

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Every time, humans communicate with each other. This communication process involves a sender, messages and a receiver. The sender sends a message to the receiver. In other words, the sender communicates with the receiver. The receiver gets the message and starts digesting it. Good communication can help the receiver understand the materials or topic. This activity also occurs in the teaching and learning process in the classroom. The teacher communicates the materials to students. Students try to listen and understand what is being communicated by the teacher.

Teaching and learning process is basically the process of interaction between teacher and students through integrated activities of two forms of activities, namely student learning activities and teacher teaching activities. Learning is basically a process of a conscious behavior change while teaching is basically something planned through rules and regulations that allows students to do as much learning activities as possible. According to Sudjana (1989), there are three patterns of communication in the process of teacher-student interaction, namely communication as actions, interactions, and transactions. Communication as action refers to the role of the teacher as the giver of action and the students as recipients of the action. In this pattern, the teacher plays an active role, while the students play a passive role. Communication as interaction means that there is a

reciprocal interaction between teacher and students in the learning and teaching process. Communication as transactional refers to interactions that occur between teacher and students, and among students and students.

Communication between teacher and students in the teaching and learning process is one of the important aspects that determines the quality of the learning process because the teaching and learning process in the classroom is the process of transforming educational messages in the form of learning materials from teacher to students. The success of the learning process in the classroom depends on the effectiveness of the communication process that occurs between the teacher and the students. The teacher is the party mostly responsible for the effective communication in the teaching and learning process. Teachers as educators are required to have good communication skills in order to achieve the learning objectives.

In the classroom, there are a lot of activities that the teacher and students do. There are teacher and students, materials, instruments, methods, class facilities and so on. The teacher attempts to handle all activities. In an effort to organize the class, a teacher needs good communication so that the message communicated by the teacher can be understood by the students.

In the context of the Seminary Middle School, teachers are expected to have good communication skills so that the teaching and learning process can achieve its objectives. The problem that occurs in the teaching and learning process in this school is that many of the students do not participate during the learning and teaching process. The process of learning and teaching becomes uninteresting and

boring for students. This point indicates that the communication pattern built between teachers and students have not run optimally. Therefore it is important for teachers to practice communication skills so as to create an active and participatory classroom atmosphere. In the teaching and learning process at the Seminary, it was found that in each pattern of communication, student participation was very dependent on the teacher. Students become active if the teacher asks students or asks students to do the exercises.

The writer focused this study on the patterns of communication that occur between the teacher and students in the classroom. These patterns are one-way communication, two-way communication, and multiple-way communication. These three communication patterns help teachers and students so that the teaching and learning process becomes attractive and reaches the learning objectives. The problem that has occurred so far is that the teaching and learning process becomes uninteresting and boring because the teacher only uses one pattern during the teaching and learning process. The teacher did not collaborate on one pattern with another. This thesis will highlight specifically the communication patterns used by teachers in the teaching and learning process. In addition, the writer also introduces three communication patterns that can be used during the teaching and learning process. The patterns of communication that is studied is not only limited to English lessons, but also other subjects.

1.2. Research problems

In the process of learning and teaching there is a communication between teachers and students. The process will form communication patterns in the classroom. The question is formulated “What communication patterns were used in the teaching and learning process in the classroom?”

1.3. Objective of the Study

The purpose of this thesis is to describe the patterns of communication in the teaching and learning process in the classroom.

1.4. Scope and Limitation of the Study

The subjects of this thesis are the junior high school grade eight of Seminary in Langgur-Maluku of the second academic year of 2018/2019.

In this thesis, the writer limits the investigation on what communication patterns are used by teacher in the teaching and learning process in the classroom. The communication pattern that investigated, is not only limited to English subjects, but also other subjects such as Indonesian, Religion, Sciences, Mathematics, Civics, and Latin.

1.5. Theoretical Framework

The teaching and learning process is an activity where the teacher communicates various ideas and knowledge to students through learning materials. In other words, teaching and learning activity is a process of

communication between the teacher and students. The communication pattern built by the teacher will help students to understand the learning material.

Based on theory of communication, there are three communication patterns, namely one-way communication patterns, two-way communication, multiple way communication.

The one-way communication pattern is a form of communication centered on the sender. The receiver only receives messages that are delivered without responding. This is different from the two-way communication pattern. In this pattern, the receiver not only receives the message delivered, but also responds to it. It is referred to as two-way communication because the communication that occurs in this pattern involves the sender and receiver. In the multiple way communication pattern, communication is not only occur between the sender and the receiver, but also among the receivers with the other receivers.

Experts who talk about one-way communication are: Aristotle, Lasswell, SMCR Berlo, Shannon and Weaver. Wilbur Schramm, Hubley J. London are experts who talk about two way communication. While Barnlund, Nana Sudjana talk about multiple-way communication. These communication patterns will help teachers manage the classroom so that the teaching and learning process becomes interesting and effective.

1.6. Significance of the Study

There are two benefits of this thesis, for teachers and students.

This thesis is expected to be useful for teachers at Seminari to know and understand communication patterns in the teaching and learning process so that they can collaborate on these communication patterns in classroom teaching. The writer hopes that this study can provide useful input and evaluation for teachers at seminary especially those related to communication patterns in the teaching and learning process in the classroom. This thesis is also expected to be useful for students. By understanding communication patterns, students are expected to be active in the teaching and learning process in the classroom. Students not only listen to and receive materials taught by the teacher, but also participate by giving feedback on what has been learned.

1.7. Definition of Key Terms

- Communication is the sending and receiving of information between two or more people that affects each other, both intentionally and unintentionally. The person sending the message is referred to as the sender, while the person receiving the information it is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, and instructions, even emotions (Shannon and Weaver (1949)
- Communication patterns are defined as forms or patterns of relations between two or more people in the process of sending and receiving messages in the right way so that the message in question can be understood (Djamarah, 2004).

- One-way communication pattern: The process of sending messages from the sender to the receiver without any feedback from the receiver. Thus sender plays a central role in this pattern.
- Two-way communication pattern: Communication process involving the sender and receiver. In this pattern, there is a reciprocal interaction between the sender and the receiver.
- Multiple way communication pattern: The communication process whose interactions do not only occur between the sender and receiver but also between the receiver and receiver. In this pattern, the receiver receives messages from various directions.
- Process of communication is the steps by which the communicator communicates the message to the communicant, so that it can create an equation between the communicant and the communicator. In the communication process there are four important elements namely Source, receiver, message, channel (Hubley J. London (1993)).
- Classroom management is a comprehensive term for various teacher actions designed to facilitate teaching and learning in the classroom. Classroom management usually includes actions taken by the teacher to build order, involve students, and get their cooperation so that the learning and teaching process can run smoothly. (Emmer & Stough, 2001).
- Teaching can be interpreted as: a) Delivering knowledge to students, b) efforts to organize the environment so as to create learning conditions for students, c) provide tutoring to students (Oemar Hamalik (2001)).

- Learning is a process in which behavior is generated or changed through practice or experience (James O. Whittaker 1999).
- Verbal Communication is a form of communication that is conveyed to other parties through oral and written discourse. The examples of verbal communication cover talking to people, calling, sending letters, reading books, making discussion presentations, or watching television Mondry (2008).
- Nonverbal communication is a collection of gestures, voice intonation, attitudes, and so on, that allow one to communicate without words. This means that individuals communicate with others without using words. Communication is done by touch, movement, facial expression, eye behavior (Bovee and Thill, 2003).