



TRANSACTIONAL COMMUNICATION AMONG MEMBERS OF ENGLISH SPEAKING CLUB



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2025



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A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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Dengan ini menyatakan bahwa skripsi yang berjudul “Transactional Communication Among Members of an English-Speaking Club” ini benar-benar merupakan hasil karya saya sendiri. Segala sumber informasi yang digunakan dalam penyusunan skripsi ini telah saya cantumkan secara jelas sesuai dengan kaidah penulisan ilmiah yang berlaku. Apabila di kemudian hari terbukti terdapat pelanggaran terhadap etika akademik dalam karya ini, maka saya bersedia mempertanggungjawabkannya sesuai ketentuan yang berlaku.

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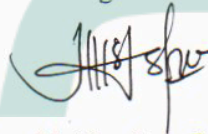
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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MOTTO

“Be better than you were yesterday”



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ABSTRACT

This study aims to uncover how transactional communication practices are experienced by English Speaking Club members and how these communication characteristics contribute to the development of their speaking skills. This research used a qualitative approach with a case study design, involving participant observation, interaction recordings, and interviews with active Speaking Club members. Data were analyzed using thematic analysis techniques, referring to the transactional communication theoretical framework of West & Turner (2017). The results show that interactions between members are not simply about taking turns speaking but also reflect six characteristics of transactional communication: simultaneous sending and receiving of messages, cooperative and mutual responsibility, messages influencing each other, shared meaning, overlapping fields of experience, and simultaneous attention to verbal and nonverbal messages. These characteristics create authentic, supportive interactions that resemble real-world conversations, thus encouraging real-time negotiation of meaning and direct improvement of speech structure. Thus, the English Speaking Club functions not only as a space for language practice but also as an effective collaborative communication platform for developing members' speaking competence.

Keywords: *Transactional communication, English Speaking Club, speaking skills, collaborative interaction*

ABSTRAK

Penelitian ini bertujuan untuk mengungkap bagaimana praktik komunikasi transaksional dialami oleh anggota English Speaking Club serta bagaimana karakteristik komunikasi tersebut berkontribusi dalam pengembangan kemampuan berbicara mereka. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, melibatkan observasi partisipatif, rekaman interaksi, dan wawancara terhadap anggota aktif Speaking Club. Data dianalisis melalui teknik thematic analysis dengan mengacu pada kerangka teori komunikasi transaksional dari West & Turner (2017). Hasil penelitian menunjukkan bahwa interaksi antaranggota tidak hanya berupa pergantian giliran berbicara, tetapi mencerminkan enam karakteristik komunikasi transaksional, yaitu simultaneous sending and receiving of messages, cooperative and mutual responsibility, messages influencing each other, shared meaning, overlap of field of experience, and simultaneous attention to verbal and nonverbal messages. karakteristik tersebut menciptakan interaksi yang autentik, suportif, dan menyerupai percakapan dunia nyata, sehingga mendorong terjadinya real time negotiation of meaning dan perbaikan struktur ujaran secara langsung. Dengan demikian, English Speaking Club berfungsi tidak hanya sebagai ruang praktik bahasa, tetapi sebagai wadah komunikasi kolaboratif yang efektif dalam membentuk kompetensi berbicara anggota.

Kata kunci: komunikasi transaksional, English Speaking Club, keterampilan berbicara, interaksi kolaboratif

PREFACE

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Pekalongan, October 28, 2025

The writer,



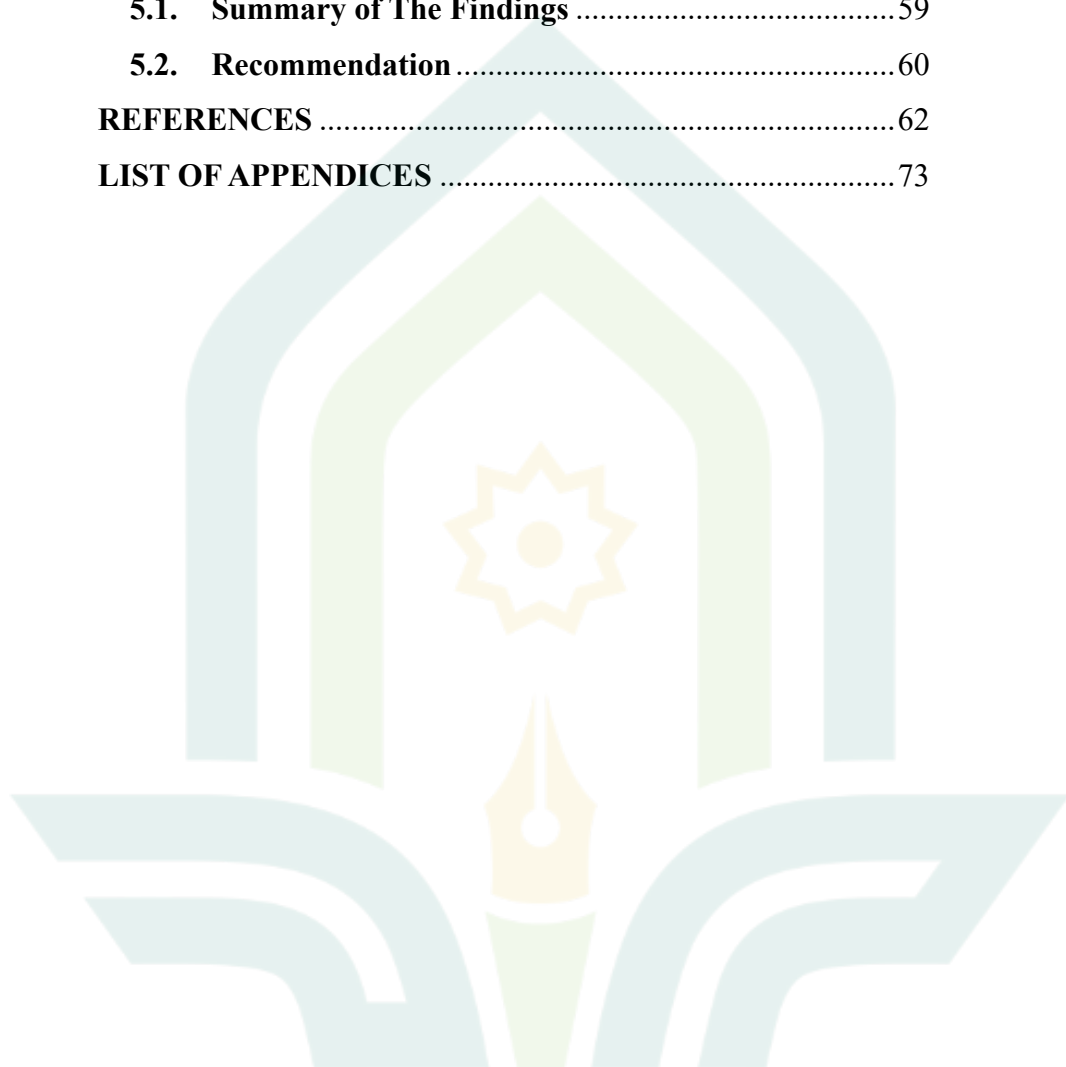
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TABLE OF CONTENT

COVER.....	Error! Bookmark not defined.
LEMBAR PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
ABSTRAK.....	viii
PREFACE.....	ix
TABLE OF CONTENT.....	xi
CHAPTER I INTRODUCTION	1
1.1. Background of Research.....	1
1.2. Identification of the Problem.....	3
1.3. Scope of the Study	3
1.4. Formulation of the Problem	4
1.5. Aims of the Research.....	4
1.6. Significance of The Research.....	4
CHAPTER II LITERATURE REVIEW	6
2.1. Theoretical Framework	6
2.1.1. Definition of Speaking.....	6
2.1.2. Indicators of Speaking.....	6
2.1.3. Definition of Speaking Club.....	8
2.1.4. Benefits of English Speaking Club.....	9

2.1.5. Communication and Transactional Communication	10
2.1.6. Main Principles of Transactional Communication	12
2.1.7. Characteristic of Transactional Communication	13
2.2. Previous Study	16
2.3. Conceptual Framework	18
CHAPTER III RESEARCH METHODOLOGY	19
3.1. Research Design	19
3.2. Research Focus	19
3.3. Data and Data Sources	19
3.4. Data Collection Techniques	20
3.5. Data Analysis Techniques	21
3.6. Data Trustworthiness	23
CHAPTER IV FINDINGS AND DISCUSSION	25
4.1. Findings	25
4.1.1. Transactional Communication in Speaking Practice	26
4.1.2. Transactional Communication in Supporting Speaking Skills	41
4.2. Discussion	44
4.2.1. Transactional Communication Practices Experienced by English Speaking Club Members	45

4.2.2. Transactional Communication in Supporting Members' Speaking Skills	52
CHAPTER V CONCLUSION	59
5.1. Summary of The Findings	59
5.2. Recommendation	60
REFERENCES	62
LIST OF APPENDICES	73



LIST OF APPENDICES

Appendix 1 Observation sheet.....	73
Appendix 2 Transcription of the interview	78
Appendix 3 Transcription of the recording of English speaking club activity	94
Appendix 4 Documentation.....	118



CHAPTER I

INTRODUCTION

1.1. Background of Research

Speaking ability is one of the most important skills in learning English because it directly enables communication and interaction in real situations. In line with this, Ghafar and Raheem (2023) stated that speaking proficiency is an important requirement for effective communication in learning English. In the context of an increasingly globally connected world, mastery of English as a lingua franca is very crucial, both for personal and professional success (Shenbagam, 2024). Through speaking skills, students can not only convey ideas and opinions but also build self-confidence, fluency, and the ability to use language spontaneously. As expressed by Goh and Burns (2012), speaking is a complex cognitive and social skill because it requires individuals to process information directly when interacting with their interlocutors.

In the process, speaking involves interactive activities of building meaning through the simultaneous production, reception, and processing of information (Thornbury & Carter, 2002). Therefore, conversation practice is an important strategy in developing speaking skills. Wati et al. (2025) found that conversation practice can improve students' speaking fluency by encouraging their enthusiasm and confidence. Through active verbal interaction, students are involved in a more meaningful and communicative learning process. Thus, mastering speaking skills is not only a matter of linguistic ability but also a means of building social relations and fostering deeper understanding in the context of English learning.

However, the time available for speaking practice in English learning in class is often insufficient. Research by Le Xuan Mai et al. (2024) shows that the limited time allocated for speaking practice significantly hinders students' active participation, especially in classes with a large number of

participants. In addition, speaking skills are often less honed because learning time in class is more focused on reading and writing activities (Brown, 2007). Not only that, students also face various other challenges such as fear of making mistakes, embarrassment, limited vocabulary, and difficulty speaking in front of many people (Omar, 2023). These factors make them reluctant to actively participate in speaking activities in class.

Several previous studies have shown significant benefits from this activity. Desmiyanti (2022) highlighted that this club was able to increase students' confidence in speaking. Meanwhile, Liana, Kurnia, and Salsabila (2024) found that the learning atmosphere in an English speaking club felt more enjoyable than formal classes and provided equal opportunities for all members to speak and enrich their vocabulary. This environment not only supports the development of technical speaking skills but also creates an active and meaningful communication space between members. The interactions that occur are not just about conveying messages but also involve a dynamic exchange of meanings that are influenced by the background and experiences of each individual.

In the study of communication theory, this process is known as transactional communication. West and Turner (2017) explain that there are three main communication models, namely communication as action, communication as interaction, and communication as transaction. The transactional communication model emphasizes that communicators do not only act as senders or recipients of messages alternately but simultaneously build shared meaning through the exchange of messages influenced by the background, personal experiences, and socio-cultural context of each individual. In the context of an English speaking club, this model is very relevant because its members actively provide responses, provide feedback, and adjust meaning during the interaction process.

Based on the existing findings, English speaking clubs have an important role as an alternative environment that supports the development of English-speaking skills. Through transactional communication that occurs naturally and reciprocally, English speaking clubs provide meaningful learning experiences for their members to practice speaking more contextually and spontaneously and to build meaning together. However, there have not been many studies that have examined in depth how the transactional communication process itself occurs in real practice between club members. Therefore, this research is important to understand how transactional communication experiences are formed in English speaking club activities and how these processes support the speaking skills of their members.

1.2. Identification of the Problem

Based on the description of the background of the problem above, research problems can be identified, including the following:

1. There are various experiences of English Speaking Club members when communicating transactionally in practicing English speaking skills.
2. There is a need for deeper understanding regarding the role of transactional communication in supporting the development of members' speaking skills.

1.3. Scope of the Study

This research focuses on the transactional communication experiences of English Speaking Club members in practicing English speaking skills, and explores how the communication process supports the development of its members' speaking skills.

1.4. Formulation of the Problem

Based on the background that has been explained, this research is designed to answer the following questions:

1. How do English speaking club members experience transactional communication in practicing their speaking skills?
2. How does the transactional communication support speaking skills of the members?

1.5. Aims of the Research

According to the formulation of the problem above, this research aims to find out how members of the English Speaking Club experience transactional communication in English-speaking practice and how this communication can support the development of their speaking skills. By understanding this process, the study is expected to contribute to creating a more effective and supportive learning environment for improving members' speaking skills.

1.6. Significance of The Research

1. Theoretical

This research contributed to the development of existing theories in the field of language learning, particularly related to speaking skills and transactional communication. It strengthened and extended frameworks such as West and Turner's model of communication by providing insights into how learners experienced natural communication exchanges in English speaking clubs. By examining how transactional communication occurred in an informal learning setting, the study supported a deeper understanding of how communication theory applied to real-world speaking skill development.

2. Empirical

This study provided empirical data on students' real life experiences of practicing speaking through transactional communication in English speaking clubs. It revealed how two way communication among club members supported their fluency, vocabulary growth, confidence, and interactive competence. The findings filled a gap in the literature by exploring not only the benefits of speaking clubs but also the specific communication processes that contributed to students' speaking improvement. This evidence served as a valuable reference for future research on communication based learning in informal educational contexts.

3. Practical

On a practical level, this research offered insights and recommendations for facilitators, language teachers, and learners to design more effective speaking activities by applying the principles of transactional communication. The findings helped club members become more aware of how communication exchanges enhanced their speaking skills in terms of fluency, vocabulary usage, and confidence. Furthermore, the study guided the creation of more interactive and meaningful speaking environments in non-formal settings, which could be replicated or adapted in similar language learning communities.

CHAPTER V

CONCLUSION

5.1. Summary of The Findings

This study aims to determine how transactional communication is experienced by English Speaking Club members and how it contributes to their speaking skills. Based on the research findings, interactions between members exhibit characteristics of transactional communication, such as simultaneous sending and receiving of messages, cooperative and mutual responsibility, messages influencing each other, shared meaning, overlap of field of experience, and simultaneous attention to verbal and nonverbal messages. Through this natural and collaborative communication pattern, Speaking Club members are accustomed to spontaneous participation and mutual support in maintaining a smooth conversation. Communication is not one way but reciprocal, with each member taking turns as both sender and receiver of messages.

Furthermore, transactional communication has been shown to directly contribute to the development of indicators of speaking skills, such as fluency, pronunciation, vocabulary mastery, interactive communication skills, and confidence. Through spontaneous interactions and direct feedback from fellow members, participants became more fluent in speaking without pauses, improved pronunciation, memorized and acquired new vocabulary from real-life contexts, became more responsive in two way conversations, and most importantly, became more confident in speaking without fear of judgment. Meanwhile, indicators such as accuracy, coherence, and relevance did not emerge significantly, not due to participants' incompetence, but rather because the club's informal context did not demand grammatical precision. This confirms that the English Speaking Club functions as a natural communication practice space that emphasizes courage and fluency over grammatical accuracy.

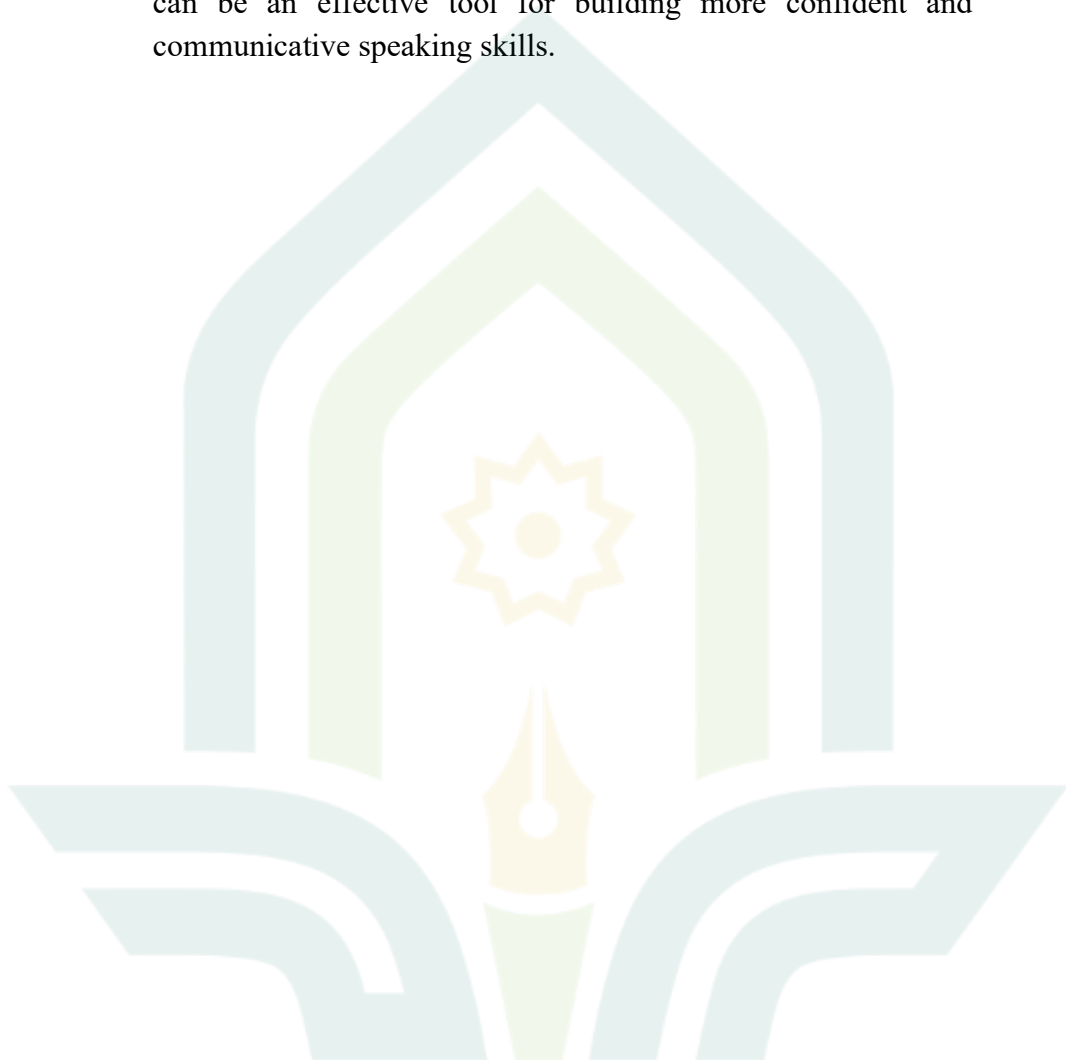
Thus, it can be concluded that transactional communication is not only a communication model but also an effective language learning mechanism. Through the direct and spontaneous exchange of messages, participants not only exchange information but also construct meaning together while gradually developing their speaking skills. The English Speaking Club, in this study, successfully became a supportive, enjoyable, and collaborative learning platform for its members in strengthening their English speaking skills.

5.2. Recommendation

Based on the results of this study, several recommendations can be made. First, English Speaking Club facilitators are advised to maintain an informal and supportive atmosphere that allows participants to speak naturally without pressure. However, occasional structured activities such as mini-debates, role-plays, or language reflection sessions can be added to practice accuracy and coherence without compromising the relaxed atmosphere that has been established. Second, for English teachers or educational practitioners, transactional communication strategies can be implemented in classroom learning by providing more space for interaction between students through tasks based on cooperation and negotiation of meaning. Collaboration between formal classes and English-speaking clubs can also be an effective bridge for students to not only learn theory but also practice it in real life contexts.

Third, for future researcher, it is recommended to examine transactional communication in different contexts, such as online english speaking Club activities or larger groups. Further research could also focus on the role of nonverbal communication or emotional connections between participants in influencing speaking confidence and fluency. Finally, Speaking Club members are encouraged to actively participate and feel free to provide feedback, ask questions, or clarify

meaning, as this mutual support process is the essence of transactional communication. Mistakes are nothing to be afraid of; they are part of the collaborative learning process. With consistency and mutual support, transactional communication can be an effective tool for building more confident and communicative speaking skills.



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