

CHAPTER I

INTRODUCTION

Efforts to improve the quality of resources can not be separated from the efforts to improve the quality of education that is now the spotlight and expectations of many people in Indonesia. The existence of the most real education process happening in the field and in direct contact with the target is the teaching activity of learning at the level of education unit. The quality of teaching and learning activities often referred to as learning Prosem of course will affect the quality of education whose output is human resources.

Teachers as facilitators in the learning process are expected to have knockout qualifications, pedagogic tensions, personality competencies, and social competencies. One of these, according to the teacher's ability to learn learning, start designing, implementing, and evaluating student learning outcomes so that learning objectives can be achieved.

Communication is to provide information, messages, ideas, ideas, thoughts and feelings to others with the intention that others participate in the eventual information, messages, ideas, ideas, think and feelings that belong to the joint Communicators and communfishes.

In a message delivery or idea during the communication process, it often happens a depreciation of communication that is realized by the teacher. In other words, in the process of delivering the message will be a matter of meaning that the material received by the students is almost not equal and may not correspond to the material submitted by the teacher. As such, teachers are required to use communication strategies to minimize the occurrence of a depreciation of meaning. Departing from this, researchers are interested in researching the communication strategies teachers use in English lessons in the XI MIA-1 class.

Research conducted by researchers is focused on describing the communication strategies emerging in English language learning, the communication strategy most often used by teachers. For that, research into the communication strategy will be researched from the initial activities, core activities until the closing activities. Based on this, the study discusses (1) the communication strategy that the teacher brought to the English language learning in the XI class MIA-1, (2) The methods performed by the teacher during the study.