an answer, pupils utilize this statement.

Small-group interaction

The instructor and students utilize this communication when the teacher imparts learning to all of the pupils in the classroom. Students also use this communication to respond to the teacher when the teacher asks a question about the lesson. as explained in the following illustration:

T: Arika, write your exercise on the whiteboard and read what you wrote

S: Yes, Mom, I mention in my book that the term "due date" means "bataswaktu" and is pronounced [du:] [deIt].

Additionally, the teacher randomly called a student's name before giving instructions for the student to write something on the board and read it aloud to the class.

The types of English teacher communication skill in the classroom interaction at Darul Hikmah Islamic Junior High School.

The research results found discuss the type of English teacher communication skills in classroom interaction. In this study, the communication that is often carried out by the teacher in class interaction is non-verbal communication which includes facial expression, posture, gesture/body language, touch, space, eye contact, and paralanguage.

DISCUSSION

These discussions indicate that English communication skills have an important role in classroom interactions. Teachers who have good communication skills can increase student participation, understanding of the material, and social ties in the context of learning English.

Nurfadhillah et al., (2021) reported that teachers who are able to convey subject matter clearly and use the right language can facilitate student understanding.

Another study by Arianti, (2019) shows that the use of varied and creative language by teachers can increase students' motivation to learn English.

By referring to previous research, the results of this study underscore the importance of English teacher communication skills in classroom interactions at Darul Hikmah Islamic Junior High School. The implications of these findings highlight the need to improve the quality of teacher communication in order to create an effective learning environment and support students' English development."

CONCLUSION

In this study, an analysis of the English teacher's communication skills in class interaction at Darul Hikmah Islamic Junior High School was conducted. The results of the study show that although most of the teachers have demonstrated good communication skills, there is still room for improvement. English teacher communication skills play a very important role in helping students understand and master English. Using the suggestions mentioned below, teachers can improve classroom interaction, increase student engagement, and strengthen their communication skills.

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