COMMUNICATION STRATEGY BETWEEN TEACHERS AND STUDENTS IN ENGLISH LEARNING

THESIS

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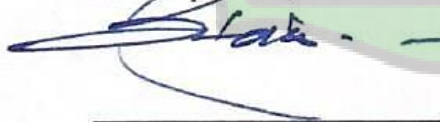The Bachelor Degree of Education in English Language Teaching

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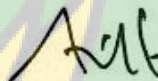
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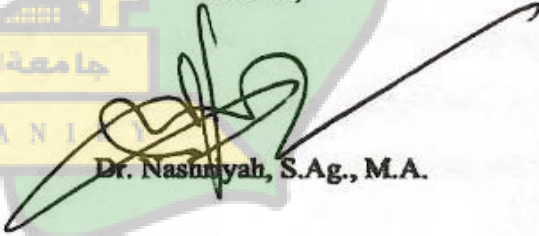
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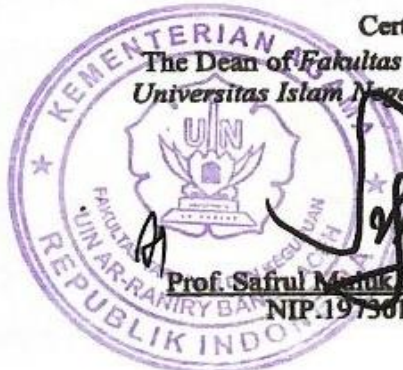Member,

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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya,maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Desember 2023

Saya yang membuat pernyataan

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Furthermore, I am aware that this thesis is not without imperfections. It still requires ideas to further develop and address any shortcomings. However, I hope that this thesis can offer some benefits to its readers and make a meaningful contribution to students and lecturers in the English Education Department at UIN Ar-Raniry Banda Aceh.

Banda Aceh, December 12th 2023 The Writer,

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ABSTRACT

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This research investigates dominant communication strategies in English language education. Utilizing a qualitative descriptive approach, it aims to provide a comprehensive portrayal of societal phenomena without relying on quantitative data. The methodology involves conducting interviews and analyzing data descriptively, ensuring clarity through straightforward language. The study included educators and students from the English Language Education Department, focusing on six Public Speaking classes with four teachers and 139 students. Employing simple random sampling, three teachers and six 2019 batch students were selected, representing diversed teaching methods and learning experiences. Key findings highlight the emphasis on active learning, adaptable teaching methods, technology integration, non-verbal communication's importance, and digital tools usage. Additionally, the research underscores the need to adjust strategies for diversed learning styles, leverage peer-to-peer communication, and emphasize feedback and diverse perspectives. In conclusion, this study deepens our understanding of current English language education practices, offering valuable insights for improving strategies and outcomes.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Communication is essential to human life. People communicate as an integral part of their existence, either to convey or to gather information, messages, and ideas. McPheat defines communication as the art and process of creating and sharing ideas, involving the transmission of information from one person to another. Essentially, communication is the process employed in social activities, such as dialogue and interaction, for sharing information and receiving ideas. Social interaction encompasses economic, political, and educational contexts (Iriantara & Yosal, 2014).

Language is perceived as a crucial tool for communication. It enables individuals to engage in society, express and convey information, and learn about people and the world around them. Effective communication is more fluently achieved when both the speaker and the listener use their first language. Challenges arise, however, when communication occurs in a second or foreign language, particularly English. For Indonesian learners, English is a foreign language. Despite years of learning, they often encounter difficulties in maintaining conversations in English. Communication issues, including difficulties and potential breakdowns in the target language, can occur due to

various factors, one of which is the difference in linguistic structures between the first and the target language.

In learning English, mastering all skills and components is vital. To facilitate excellent communication during the learning process, language learners sometimes employ strategies. In educational settings, a communication strategy involves two key components: the educator as the communicator and the students as the communicants (Oktaviana, Rahmawati, & Sumardjijati, 2019). Adopting an appropriate communication strategy is crucial to achieve the objectives of the educational plan (Widodo & Permatasari, 2020). Successful communication entails conveying meaningful information to the audience. When learners' communicative goals exceed their language proficiency, they often resort to using tools or strategies to enhance their communicative abilities. These are known as communication strategies (Oweis, 2013). In an ideal learning process, communication messages should be clearly understood by the recipients. In the context of English language learning, it is imperative for the teacher to be proficient not only in English but also in communicating effectively in the language. Therefore, language learning involves not just knowledge of the language, but also the ability to use it for communication.

The primary goal of employing communication strategies is to resolve communication problems. According to Humaira (2014, p. 3, as cited in Dörnyei, 1995), these strategies assist speakers in accurately and effortlessly expressing their

messages and bridge the gap between speakers and listeners, addressing any misunderstandings. Yaman, Irgin, & Kavasoğlu (2013, p. 256) emphasize the importance of communication strategies for language learners, as they play a significant role in mastering the target language and overcoming communication difficulties. Furthermore, to establish effective communication, language learners must develop communicative competence. Widiati and Cahyono (2006, p. 273) describe this competence as being contextual, interactive, and involving negotiation.

Various experts have classified communication strategy (CS) taxonomies. Dornyei (1995) categorizes CS taxonomies into two branches, reflecting two divergent directions of communication: avoidance and compensating. Brown (2000) further divides avoidance into subtypes, such as phonological, syntactic or lexical avoidance, and topic avoidance. Additionally, Dornyei (1995) identifies eleven types of compensatory strategies, including circumlocution, word coinage, prefabricated patterns, appealing for help, and stalling or time-gaining strategies, among others. Celce-Murcia et al. (1995) propose a different categorization, breaking down CS taxonomies into five classes with over fifteen subtypes.

Several studies have explored this area. For instance, Al-Gharaibeh and Al-Jamal's research in the Ministry of Education, Irbid, Jordan, titled "*Communication Strategies for Teachers and their Students in an EFL Setting,*" investigated the communication strategies used by EFL teachers and students. The study, which

adapted Dörnyei and Scott's (1997) taxonomy, revealed that teachers, while teaching communication strategies, often use them unconsciously and are unaware of them. Another study by Masithoh, Fauziati, and Supriyadi (2018) focused on introducing communication strategies and enhancing students' awareness to utilize English in real-life communication. These studies form the basis of the current research, which concentrates on the use of communication strategies by teachers and students, particularly in English learning, using Dörnyei and Scott's (1997) taxonomy as a framework.

Based on the explanations above, the researcher is interested in conducting research on communication strategies between teachers and students in English language learning, focusing particularly on the effectiveness of these strategies. This study will concentrate on the interactions within the English Language Education Department at UIN Ar-Raniry in Banda Aceh. It is observed that while some PBI (Program Bahasa Inggris) students may possess superior communication skills, others may struggle. These students often employ various communication strategies to sustain their conversations in English. However, some may discontinue their communication when encountering significant challenges. Commonly, these problems stem from a limited vocabulary and insufficient knowledge of English, leading to difficulties in message conveyance.

When such issues arise, lecturers and teachers in the English Department endeavor to address them by employing various strategies to enhance the level of

communication. These strategies are aimed at assisting students in overcoming language barriers in communication. Consequently, for this study, the researcher has selected teachers who have experience teaching public speaking classes and students who have previously completed such courses. The overarching goal of using communication strategies is to resolve communication issues. This research aims to provide valuable insights for both teachers and students on the effective use of communication strategies, particularly in the context of learning spoken English.

B. Research Question

This study was guided by the following questions:

1. What communication strategies are dominantly used by teachers in English language teaching?

2. What communication strategies are dominantly used towards students in English language learning?

C. Research Aim

Regarding the research question, the aims of this research are:

1. Investigating the communication strategies dominantly used by teachers in English language teaching, to understand the approaches and techniques prevalent in teaching environments.

2. Examining the communication strategies dominantly used towards students in English language learning, to analyze how these strategies affect the learning process and student engagement.

D. Significance of Study

This research is anticipated to benefit various stakeholders, including both teachers and students. It hypothesizes that the use of communication strategies in English learning may aid teachers and students in enhancing communication during the English learning process. For teachers, this study is expected to serve as a valuable reference, offering insights into effective communication strategies to improve the teaching and learning experience. For students, the aim is to address and alleviate difficulties in communication, particularly in English language contexts.

E. Research Terminologies

1. English Learning

Learning is defined as the process of gaining or acquiring knowledge about a subject or skill through study, experience, or instruction (Brown, 2007). Similarly, learning English is a deliberate and active process that involves acquiring knowledge and skills in the English language.

2. Communication strategy

   Corder (1983) defines comparable strategies as "organized techniques used by speakers to convey meaning when faced with difficulties." The term 'communication strategies' is typically limited to those strategies employed by second language learners when they encounter communication difficulties. Ellis (1994) further suggests considering communication strategies as a set of skills that learners use to overcome deficits in the target language. When students are unable to communicate due to limited knowledge of the target language, they need to find alternative ways to convey their message, such as imitating voices, code-switching, or avoiding certain topics. The role of teachers in introducing learners to these communication strategies is crucial and can significantly influence the success of learners in overcoming communication challenges in real-life situations.
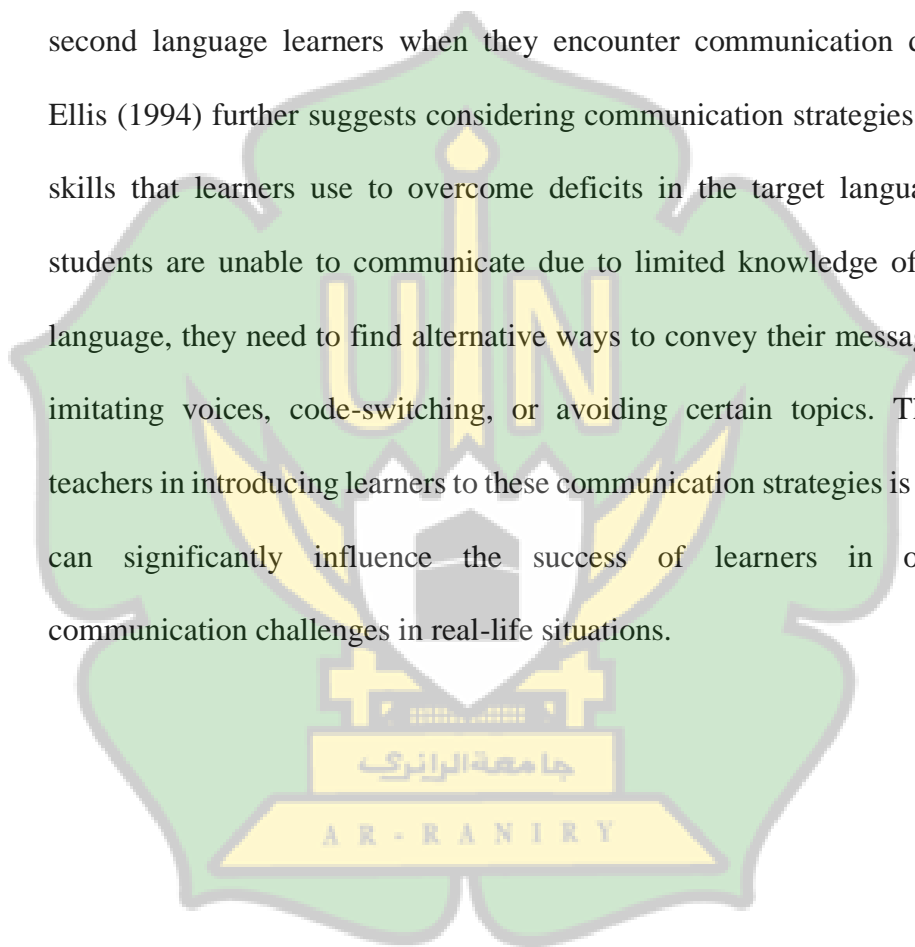
CHAPTER II
LITERATURE REVIEW

A. English Learning

1. Definition of English Learning

Known as the lingua franca, English is the most widely recognized language in the world. In Indonesia, where English is learned as a foreign language, learners often encounter several challenges due to the significant differences between their mother tongue and English. The learning process should actively engage students, translating practical needs into physical, intellectual, and emotional experiences.

English learning in Indonesia serves several purposes for learners: 1) developing the competence to communicate both orally and in writing, thereby achieving informational literacy; 2) fostering an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society; and 3) deepening students' understanding of the interrelationships between the language and culture (Suherdi, 2014).

English learning, covering a wide range of language learning, involves a thorough process of communication in both speaking and writing. This process requires focused learning of communication skills and vocabulary, helping students understand and master the language. It is a complex effort that demands a deep

understanding and control of various linguistic elements, especially the details of grammar and vocabulary (Auni & Manan, 2022).

2. English Learning Skill

As a language, English encompasses four fundamental skills: listening, speaking, reading, and writing. Various perspectives exist on teaching English as a foreign language, with a common emphasis on focusing on verbal communication, the learning process, and reasoning. According to Dakowska (2018), every speaker of a language has extensive experience with how verbal communication functions across different contexts, domains, and situational varieties. However, language learning is a distinct, natural process that occurs within the human mind.

In the context of language education, the acquisition and proficiency in English is a comprehensive educational journey. As described by Shagdarsuren (2020), this process involves not just learning the language, but also achieving a level of mastery over it. The focus is on developing a robust understanding and skill set that allows learners to effectively communicate and engage using the English language, signifying a deeper level of linguistic competence beyond basic comprehension.

In learning English, the primary goal is to achieve fluent communication. For listening, Munfaridah (2018) suggests that learners should engage more with the language to enhance their vocabulary. Listening comprehension can not only

improve students' language acquisition but also help them recognize the differences between their native language and the foreign language they are learning. Brown (2003) points out that principles of listening skills in English teaching include understanding language functions, differences in intonation, stress, word reduction in English, body language, among other aspects.

In the context of speaking, effective communication is more than just a matter of vocabulary and pronunciation; it is about engaging in dynamic, two-way communication. Munfaridah (2018) emphasizes the importance of students being able to accurately imitate both the vocabulary and pronunciation of the English language. This ability is not just a demonstration of memorization but a crucial step towards interactive communication. The process of learning to speak involves not only listening to the language but also actively producing it, thereby transforming input into meaningful output. As students practice and become more comfortable with English pronunciation and vocabulary, their ability to engage in conversations improves. This progression is essential for the development of speaking skills, as it represents a move from passive learning to active, real-world communication.

Writing skills play a pivotal role in reinforcing both vocabulary and grammatical structures, thereby complementing other language skills. According to Brown (2005), writing in English as a foreign language is a complex task that extends beyond mere transcription of thoughts. It demands a comprehensive understanding of language structure, including the use of correct punctuation and

the effective organization of words into coherent sentences and paragraphs. This skill is crucial for foreign language learners as it helps solidify their grasp of the language and enhances their ability to communicate effectively in written form. The process of writing not only aids in embedding new vocabulary and grammar rules but also develops critical thinking skills as learners learn to express ideas clearly and logically. Mastery in writing is therefore not just a linguistic achievement but also a tool for intellectual development, essential for academic and professional success in English-speaking environments.

Reading is recognized as a highly effective method for acquiring information in the process of language learning and is considered a fundamental skill for learners (Munfaridah, 2018). It is instrumental in enhancing learners' comprehension abilities, serving as a cornerstone in the development of language proficiency. Through reading, students are exposed to a diverse array of vocabulary and sentence structures, which significantly contributes to their linguistic knowledge. This exposure not only bolsters their understanding of the language but also enriches their cognitive abilities by presenting new ideas and perspectives. Furthermore, the practice of reading can have a beneficial impact on students' writing skills. As they assimilate various writing styles and structures, they are better equipped to express their thoughts coherently and creatively in written form. Consequently, the integration of reading into language learning curricula is

essential for the holistic development of English language proficiency among learners.

B. Communication Strategy

Communication derives from the Latin "*communis*," which translates to "*common*" in English. It essentially involves striving to find common ground and shared meaning. People engage in communication to exchange information, ideas, or attitudes with others. A major challenge in communication is the frequent misunderstanding that arises from differing interpretations of the same symbol. Bungin (2009, p. 257) notes that communication should be viewed as an activity where no action or expression assumes complete meaning unless it is interpreted by the participants involved. Cangara (2011) adds that communication is not just an exchange of information or messages; it also involves changing attitudes and behaviors, requiring a concerted effort to create mutual understanding among those engaged in the process.

Communication strategies are defined as strategies utilized by language users or translators when confronted with vocabulary or grammar deficiencies, potentially leading to misunderstandings or interruptions in communication (Avval, 2011). These strategies range from avoidance and paraphrasing to more complex linguistic manipulations, serving a crucial role in navigating communicative challenges in both spoken and written language.

Communication strategies in the realm of English language learning, as explored by Gani, Fajrina, and Hanifa (2015), involve a diverse array of tactics employed by learners to enhance their speaking abilities. These strategies include cognitive, metacognitive, affective, and social approaches, each playing a distinct role in developing pronunciation, vocabulary, grammar, and fluency. The study underscores the importance of these strategies, revealing that learners with higher speaking performance tend to use a broader and more conscious range of strategies compared to their lower-performing counterparts. This highlights the crucial role of strategic language learning in achieving communicative competence in English.

Recent research, particularly by Habók and Magyar (2018), has provided new insights into communication strategies in language learning. This study, focusing on lower secondary students, has emphasized the significant role of language learning strategies (LLS) in relation to foreign language attitudes, proficiency, and general school achievement. It was found that students mainly utilize metacognitive strategies, which play a key role in shaping their attitudes towards foreign language learning and in their overall academic success. The research also identified a clear difference in strategy usage between more and less proficient learners, highlighting the importance of these strategies in educational outcomes. These insights underscore the evolving understanding of communication strategies in language learning and their impact on student achievement and attitudes.

When students are unable to communicate effectively due to limited knowledge of the target language, they must seek alternative methods, such as mimicking sounds, code-switching, or avoiding certain topics. English as a Foreign Language (EFL) students often struggle with conveying ideas in the target language because English is not commonly used in their daily communication (Salmani Nodoushan, 2007, 2009, 2016, 2018, 2020b). Unlike second language learners, who use the target language to assimilate into the target culture, EFL learners often lack sufficient opportunities to practice the language outside the classroom setting (Campbell, 2004). Despite this, teachers often employ various oral activities in the classroom—such as discussions, presentations, role-plays, debates, and simulations—to provide students with opportunities to use the language in authentic or realistic communication contexts (Harmer, 2007).

1. **Model of Communication Strategy**

The taxonomy of Communication Strategy developed by Dörnyei and Scott (1997) not only synthesizes various taxonomies in the field but also introduces new sub-types. These include the use of similar-sounding words, mumbling, omission, feigning understanding, and asking for repetition. This comprehensive approach by Dörnyei and Scott has contributed significantly to the understanding and categorization of communication strategies.

    1.1. Message Abandonment: Leaving a message unfinished due to language difficulty.

1.2. Message Reduction (Topic Avoidance): Reducing the message by avoiding certain language structures or topics considered problematic, or omitting some intended elements due to a lack of linguistic resources.

1.3. Message Replacement: Substituting the original message with a new one when feeling incapable of executing it.

1.4. Circumlocution (Paraphrase): Exemplifying, illustrating, or describing the properties of the target object or action.

1.5. Approximation: Using an alternative lexical item, such as a superordinate or a related term, sharing semantic features with the target word or structure.

1.6. Use of All-Purpose Words: Extending a general, "empty" lexical item to contexts lacking specific words.

1.7. Word-Coinage: Creating a non-existent L2 word by applying a supposed L2 rule to an existing L2 word.

1.8. Restructuring: Abandoning the execution of a verbal plan due to language difficulties, leaving the utterance unfinished, and communicating the intended message using an alternative plan.

1.9. Literal Translation (Transfer): Translating a lexical item, idiom, compound word, or structure from L1/L3 to L2, literally.

1.10. Foreignizing: Using an L1/L3 word adjusted to L2 phonology and/or morphology.

1.11.	Code-Switching (Language Switch): Including L1/L3 words with L1/L3 pronunciation in L2 speech; this may involve single words to complete turns.

1.12.	Use of Similar-Sounding Words: Compensating for an uncertain lexical item with a word (existing or non-existent) that sounds like the target item.

1.13.	Mumbling: Swallowing or muttering inaudibly a word (or part of it) when uncertain of its correct form.

1.14.	Omission: Leaving a gap when unsure of a word and continuing as if it had been said.

1.15.	Retrieval: Saying a series of incomplete or incorrect forms or structures before reaching the optimal form.

1.16.	Self-Repair: Making self-initiated corrections in one's speech. Other-Repair: Correcting something in the interlocutor's speech.

1.17.	Self-Rephrasing: Repeating a term with modifications or using paraphrase.

1.18.	Over-Explicitness (Waffling): Using more words than normal to achieve a communicative goal in similar L1 contexts.

1.19.	Mime (Non-Linguistic/Paralinguistic Strategies): Describing concepts nonverbally or accompanying verbal strategies with visual illustrations.

1.20.	Use of Fillers: Using gambits to fill pauses, stall, and gain time, keeping the communication channel open during difficulty.

1.21. Self-Repetition: Repeating a word or a string of words immediately after being said. Other-Repetition: Repeating what the interlocutor said to gain time.

1.22. Feigning Understanding: Continuing the conversation despite misunderstanding by pretending to understand.

1.23. Verbal Strategy Markers: Using verbal phrases to signal that the word or structure does not carry the intended meaning perfectly in L2.

1.24. Direct Appeal for Help: Asking the interlocutor for assistance explicitly concerning a gap in L2 knowledge.

1.25. Indirect Appeal for Help: Eliciting help from the interlocutor indirectly by expressing the need for an L2 item verbally or nonverbally.

1.26. Asking for Repetition: Requesting repetition when something is not heard or understood properly.

1.27. Asking for Clarification: Requesting an explanation of an unfamiliar meaning structure.

1.28. Asking for Confirmation: Requesting confirmation of correct hearing or understanding.

1.29. Guessing: Similar to a confirmation request but with greater uncertainty about the keyword.

1.30. Expressing Non-Understanding: Indicating misunderstanding verbally or nonverbally.

1.31. Interpretive Summary: Extended paraphrase of the interlocutor's message to verify understanding.

1.32. Comprehension Check: Asking questions to ensure the interlocutor can follow the conversation.

1.33. Own-Accuracy Check: Confirming the accuracy of one's speech by asking a question or repeating a word with a questioning intonation.

1.34. Response Repeat: Repeating the original trigger or the corrected form after another-repair.

2. Exploration of Communication Strategies

2.1. Active Learning Strategies

Active learning strategies represent a shift from traditional, teacher-centered education to a more student-centered approach, emphasizing student engagement and participation. Bonwell and Eison (1991) define active learning as "anything that involves students in doing things and thinking about the things they are doing" (p. 2). This encompasses a range of activities, from problem-solving to group discussion, all aimed at enhancing critical thinking and deeper understanding. Prince (2004) further supports this, highlighting the effectiveness of active learning in improving student learning outcomes. Research by Freeman et al. (2014) also substantiates the positive impact of active learning on student achievement in science, engineering, and mathematics. These foundational theories underscore the

importance of active learning in fostering a more interactive and participative learning environment.

Active learning strategies are not only about participation but also about fostering a deeper level of student engagement and interaction. According to Felder and Brent (2009), active learning activities require students to think critically and reflect on their learning, promoting a higher level of cognitive engagement. Collaborative techniques, such as peer teaching and group discussions, are particularly effective in this regard, as noted by Laal and Laal (2012). These strategies encourage students to interact with their peers, facilitating the exchange of ideas and perspectives. Johnson, Johnson, and Smith (1991) further emphasize the role of cooperative learning in developing social skills and enhancing student motivation. The interplay of engagement and interaction in active learning thus plays a crucial role in building a dynamic educational environment.

The pedagogical implications of active learning strategies are vast, impacting not only student engagement but also long-term learning outcomes. Hake (1998) demonstrated that active learning methods significantly improve conceptual understanding, particularly in physics education. This aligns with the findings of Chi and Wylie (2014), who argue that active learning fosters deeper processing of information, leading to more durable learning. The application of these strategies, however, requires careful planning and execution, as Kuh et al. (2005) point out. The instructors' role shifts from being the sole disseminator of knowledge to a facilitator of learning, guiding and supporting students in their active learning

journey. Thus, the integration of active learning strategies necessitates a reevaluation of teaching methodologies and curricular designs to accommodate a more learner-centered approach.

2.2. Adaptable Teaching Methods

Adaptable teaching methods emphasize the ability of educators to modify their instructional strategies to meet diverse student needs and learning environments. According to Rogers (2001), adaptability in teaching involves a dynamic and responsive approach to instruction, which is critical in addressing the varied learning styles and preferences of students. Grasha (1996) echoes this, stating that adaptable teaching methods are crucial for creating effective learning experiences that cater to individual differences. This approach is particularly important in diverse classrooms, where students' backgrounds, abilities, and learning preferences vary widely. Tomlinson (2001) further advocates for differentiated instruction, a key element of adaptability, emphasizing the importance of tailoring teaching to students' unique learning needs.

The implementation of adaptable teaching methods requires a flexible and innovative approach from educators. Honey and Mumford (1992) suggest that teachers need to recognize and respond to various learning styles, such as activists, reflectors, theorists, and pragmatists, to make their teaching more effective. Cornett (1983) supports this, highlighting the role of creative teaching strategies in adapting to different learning environments and student needs. The use of technology in

education, as explored by Means (2010), also plays a significant role in enabling adaptable teaching, offering various tools and platforms to customize learning experiences. These strategies demonstrate the multifaceted nature of adaptable teaching, requiring educators to continuously evolve and innovate in their teaching practices.

While adaptable teaching methods offer numerous benefits, including enhanced student engagement and improved learning outcomes, they also present certain challenges. Guskey (2002) notes that adaptable teaching can significantly improve student achievement, particularly when educators effectively respond to individual learning needs. However, Marzano (2007) points out the challenges associated with implementing these methods, such as the need for extensive planning and the potential for increased workload for teachers. Despite these challenges, the value of adaptable teaching methods in fostering a more inclusive and effective learning environment is undeniable, as indicated by the positive outcomes observed in diverse educational settings (Tomlinson & McTighe, 2006).

2.3. Technology Integration

Technology integration in education refers to the effective use of technology tools and resources in teaching and learning processes. According to Roblyer and Doering (2013), technology integration involves more than just the presence of technology in the classroom; it requires the thoughtful incorporation of these tools to enhance learning. Bates (2000) emphasizes that the effective integration of

technology should be aligned with instructional goals and outcomes, not just used for technology's sake. Furthermore, Mishra and Koehler (2006) introduce the Technological Pedagogical Content Knowledge (TPACK) framework, which underscores the importance of understanding the intersection of technology, pedagogy, and content knowledge in educational settings. This framework highlights the need for educators to not only be proficient in their subject matter and pedagogical strategies but also in the integration of technology to enhance learning.

Implementing technology in educational settings involves various strategies and considerations. Ertmer and Ottenbreit-Leftwich (2010) argue that the biggest barrier to the integration of technology is not technical but pedagogical, suggesting that teachers need to shift from traditional to more technology-enhanced teaching methods. Zhao et al. (2002) explore the role of technology in transforming classroom environments and instructional practices, noting its potential to facilitate collaborative, student-centered learning. Additionally, Jonassen, Howland, Moore, and Marra (2003) emphasize the importance of using technology as a tool for problem-solving and critical thinking, rather than as a means for mere information delivery. This shift in perspective is crucial for realizing the full potential of technology in education.

The benefits and challenges of technology integration in education are multifaceted. Greenhow, Robelia, and Hughes (2009) highlight the benefits, including enhanced student engagement, improved digital literacy, and the

facilitation of personalized learning experiences. However, Cuban, Kirkpatrick, and Peck (2001) discuss the challenges, such as unequal access to technology, the need for ongoing teacher training, and the risk of technology becoming a distraction rather than a learning aid. Despite these challenges, the role of technology in education is increasingly recognized as essential for preparing students for the digital age. As Warschauer and Matuchniak (2010) conclude, effective technology integration can lead to more interactive and inclusive educational practices, bridging the gap between traditional teaching methods and the needs of the 21st-century learner.

2.4. Non-Verbal Communication

Non-verbal communication plays a crucial role in educational environments, supplementing and sometimes even substituting verbal communication. According to Mehrabian (1972), non-verbal cues can carry more weight than verbal content, especially in conveying attitudes and emotions. This is particularly relevant in teaching, where gestures, facial expressions, and body language can significantly impact student perception and engagement. Birdwhistell (1970) further explores the complexity of non-verbal communication, emphasizing its role in the classroom dynamics. He suggests that teachers' non-verbal behaviors can influence classroom climate and student learning. Knapp, Hall, and Horgan (2013) also underscore the importance of non-verbal cues in education, highlighting how they can affect teacher-student interactions and the overall learning experience.

The impact of non-verbal communication in the teaching and learning process is substantial. Rosenthal, Hall, DiMatteo, Rogers, and Archer (1979) found that non-verbal sensitivity in teachers enhances their effectiveness and the learning outcomes of their students. This includes the ability to read students' non-verbal cues and respond appropriately, creating a more responsive and engaging learning environment. Burgoon, Guerrero, and Floyd (2010) discuss the concept of 'immediacy behaviors,' such as eye contact and physical proximity, which can foster a sense of connection and attentiveness in the classroom. These behaviors are particularly important in establishing rapport and promoting student participation. Richmond, Gorham, and McCroskey (1987) highlight how teacher immediacy is linked to increased student motivation and learning.

In the context of digital learning, non-verbal communication assumes new dimensions and challenges. With the rise of online education, instructors must adapt their non-verbal communication strategies to virtual platforms. Driskell and Radtke (2013) explore how non-verbal cues can be transmitted in online environments, such as through video lectures and virtual interactions. They emphasize the need for teachers to be consciously aware of their non-verbal communication in these settings. Sussman and Rosenfeld (1982) discuss the importance of visual cues in computer-mediated communication, noting that even in digital formats, non-verbal signals play a role in the interpretation of messages. This is echoed by Walther (1992), who suggests that non-verbal cues in virtual

settings can enhance social presence and the sense of connection between teachers and students.

2.5. *Digital Tools Usage*

The utilization of digital tools in education has transformed teaching and learning practices. Bates (2015) emphasizes that digital tools offer innovative ways to deliver content, engage students, and facilitate interactive learning. Technologies such as learning management systems, educational apps, and online resources have become integral to modern educational methodologies. Laurillard (2012) argues that digital tools not only provide access to vast information resources but also enable collaborative learning environments that were previously unattainable. Furthermore, Selwyn (2013) discusses the democratization of education through digital tools, highlighting their role in making learning more accessible and inclusive. The integration of these technologies in educational settings has opened new avenues for pedagogical innovation and student engagement.

The impact of digital tools on student learning outcomes has been a significant area of research. Mayer (2009) explores how multimedia learning tools can enhance understanding and retention of information, proposing principles for their effective design and use. Prensky (2010) suggests that digital tools cater to the learning preferences of 'digital natives,' fostering a more engaging and relevant learning experience. Furthermore, Hattie (2009) investigates the effects of technology on learning achievements, noting that when used effectively, digital

tools can lead to significant gains in student performance. These studies indicate that the strategic use of digital technologies in education can profoundly impact students' learning processes and outcomes.

While digital tools offer numerous advantages in education, their implementation comes with challenges and considerations. Cuban (2001) cautions against the over-reliance on technology, emphasizing the need for a balanced approach that integrates technology with traditional teaching methods. Ertmer and Ottenbreit-Leftwich (2010) identify the barriers to technology integration in schools, including lack of resources, inadequate training, and resistance to change. Additionally, Livingstone (2012) addresses concerns regarding digital divide issues, pointing out that unequal access to technology can exacerbate educational inequalities. These considerations underscore the need for thoughtful planning and support in integrating digital tools into educational practices, ensuring they contribute positively to the learning environment.

C. Communication Barriers in English Learning

A study conducted by Arqoub (2019) in *"Utopía y Praxis Latinoamericana"* delves into the multifaceted nature of language barriers in the context of globalization and communication technology. This qualitative study aimed to investigate the various factors that contribute to language barriers, their types, and their impact on effective communication and life in general. It concluded that language or semantic barriers, which stem from differences in the meanings and

uses of words, symbols, images, gestures, languages, and dialects, can significantly hinder understanding and communication. This insight is particularly relevant to English learning, as such barriers can impede effective teacher-student interaction, especially in a globalized educational context. The study highlights the necessity to acknowledge and address these barriers in educational settings to foster more effective communication strategies (Arqoub, 2019).

Language barriers have been identified as root causes of problems in various sectors, including healthcare and aviation. A Canadian study demonstrated how language barriers contribute to inferior patient assessment, misdiagnosis, and medication errors in healthcare (Bowen, 2015). In aviation, over 60% of aircraft incidents are attributed to human error, often linked to communication failures (Sexton & Helmreich, 2000). Such findings underscore the critical role of effective communication in high-stakes environments and suggest similar implications in educational contexts, where miscommunication can significantly affect learning outcomes.

The increased globalization has forced many business professionals to navigate linguistic boundaries, often leading to challenges in organizational behavior (Tenzer & Schuster, 2017). A study on the impact of language barriers on English as a Second Language customers revealed that these barriers elicit negative emotional and cognitive responses, hindering customers from taking specific actions (Meuter et al., 2015). This finding is particularly relevant in English

learning, as it highlights the emotional and cognitive effects of language barriers on individuals attempting to communicate in a non-native language.

Language barriers, lack of communication, and miscommunication have been primary causes of maritime accidents (Granek et al., 2013). The study cites several incidents where miscommunication between pilots and masters led to severe consequences, emphasizing the critical need for effective communication. In educational settings, this translates to the necessity for clear and precise communication between teachers and students to avoid misunderstandings that could impede learning.

studies collectively indicate a global consensus on the negative impact of language barriers on various aspects of life (Alserhan, 2019). In the context of English learning, these barriers not only affect comprehension and expression but also potentially lead to disengagement and frustration among learners. Understanding the multifaceted nature of these barriers is crucial for educators to develop strategies that facilitate more effective communication in English learning environments.

CHAPTER III
RESEARCH METHODOLOGY

This chapter delineates the methodology employed in this study to address the research questions presented in Chapter One. It comprehensively outlines the research design, participants, data collection methods, and data analysis techniques. The following sections provide detailed elaborations of each component:

A. Research Design

Various research designs can be employed in conducting research. The term 'research design' refers to a strategy that integrates the different components of a research project in a cohesive and coherent manner. Experts have differing views on what constitutes a research design. Creswell (2009) defines it as a plan and procedure that spans from research conception to detailed methods of data collection and analysis.

The approach adopted in this study is qualitative descriptive research, as it aims to explore the communication strategies between teachers and students in English learning. Amanda & Palmer (2006) describe qualitative research as an approach focusing on participants' subjective experiences to understand the specific meanings and behaviors in social phenomena. Nazir (2005) defines descriptive research as a study conducted to systematically and accurately determine the characteristics of the subject being examined.

This study specifically utilizes qualitative descriptive methods due to the non-quantifiable nature of the analysis. The intent is to provide a detailed description of societal phenomena rather than numerical data. The research process involves two primary steps: conducting interviews and analyzing the data obtained from these interviews in a descriptive format, using straightforward language for clarity.

B. Research Participant

1. Population

Population is everything that use an object of research. Ary et al., (2002: 148) defined population is all numbers of any-well defined class of people, events, or objects. Meanwhile, Creswell (2012: 142) stated a population is a group of individuals who have the same characteristics. In accordance, a research population is a collection of individuals or objects known to have similar characteristic.

The population for this study encompasses educators from the English Language Education Department who have experience in teaching Public Speaking courses, as well as students from the class of 2019 in the same department who have completed their Public Speaking course. This research specifically focuses on six Public Speaking classes, which include four teachers and a total of 139 students. The selection of this population is pivotal in providing

a comprehensive view of the teaching and learning dynamics within the context of Public Speaking in the English Language Education Department

2. Sample

In the context of research methodology, a sample is understood to be a smaller, strategically chosen segment from a larger population. Johnson and Christensen (2016) describe a sample as a subset composed of elements from a broader group. This concept is fundamental for researchers as it enables manageable and efficient studies, providing insights representative of the entire population. Employing a sample allows researchers to infer conclusions about the larger population from the analysis of the sample data, thereby balancing comprehensiveness with practicality in research.

Random sampling, a fundamental component of statistical methodology, is critical in ensuring the representativeness and generalizability of research findings. This technique involves selecting participants from a larger population where each individual has an equal probability of being chosen. By doing so, random sampling significantly diminishes the possibility of selection bias, a crucial factor in permitting the extrapolation of study results to a wider population. There are several forms of random sampling, including simple random sampling, stratified random sampling, and cluster random sampling. Each type possesses unique procedures and is appropriate for specific research contexts (Babbie, 2020). In this study, simple random sampling was utilized,

ensuring that every individual in the population had an equal chance of being selected. This method is particularly suitable for qualitative research, which, according to Guest, Bunce, and Johnson (2006), does not adhere to standardized numerical guidelines for sample size but rather advocates for a flexible, context-sensitive approach.

Concerning sample selection, the study employed a random sampling method to choose three teachers from the English Language Education Department, noted for their experience in teaching Public Speaking, and six students from the 2019 batch who had completed this course. The selection of teachers aimed to represent a range of teaching methods used in Public Speaking classes, while the student participants were chosen to reflect diverse learning experiences within these classes. This strategy sought to encompass a wide spectrum of perspectives and experiences in the department's educational setting, in line with Patton's (2002) recommendation for achieving a minimal yet comprehensive sample size in qualitative research.

The study carefully examined the composition of the sample group. It included six students, each from a different academic unit, and there was a balanced mix of genders. Table 4.1 shows a summary of these sample details, clearly indicating which unit each student came from and their gender.

Table 4.1

Participant ID	Unit	Gender
P1	1	Female
P2	2	Female
P3	3	Male
P4	4	Male
P5	5	Female
P6	6	Male

C. Techniques of Data Collection

To gather data, the researcher will utilize interviews as the primary collection method. An interview is an activity where the interviewer poses questions for the interviewee to answer. According to Creswell (2014), it is a process of asking questions and recording answers from participants at a given time.

Easwaramoorthy and Zarinpoush (2006) categorize interviews into three types: structured, semi-structured, and unstructured. A structured interview involves a set sequence of standard questions, while a semi-structured interview uses predetermined questions with the flexibility to explore responses in more depth. An unstructured interview lacks specific guidelines or predetermined questions, allowing for extensive probing. For this study, the researcher has chosen semi-structured interviews due to their alignment with the research questions and the ability to elicit more relevant information.

The interviews were carefully prepared, with each containing topics and questions pertinent to the research objectives. This approach aims to uncover the communication strategies used by teachers and students in English learning. The interviews were conducted using a guide comprising several questions designed to collect data relevant to the study's needs (William, 2011).

D. Techniques of Data Analysis

Patton (2015) describes data analysis as organizing data sequences into patterns, categories, and basic descriptions. This methodological approach is key to identifying themes and formulating hypotheses. The structured organization of data ensures clarity and efficiency in interpreting complex information. Patton's concept aligns with Miles and Huberman's (2014) interactive analysis model, which emphasizes four critical steps: data collection, data reduction, data presentation, and conclusion drawing. This comprehensive model is crucial for maintaining rigor and structure throughout the research process, ensuring each step contributes effectively to the overall findings.

Data from interviews, as Braun & Clarke (2013) note, are meticulously recorded in field notes, which include both description and reflection. Description notes capture the raw, observable data during research, providing an objective account of events. In contrast, reflection notes contain the researcher's subjective interpretations and impressions, offering valuable insights for future data collection. This dual-note system ensures a holistic approach to data recording,

balancing factual observations with interpretive analysis. It is crucial for capturing the nuanced dynamics of qualitative data, enhancing the depth and validity of the research.

Saldaña (2013) emphasizes the importance of data reduction in qualitative research. This process involves selecting, simplifying, and abstracting data to focus on the most relevant information. It requires summarizing key points and discarding extraneous details to draw meaningful conclusions. Data reduction helps manage the often-voluminous qualitative data, making it more accessible and understandable. This step is critical for distilling the essence of the data, ensuring that the analysis remains focused and relevant to the research questions.

Flick (2014) discusses various techniques for data presentation. This step is crucial for organizing information in a way that facilitates drawing conclusions and taking action. Data can be presented in diverse formats, such as narratives, matrices, graphs, networks, or charts, depending on the study's requirements. In this research, data are presented descriptively, aligning with the specific aims of the study. This approach allows for a clear and coherent presentation of findings, ensuring they are directly related to the research questions as suggested by Creswell & Poth (2018).

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter delineates the findings derived from interviews with participants, focusing on the communication strategies used in English language learning contexts between teachers and students. The data gathered through these interviews were methodically analyzed to ascertain the predominant communication strategies employed and how they influence the teaching and learning process in English language education. Furthermore, this chapter provides an in-depth discussion on the perspectives of both teachers and students regarding these strategies, examining their effectiveness, challenges, and impacts on the overall learning experience. The insights drawn from these discussions aim to shed light on the dynamics of teacher-student interactions and their implications for enhancing English language proficiency and pedagogy.

A. Research Findings

This study aimed to explore how teachers and students communicate in English learning environments. To achieve this, the researcher conducted in-depth interviews with a mix of teachers and students. The setup of these interviews was carefully planned to ensure a comfortable atmosphere, allowing participants to speak freely. Each interview lasted around 30 to 45 minutes, providing ample time to gather a wide range of detailed and insightful information.

The researcher posed a series of specific questions to the participants, designed to delve into the communication methods used in English classes. These questions were closely linked to the study's main objectives, ensuring the collection of relevant and meaningful data. The responses, which varied widely in content and depth, gave the researcher a substantial amount of information to analyze meticulously. This detailed analysis led to significant findings on the effectiveness of different communication methods, the challenges associated with them, and their impact on both teaching and learning in English language education.

Through a comprehensive analysis of the participants' responses, the study uncovered several key aspects of communication strategies used in English language education. These included a focus on active learning and student participation, the adaptation of teaching methods to meet individual student needs, the use of technology in the classroom, the importance of gestures and non-verbal communication, and the employment of digital tools for learning and communication. Additionally, it highlighted the need for adapting communication to suit different learning styles, the benefits of peer-to-peer communication, and the crucial role of feedback and diverse perspectives in the learning process. This study provides a thorough understanding of current practices in English language education and their implications. A detailed discussion of these findings and their significance in the context of language learning and teaching is presented in the subsequent sections.

4.1 The Communication Strategies Dominantly Used Between Teachers in English Teaching

4.1.1   Emphasis on Active Learning and Student Participation

In this sub-section, the research delves into the educational strategies emphasizing active learning and student participation. The core idea is to explore how lecturers facilitate an environment where students are the primary contributors to the learning process. This section synthesizes the perspectives of different lecturers on this pedagogical approach.

Lecturer Participant 1 (P1) on Shifting the Focus to Students: P1 stated, *"I know that I am teaching in the class but I should not be the only person talking... So this kind of active learning... I will be like the main target to talk not me."* This statement illustrates P1's commitment to an education model that emphasizes student engagement over traditional lecturing.

Lecturer Participant P2 (P2) on the Role of the Educator in Active Learning: P2 added, "*Active learning in my class means transforming the usual teacher-led dynamic. I see myself as a facilitator, creating opportunities for students to explore and discuss concepts freely."*

Lecturer Participant P3 (P3) on Encouraging Student-Led Interaction: Finally, P3 observed, "*In my approach to active learning, the students take the lead. They engage in debates, group discussions, and problem-solving, which enlivens their learning experience and enhances their comprehension.*"

Through these statements, it is evident that there is a shared understanding among the lecturers of the importance of active learning and student participation. Each lecturer, in their unique way, highlights the shift from a teacher-centered to a student-centered approach in the classroom, underlining the value of student engagement, interaction, and autonomy in the learning process. This collective viewpoint serves to underscore the growing trend towards more interactive and participatory teaching methods in the field of education.

4.1.2 Adapting Teaching Methods for Individual Needs

In this sub-section, the research explores how lecturers tailor their teaching methods to meet the diverse needs of students, focusing on the balance between individual and group learning strategies in English language education.

Lecturer Participant 2 (P2) on Group Discussions: P2 observed, *"Actually, there are both group and personal discussions, but personally, I recommend group discussions because they can work as a team."* This statement underscores P2's preference for group discussions, highlighting their belief in the effectiveness of collaborative learning for enhancing teamwork and communication skills among students.

Lecturer Participant 3 (P3) on Individualized Approach: Similarly, P3 mentioned, *"In my teaching practice, I find equal value in individualized learning. Each student has unique strengths and challenges, so I integrate personalized sessions*

alongside group activities to ensure a comprehensive learning experience." This reflects P3's approach to teaching, emphasizing the importance of adapting methods to individual student needs, thus complementing the group-focused strategies of P2.

These insights from lecturers P2 and P3 demonstrate a shared commitment to adapting teaching methods for individual student needs in English language education. By combining group discussions with personalized approaches, these educators aim to create a learning environment that not only fosters collaborative skills but also addresses the unique learning styles and preferences of each student. This dual approach highlights the importance of versatility in teaching methods to enhance the overall effectiveness of language education.

4.1.3   Use of Technology in Classroom

This section focuses on the integration of technology in language teaching, highlighting how different lecturers utilize technological tools to enhance the learning experience in English language education.

Lecturer Participant 1 (P1) on Technology for Interactive Learning: P1 emphasized the use of technology for interactive learning, stating, *"In my classes, I incorporate interactive whiteboards and educational software, which are key for engaging students and making learning more participative."*

Lecturer Participant 2 (P2) on the Role of Online Resources: P2 expanded on this approach, noting, *"I integrate online resources into my teaching. This includes using*

language learning apps and online forums to complement in-class activities, offering students diverse and interactive ways to engage with the language."

Lecturer Participant 3 (P3) on Integrating Diverse Technologies: *Finally, P3 discussed the use of various digital tools, "Mostly it's laptop types of movies and we need like an official laptop whatever the computer device internet the movie we try to use that."* This comment indicates P3's flexible approach to using technology, employing laptops and internet-connected devices to create a dynamic classroom environment.

Together, these insights from P1, P2, and P3 demonstrate a comprehensive and adaptive use of technology in English language education. From interactive whiteboards and educational software to online resources and digital media, these lecturers illustrate the diverse ways in which technology can be harnessed to create an engaging, interactive, and effective learning experience for students. The integration of these tools reflects a modern educational approach, emphasizing the importance of technology in enhancing both teaching methods and student engagement.

4.2 The Communication Strategies Dominantly Used Between Students in English Learning

4.2.1 Importance of Gestures and Non-Verbal Communication

This section examines how gestures and non-verbal communication are perceived and utilized by students in the learning environment, particularly in the context of English language education.

Student Participant 1 (P1) on Various Gestures: P1 highlighted the use of physical expressions, sharing, "*Some types of gestures that I use are: Hand gestures... Facial gestures... Body gestures...*" This indicates P1's understanding of the role these non-verbal cues play in enhancing comprehension and engagement, illustrating the importance of gestures in complementing verbal communication.

Student Participant 3 (P3) on the Impact of Non-Verbal Cues: P3 added a complementary perspective, stating, *"Non-verbal communication, like eye contact and posture, is crucial for effective learning. These cues add depth to our conversations and help in conveying emotions and intentions more clearly."*

Student Participant 6 (P6) on Cultural Influences on Gestures: Finally, P6 observed, *"Gestures are not just about aiding speech; they're influenced by our cultural backgrounds. Understanding different gestures helps in cross-cultural communication, especially in a diverse language learning setting."*

These insights from P1, P3, and P6 collectively illustrate the significant role of gestures and non-verbal communication in language education. Each student, in their unique way, highlights the importance of incorporating non-verbal elements like hand gestures, facial expressions, eye contact, and body language in enhancing the learning process. P6's point on cultural influences further emphasizes the complexity and importance of understanding non-verbal cues in a multilingual and multicultural

learning environment. This broader perspective underscores the value of non-verbal communication in complementing verbal interactions, aiding comprehension, and facilitating more effective and inclusive language education.

4.2.2   Digital Tools for Learning and Communication

This section delves into the utilization of digital tools in the process of learning and communicating in English language education, as viewed by the students.

Student Participant 2 (P2) on the General Use of Technology: P2 expressed, *"So far technology is very helpful in the process of learning English, especially in helping to improve communication skills in English."* This comment emphasizes the role of digital tools in not just accessing information but also in developing communication skills through various interactive platforms.

Student Participant 4 (P4) on Specific Digital Tools: P4 added, *"I often use language learning apps and video conferencing tools for practice. These technologies provide real-time feedback and opportunities to interact with native speakers, which is invaluable for language acquisition."*

Student Participant 5 (P5) on the Accessibility of Learning Resources: Lastly, P5 observed, *"Digital tools have made learning English more accessible and flexible. I can learn at my own pace and access a vast array of resources online, ranging from e-books to language forums, which enriches my learning experience."*

The viewpoints of P2, P4, and P5 collectively highlight the significant impact of digital tools in modern English language education. Each student emphasizes different aspects of technology use, from general benefits in communication skill development (P2) to specific advantages like real-time feedback and interactions with native speakers (P4), and the accessibility of diverse learning materials (P5). This comprehensive perspective underscores the integral role of technology in creating dynamic, interactive, and personalized language learning experiences, reflecting the evolving nature of educational methods in the digital age. The incorporation of various digital platforms and resources in language learning illustrates a trend towards more integrated and versatile approaches, catering to the diverse needs and preferences of learners.

4.2.3   Adapting Communication for Different Learning Styles

This section explores how adapting communication methods to different learning styles can enhance the educational experience, particularly in the context of language learning.

Student Participant 4 (P4) on Incorporating Visual Elements: P4 emphasized the need for inclusivity in teaching methods, stating, "*I believe that during communication, only students with an auditory learning style might be interested in what's being discussed. To address this, I hope lecturers can use examples that include visual elements to engage students with a visual learning style.*" This highlights the

importance of combining auditory and visual teaching methods to cater to diverse learning preferences.

Student Participant 5 (P5) on Kinesthetic Learning Approaches: P5 contributed, *"In addition to auditory and visual methods, incorporating kinesthetic activities can be beneficial. Activities that involve movement or hands-on tasks help me grasp concepts better, as I learn through doing."*

Student Participant 6 (P6) on Integrating Diverse Learning Styles: Lastly, P6 observed, *"It's crucial for educators to recognize the spectrum of learning styles. A blend of auditory, visual, and kinesthetic techniques ensures that all students, regardless of their preferred learning style, are engaged and can effectively absorb the material."*

These statements from P4, P5, and P6 collectively emphasize the need for a multifaceted approach in communication and teaching strategies. By acknowledging and responding to the diverse learning styles of students – auditory, visual, and kinesthetic – educators can create a more inclusive and effective learning environment. This approach is especially pertinent in language education, where the integration of various stimuli can enhance comprehension, engagement, and retention. The perspectives of these students reflect an understanding of the diverse needs of learners and the importance of flexibility and adaptability in educational communication strategies to cater to these varied preferences.

4.2.4 Peer-to-Peer Communication for Learning

This section examines the impact of peer-to-peer communication on the learning experience, emphasizing collaborative and interactive learning methods in the context of language education.

Student Participant 5 (P5) on Group Discussions and Visual Learning: P5 spoke about the value of collaborative learning, stating, *"I like it when lecturers use peer-to-peer activities like group discussions and group work for collaborative learning, and also provide visual quizzes for students who learn better visually."* This highlights the importance of group activities in fostering communication and teamwork, and the inclusion of visual elements to cater to different learning styles.

Student Participant 2 (P2) on the Benefits of Peer Feedback: P2 added, *"Engaging in peer reviews and feedback sessions has been pivotal for my learning. It allows us to exchange ideas and perspectives, which enriches our understanding and helps in refining our language skills."*

Student Participant 4 (P4) on the Role of Peer Interaction in Practical Application: Finally, P4 observed, *"Regular interaction with peers through role-plays and conversation practice has greatly enhanced my language proficiency. It provides a safe space to practice, make mistakes, and learn in a more relaxed and realistic setting."*

The insights from P5, P2, and P4 collectively emphasize the significance of peer-to-peer communication in language education. Each student highlights different

aspects of this approach: P5 focuses on the value of group activities and visual learning, P2 discusses the benefits of peer feedback in enhancing understanding, and P4 underscores the importance of practical application through peer interaction. This multifaceted perspective shows that peer-to-peer communication not only aids in developing communication skills but also supports various learning styles, from collaborative to practical application. These methods provide real-world contexts for language use and foster a supportive and engaging learning environment, reflecting a progressive view of education where learning is a shared and interactive journey.

4.2.5   Feedback and Diverse Perspectives in Learning

This section delves into the significance of feedback and the incorporation of diverse perspectives in the learning process, particularly in the context of language education.

Student Participant 1 (P1) on the Importance of Varied Inputs: P1 highlighted the benefits of diverse feedback, stating, *"In discussions, receiving feedback and perspectives from different cultural and linguistic backgrounds has been invaluable. It broadens our understanding and exposes us to a wide range of viewpoints, enhancing our language skills and cultural awareness."* This emphasizes the enrichment that varied perspectives bring to the learning environment.

Student Participant 5 (P5) on Collaborative Learning through Feedback: P5 then added, *"Collaborative learning sessions where we give and receive feedback play a crucial role in my educational experience. It's not just about correcting each other, but also about understanding diverse ways of thinking and expressing ideas."* This reflects the value of feedback in understanding and appreciating diverse perspectives.

Student Participant 6 (P6) on Two-Way Communication: Finally, P6 discussed the role of interactive communication, *"Effective communication method is two-way communication which means feedback from both parties, for example, when opining in the learning process not only one person opines but there are other parties who also opine, thus producing various perspectives."* This statement underscores the significance of dynamic communication in fostering a rich and diverse learning environment.

Together, the insights from P1, P5, and P6 highlight the importance of feedback and the inclusion of diverse perspectives in enhancing the learning experience. Each student brings attention to different aspects of this approach, from the enrichment brought by varied cultural and linguistic inputs (P1) to the role of collaborative learning in understanding diverse viewpoints (P5), and the value of two-way communication in the learning process (P6). This comprehensive view demonstrates that effective communication and learning involve an active exchange of ideas, critical thinking, and the inclusion of diverse perspectives, which are crucial for developing comprehensive language proficiency and cultural awareness. The perspectives of these students reflect

an educational philosophy that values engagement, dialogue, and diversity as key components of a successful learning experience.

B. Discussion

This section delves into the implications of the research findings, focusing on the dominant communication strategies between teachers and students in English language education. The research examined the communication dynamics within the classroom, revealing a complex interaction between various teaching and learning approaches and their impact on the educational experience.

The study identified a significant trend towards active learning and student participation in English language education. This approach represents a shift from traditional, teacher-centered methods to more interactive, student-focused strategies. This change underscores the evolving role of teachers from information dispensers to facilitators of student engagement. Supporting this finding, research by Alshumaimeri and Alhumud (2021) observed a similar emphasis on interactive teaching methods in English language classrooms, highlighting the importance of teacher-student interaction in effective language learning. The theoretical framework of Brown and Lee (2016) further reinforces this perspective, advocating for increased student involvement in the learning process. Their theory posits that active student participation leads to a deeper understanding and practical application of language

skills, aligning with modern educational practices that emphasize experiential learning and student empowerment.

The study also revealed a focus on adapting teaching methods to cater to individual student needs. This finding suggests that teachers are increasingly recognizing the importance of tailoring their approaches to accommodate different learning styles and preferences. The emphasis on personalized teaching strategies reflects an understanding of the diverse needs of students in language education. A study by Rakab (2016) supports this observation, highlighting the effectiveness of adaptable teaching methods in enhancing student engagement and learning outcomes. Furthermore, Gardner's (1983) theory of multiple intelligences provides a theoretical basis for this approach, suggesting that education should be customized to address the varied intellectual strengths and learning styles of students. This adaptation of teaching methods to include various instructional approaches demonstrates a commitment to creating an inclusive and effective learning environment.

Another key finding from the study is the integration of technology in English language teaching. The use of digital tools, such as laptops and internet-connected devices, has become increasingly prevalent, indicating a shift towards technology-enhanced learning environments. This trend is consistent with the broader movement of incorporating technology in education, as outlined in the research by Nguyen and Walters (2021). They found that technology-rich settings significantly improve language acquisition and student engagement. Additionally, the digital literacy framework by Gilster (1997) and the cognitive theory of multimedia learning by Mayer

(2001) provide theoretical support for this approach. These theories suggest that the integration of digital tools in teaching methodologies not only facilitates language learning but also prepares students for the demands of a technologically advanced global society.

The study reveals the significance of gestures and non-verbal communication in English language learning, as highlighted by the students. The conscious use of hand gestures, facial expressions, and body language by students underscores the role of these non-verbal cues in enhancing classroom understanding and engagement. This aligns with the findings of Mehrabian (1972), who emphasizes the impact of non-verbal communication in conveying messages effectively. The theory of Total Physical Response, proposed by Asher (1969), further supports this finding, suggesting that physical actions are integral to language learning, especially in acquiring new vocabulary and concepts. The emphasis on non-verbal communication in the study points to a broader understanding of language education, where body language and physical expressions are crucial components in facilitating comprehension and engagement, particularly for learners grappling with a new language.

The utilization of digital tools for learning and communication in English language education is another key finding. Students' increasing reliance on technology, including interactive language apps and online resources, highlights the evolving nature of language learning in the digital era. This observation is consistent with the research by Warschauer (2000), who noted the transformative role of technology in language education. Additionally, the theoretical framework by Prensky (2001), which

introduces the concept of digital natives, provides a deeper understanding of how the current generation of learners interacts with technology. The integration of digital tools in language learning reflects a shift towards more dynamic, accessible, and personalized educational experiences, emphasizing the need to adapt traditional teaching methods to include modern technological advancements.

The study underscores the importance of adapting communication to cater to various learning styles, particularly in language education. The focus on providing diverse teaching methods, including both auditory and visual elements, is a response to the unique needs and preferences of different learners. This approach is supported by Fleming's (1987) VARK model, which categorizes learners into visual, auditory, reading/writing, and kinesthetic types. Gardner's (1983) theory of multiple intelligences also corroborates this finding, suggesting that education should address the diverse intellectual capacities of students. By incorporating varied communication strategies, educators can create a more inclusive and effective learning environment, enhancing comprehension and retention among learners with different styles.

Peer-to-peer communication as a learning strategy in English language education is another significant finding. The study highlights the effectiveness of group discussions and collaborative tasks in enhancing language skills. This method, as described by students, fosters communication, teamwork, and mutual learning among peers. This finding aligns with Vygotsky's (1978) social constructivism theory, which posits that learning is a social process and knowledge is constructed through interaction with others. Additionally, Johnson and Johnson's (1989) cooperative learning theory

supports the idea that collaborative learning activities can improve critical thinking and communication abilities. The emphasis on peer-to-peer communication reflects a progressive educational approach, where interaction and practical application are key to mastering language skills and fostering a supportive learning environment.

The role of feedback and diverse perspectives in the learning process emerged as a crucial element in the study. The emphasis on two-way communication, where feedback and multiple viewpoints are valued, highlights the interactive nature of language education. This approach is in line with the communicative language teaching (CLT) approach, which emphasizes interaction as the means and goal of language learning, as proposed by Richards and Rodgers (2001). Furthermore, the theoretical framework by Hattie and Timperley (2007) on the power of feedback in education supports this finding, suggesting that effective feedback is critical in enhancing the learning process. The focus on diverse perspectives and feedback in the classroom reflects an educational model that fosters critical thinking, engagement, and a deeper understanding of language concepts through active participation and dialog.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

In this segment, the researcher summarizes key findings and proposes suggestions informed by the analyses and outcomes discussed in preceding chapters. The purpose of these suggestions is to provide directional guidance for subsequent research within this area of study.

A. Conclusions

This study explored communication strategies in English language education environments. Through in-depth interviews with teachers and students, key aspects of effective communication were identified. These include the emphasis on active learning, adaptation of teaching methods, use of technology, and recognition of diverse learning styles. The study highlights the need for adaptable communication strategies to enhance English language education.

B. Recommendations

This study provides essential insights into communication strategies in English language education, shedding light on the importance of diverse methods and technology integration. These findings offer practical implications for educators, policymakers, and students aiming to enhance language education.

The research, however, is not without limitations. Its focus on a specific educational context and a limited range of strategies may affect the generalizability of the results. Incorporating varied methodologies in future studies, such as longitudinal

analyses or expanded qualitative interviews, would broaden the scope and depth of understanding in this field.

Future inquiries, building upon this study, should aim to examine a broader array of educational settings and communication techniques. Including additional variables such as cultural influences, teacher training backgrounds, and student demographics would provide a more comprehensive perspective on effective communication strategies in language education.

In summary, this research establishes a foundational framework for further exploration in the field, offering valuable directions for future scholarly investigations and practical applications in language education.
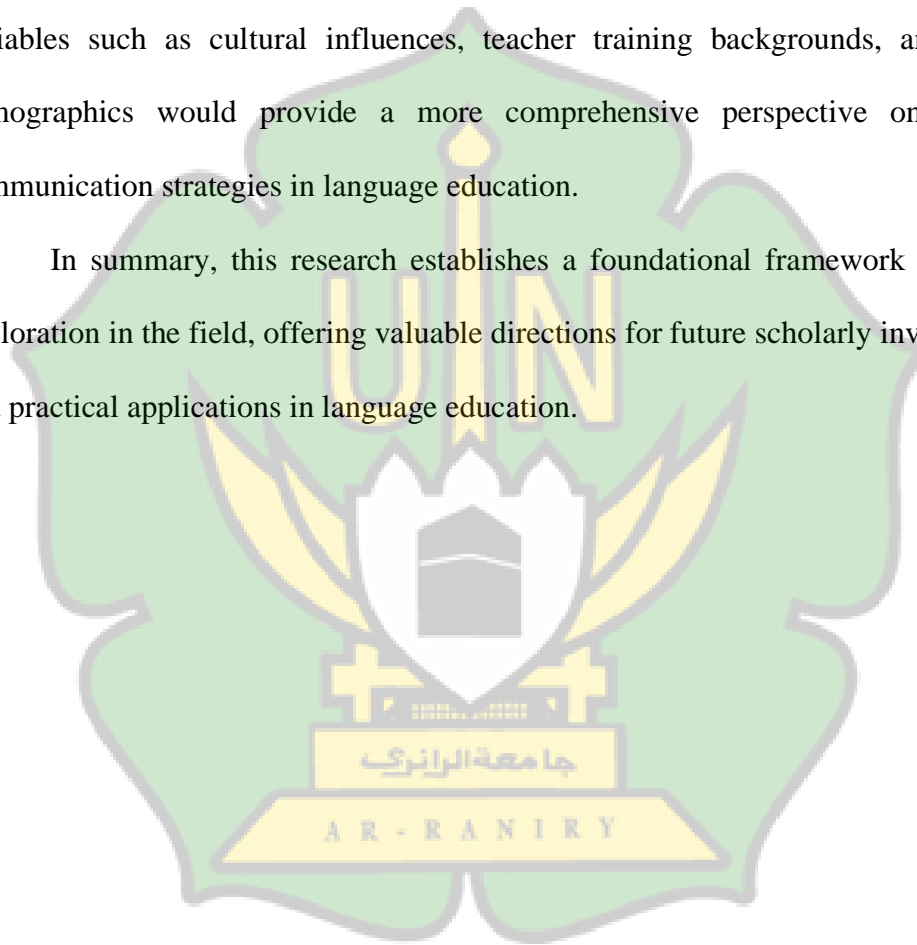
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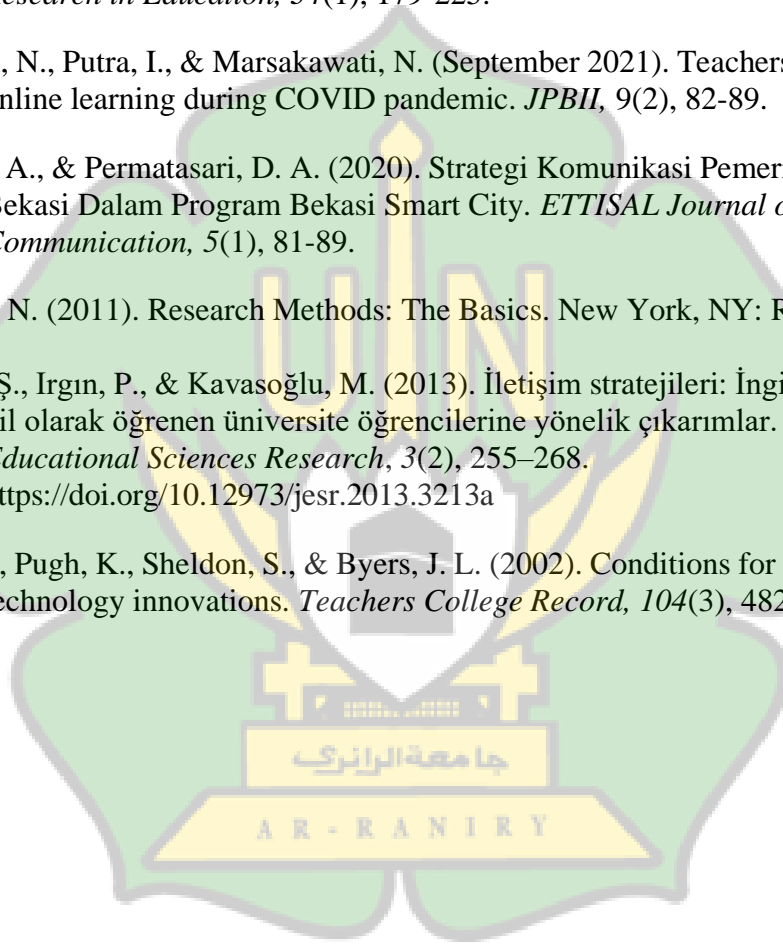
APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 10850/Un.08/FTK/KP.07.6/09/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5150/Un.08/FTK/KP.07.6/3/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
  b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
  2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
  3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
  4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
  6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
  7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
  8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
  9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
  10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
  11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal **07 Maret 2023**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: **Nomor: B-5150/Un.08/FTK/KP.07.6/3/2023** tanggal **30 Maret 2023**

KEDUA : Menunjuk Saudara:
  1. Dr. Luthfi Auni, M.A   Sebagai Pembimbing Pertama
  2. Fitriah, S.Ag., M.Pd.   Sebagai Pembimbing Kedua
  Untuk membimbing Skripsi :
  Nama : **Desi Amelia**
  NIM : 180203247
  Program Studi : **Pendidikan Bahasa Inggris**
  Judul Skripsi : **Communication Strategy between Teachers and Students in English Learning**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 27 September 2023

Dekan,

Saiful Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

APPENDIX B

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B- 911/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: **DESI AMELIA**
NIM	: 180203247
Fak/Prodi	: Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat	: Ateuk Munjeng

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Communication Strategy between Teachers and Students in English Learning"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Desember 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

APPENDIX C

Interview Question

a. For Teachers

1. What types of communication strategies do you commonly employ in your classroom?
2. Can you provide specific examples of communication methods you find most effective for teaching English Learning?
3. How do you adjust your communication strategies to accommodate different learning styles?
4. What role do non-verbal communication strategies (like gestures or visual aids) play in your teaching?
5. Do you utilize any digital tools to enhance communication in the classroom (e.g., educational apps, interactive whiteboards)?

b. For Students

1. What types of communication strategies do you commonly employ in the Public Speaking classroom?
2. Can you provide specific examples of communication methods you find most effective for the Public Speaking class?
3. How do you adjust your communication strategies to accommodate different learning styles?
4. What role do non-verbal communication strategies (like gestures or visual aids) play in your learning?
5. What challenges have you faced in communicating effectively with your teacher for the Public Speaking class?