

THE FACTORS OF AFFECTING COMMUNICATION ABILITY DURING THE ENGLISH TEACHING LEARNING PROCESS AT THE EIGHT GRADE OF SMP NEGERI 2 SESEAN

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ABSTRACT

The objective of the study is to find out the factors affect communication during the teaching learning English process at the eight grade at SMP Negeri 2 Sesean.

In order to achieve the objectives of this study, the writer used the technique of random sampling. The writer used descriptive qualitative research method, the writer conducted interviews with students and teacher and classroom observation to describe the cause of the lack of communication during the English teaching and learning at eight Grade of SMP Negeri 2 Sesean. Instruments were used to gain data were semi structure interview and then analyzed quantitatively. The population in this study were the eight grade of SMP Negeri 2 Sesean, which consists of 95 students academic year 2015/2016. Since the population of the research is too big therefore the writer took 25 students as a sample in randomly.

The results indicate that students are lazy to practice English so students do say anything when the teaching learning proses. The lack of mastery of the material. The relationship between teachers and students, a good relationship makes the learning process should be very well, the lack of confidence in learning English, confidence is very supportive of student learning and never asked so that the learning process is not effective.

Key terms: *Factors, the poor communication ability the English teaching learning process*

A. INTRODUCTION

1. Background of the Study

English as a foreign language is learned from primary school up to university level in Indonesia. English as the international language has important in our life. Learning English is a necessary think for us, not only in Indonesia but in all countries around the world. It is learned and used by people all over the world. English in Indonesia are to enable the students to use English communication and specially use in daily activities.

Communication is necessary to know that want delivered both in the classroom and outside the classroom, if the communication relation between teachers and students is less than the learning process will not go very well because of only one party to take the role. Many things that cause a lack of communication between teachers and students that during the process of learning a lot of things going on, so that the material presented was not received by students is well. In this case the communication between teachers and students should go well that the learning process can be in accordance with is expected both students and teachers.

2. Problem Statement

The problems on the study as follows: “What factors cause the poor of communication during the teaching learning English process at the eight grade students at SMP Negeri 2 Sesean?”

B. REVIEW OF LITERATURE

1. Communication

Communication is an attempt or a good way to convey something that message or information that encourages a person to do a lot of things. Communication is a process of delivering a message from one person to another in order to achieve certain goals.

Communication in teaching and learning activities take place very effectively, both between teachers and students and among the students themselves because the mechanism used to allow students to express opinions in person and examine they,

whether know it was true or not. In this communication, one can express attitudes and the feeling so it can be understood by others.

Communication is a processes, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Communication is the most important things that human need to stay connected to another people in the world.

Communication is the activity of conveying information through the exchange of thoughts, messages or information as by speech, visuals, writing and behavior. In general, communication done verbally and it can be understood by both of the communication doer. To make the communication be connected we need the components of communication.

Gode and Wenden in Yoyakim (2013:9) communication is a process of making something that was originally owned by one (monopoly man) being owned by two or more people. And communication strategies refer to technique learner use when there is gap between their knowledge of the language and their communication interest.

Communication is important and not only compelling to the workers but also the patient within the workplace. Sharing ideas and information through communication can make the team be more effective. Team can be effectively communicative with one another by motivating each other individually by acknowledging ideas and opinion as well as giving support to each other.

This communication process shape because of the delivery of messages, information to those who receive either through the media or directly. Having delivered the message or information to the communicator communicant feedback form of response or feedback.

The communication process is a simple model that demonstrates all the factors that can affect communication. Communication is effective if the message that is received is the same one that is sent.

- a. Sender. The communicator or sender is the person who is sending the message. There are two factors that will determine how effective the communicator will be, the first factor is the communicator's attitude. It must be positive. The second the

communicator's selection of meaningful symbols, or selecting the right symbols depending on your audience and the right environment.

- b. Message. A communication in writing, in speech or by signals.
- c. Receiver. The receiver is simply the person receiving the message, making sense of it, or understanding and translating it into meaning. Communication is only successful when the reaction of the receiver is that which the communicator intended. Effective communication takes place with shared meaning and understanding.
- d. Feedback. Feedback is that reaction just mentioned. It can be a verbal or nonverbal reaction or response. It can be external feedback or internal feedback, like self-examination. It's the feedback that allows the communicator to adjust his message and be more effective. Without feedback there would be no way of knowing if meaning had been shared or if understanding had taken place.

There are various categories of communication and more than one may occur at any time. The different categories of communication are:

- a. Verbal communication or spoken : face to face, radio or television and other media
- b. Non-verbal communication: body language, gestures, how we dress or act-even our scent.
- c. Written communication: letters, e-mails, books, magazine, the internet or via other media.
- d. Visualizations: graphs and charts, maps, logos, and other visualization can communicate message.

The desired outcome or goal of any communication process is its understanding. Senders and receivers are of course vital in communication. In face to face communication the roles of the sender and receiver are not distinct as both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language.

In written communication the sender and receiver are more distinct. Until recent times, relatively few writers and publishers were very powerful when it came to

communicating the written word. Today we can all write and publish our ideas on the Internet, which has led to an explosion of information and communication possibilities.

2. The concept of Teaching Learning

Teaching is all a deliberate effort in order to make it possible for students to the learning process with the objective formulated, it can be interpreted that the ultimate goal is the learning process students learn.

John (2013:7) teaching is the derivation word and give instruction to somebody to know or be able to do something; give to somebody knowledge skill and give lesson at school. And also that teaching is effort to stimulate, guidance, instruction, and motivation to the learners in teaching and learning process. This statement indicates that teaching is the activity done by an expert to give stimulus, guidance, instruction and motivation to the learner.

Teaching is a process to give guidance the students to reach the goals. Teaching known as “instruction” it means process that makes someone do learning. Teaching is a media for learning process includes behaviour individual changes through pre-planned.

Teaching is all efforts which intended in frame to five possibilities for students so the learning process can happen as the purpose that is formula. Not only deliver the information from the teacher to the students.

Based on the explanation above, in the teaching learning process the teachers has to pay attention to the learner's and given knowledge for the students can be practice in the classroom.

Students leaning can be defined as changes in student behaviour that take place as a result of being engaged in an education experience. Gagne *et al.* (2005) identified five main types of students leaning:

1. Verbal information: example facts, names, principles and generalisations.
2. Intellectual skill: ‘knowing how and why’ rather than ‘knowing that’. These can be arranged in an increasing order of complexity, with more complex intellectual skills being built upon the simple one.

3. Cognitive strategies: ways in which the student is able to control and manage the mental processes involved in learning, including strategies for attention, thinking, memorising, and dealing with novel problem.
4. Attitudes: an attitude may be defined as a student feeling toward some particular object or idea. The fostering of certain attitudes, such as those toward ethnic minorities or toward school subjects, are important educational outcomes.
5. Motor skills: example playing musical instrument or operating a word-processor.

3. Classroom interaction

Interaction of teaching and learning is a reciprocal relationship between a teacher who seeks to make it possible for students to the learning process through a process of change, as a result of the communication behaviour of teachers and students.

The classroom interaction has three components. It provides learner with opportunities both of encounter input and to practice. It also creates in the learner “a state of receptivity” defined as “as active openness”. According to A Willingness to encounter the language and the culture it represents the participants in classroom interaction: The teacher and the learners, classroom interaction is classified into two categories: a). Teacher-learner interaction and learner-learner interaction. Teacher-learner interaction has broad sense and narrow sense. In broad since, teacher-learners interaction is the interaction between the teacher and learners.

In narrow sense, it is the interaction between the teacher and learner or the teacher and learner in teaching situation. Learner-learner interaction is based on peer relationships, which allow the maximum degree of communication. Through interaction with other learners in pairs or groups, learners can have more opportunities to make use linguistic resources in a relaxing and uncontrolled manner and use them to complete different kinds of tasks. Classroom interaction tends to be scientific and diverse.

There are factors affecting classroom interaction for the improving English teaching English class, namely;

1. Teacher’s beliefs
2. Teachers Questions

3. Learners different English levels
4. Teacher-learner Rapport
5. Anxiety

4. The factors students in the learning

The factors students in the learning, namely:

1. Intellectual factor
2. Learning factors
3. Physical factors
4. Mental factors
5. Emotional and social factors
6. Teachers Personality
7. Environmental factor

And also the factors that can affect the way a student learns during these formidable years

1. Socio-economic factors

Students come from various backgrounds. Some are poor while others come from affluent household. They may come from strong family structures in which the parents are professionals or are highly educated, while others students may come from a single parent household and/or have parents with limited educational background.

2. Parents education

The affluent parent will have access to educational resources for his/her child. Also, the parent in from in from this sector of society will most likely educated his/her child directly or indirectly.

3. School structure and resources

The condition and availability of resources at a school can play a major factor. one classroom had comes to mind. It was small, cramped and its entrance was through another classroom. Safety

Safety or the sense of feeling safe, can affect student learning.

4. Learning disabilities

Learning disabilities can affect the way a students learners. A disability may affect a students ability to either learn visually or audibly. Also, a students memory, attention and capacity to retain information can be greatly affected.

5. Language barriers

If students language abilities can affected, they will have trouble retaining the lesson. In many cases, studnets labeled as English Language Learners may not grasp the language well enough to understand what is being taught.

6. Teachers/ administration

A teachers's skills, expertise and willingness can help students learn. If the teacher serves as an ideal role model, demonstrates competence, as well as confidence, in the subject is teaching, the students will respond positively..

7. Students willingness to learn

Most of the factors that can may affect students learning dealt with external causes, language barries and learning disabilities. A students may prosper when several of theese factors are in play.

C. RESEARCH METHOD

In this research, the researcher was found out data from :

1. Sources. There are two sources of data are

a. primary

Primary data of this study will be collected from eight grade students of SMP Negeri 2 Sesean.

b. Secondary

The complete and compose the primary sources were taken from some books, thesis are literature and also search information from internet and from the teachers.

2. Research Instrument

Instrument of this research was observation and interview

3. Data Analysis

In analyzing the qualitative data, there were three activities or stages in analyzing the qualitative data, they are : Data reduction, data display and conclusion.

D. FINDING AND DISCUSSION

There are two major sections presented in this chapter. Those are finding and analysis. The finding presents the data found along the research while analysis focuses on the explanation of the data found correspondent to the theories.

The result of the data analysis process collected through interview the students and teacher and also observation in the classroom.

Extract 1 : The students are lazy to practice English

The less of practice English make the students do not say anything when the teaching learning. The data took from interviewing the students as follows:

R1.1 *Malu, malas dan tidak tahu apa yang mau ditanyakan*

(shy, lazy and do not to asked)

That comment was supported by the other students:

R7.1 *Malu dan takut salah*

(shy and afraid to make mistake)

Based on the data above can conclude that the students are lazy to practice English is shy, being wrong and do no to asked.

Extract 2 : The lack of mastery of the material.

The caused the lack of communication between teacher and students make the teaching learning not maximum. The data from interview of the students as follow:

R1. 2 *Iya karena tidak serius*

(yes, because do not serious)

That comment are supported by the other students:

R2.2 *iya karena malu bertanya*

(yes because shy to ask).

That comment was supported by the result interview teacher:

T. *Iya karena siswa kurang memperhatikan pada saat proses belajar mengajar.*

(Yes, because the students less pay attention when the teaching learning process)

Based on the data above can conclude that the lack of mastery of the material that the students do not seriously and shy to asked.

Extract 3. The relation between the teacher and students.

The good relation make the process teaching learning should be very well. the data took from interview the students as follow:

R6. 3 *Tidak terlalu dekat(lumayan) dengan guru bahasa inggris*

(not nearly with the english teacher)

R2.3 *Lumayan dekat dengan guru bahasa inggris*

(not bad near with the english teacher).

The comment was support by the result observation :

Beberapa siswa tegang pada saat belajar mengajar berlangsung.

(the other students tense when the teaching learning process)

The similarly that comment the students :

R3.3 *Tidak dekat karena takut sama guru bahasa inggris*

(not near because scary with the english teacher).

Based on the data above can conclude that the relation teacher and students that not bad but only students said that not nigh with the english teacher.

Extract 4. The lack confidence when the teaching learning

The confidents are support the process teaching learning and also to extend of the material. The data took from interview the students as follow:

R1.4 *ada, yaitu malu dan tidak pernah serius*

(yes, that shy and never serious)

R6.4 *ada, yaitu malu dan takut bertanya*

(yes,that shy and afraid to asked)

The similarly that comment the other students :

R8.4 *ada yaitu takut salah dan menjawab pertanyaan*

(yes that afraid to make mistake and answer the question)

Extract 5 : The students never are to asked

It showed by the comment from the students:

R3.5 *Tidak pernah bertanya karena tidak tahu yang mau ditanyakan.*

(never to asked because nothing would be asked)

R4.5 *Sering kalau ada yang kurang dimengerti*

(often if there are not understand)

The comment above are support by the classroom observation:

Hanya beberapa siswa yang bertanya apabila materi yang jelaskan guru kurang dipahami.

(only several the students are asked when the teacher explain the material are less to understand).

Table 1.1 Data Display of the factor caused the lack of communication during the teaching learning English process between the teacher and the students.

NO	The lack of communication	Explanation	Sources
1.	Extract 1 : The students are lazy to practice English	R1.1: shy, lazy and do not to asked. R7.1 shy and afraid to make mistake.	R1.1, R7.1
2.	Extract 2 :The lack of mastery of the material.	R1. 2 : Yes, because do not serious. R2.2 : Yes, because shy to ask	R1.2, R2.2
3.	Extract 3. The relation between the teacher and students.	R6. 3 : not nearly with the english teacher. R2.3 : not bad near with the english teacher. R3.3 : not near because scary with the english teacher	R6.3, R2.3, R3.3
4.	Extract 4. The lack confidence when the teaching learning	R1.4 : Yes, that shy and never serious. R6.4 :Yes,that shy and afraid to asked. R8.4 : Yes that afraid	R1.4, R6.4, R8.4

		to make mistake and answer the question	
5.	Extract 5 : The students are never asked.	R3.5 : never to asked because nothing would be asked. R4.5 : often if there are not understand	R3.5, R4.5

The analysis of the data obtained from interview and observation indicates that several factors caused the lack of communication between the teacher and the students. Among them are:

1. The students are lazy practice English

English is not only use as an official language in many nations, but also influence on many different cultures in a large numbers of countries, it is the central language of communication the world-wide. According to Normazidah, Koo & Hazita and Trawiski, the factors that impact the EFL learners to have poor performance in English Language learning as following : English is regarded as a difficult subject to learn, Learners' learning depends on the English teachers as authorities, there is a lack of support to use English in the home environment and the community, learners habce isnsufficient or lacking of exposure to the language as there is limited opportunity to use English outside the classrooms, and the learners have an unwillingness and lack of motivation to learns English as they do not see the immediate need to use the language.

2. The lack of mastery the material

Mastery learning is an alternative method of teaching and learning for many students who do not respond well to traditional instruction. Traditional instruction has not been successful for many students in schools, colleges, and universities. According to Motamedi & Sumrall, Cooperative learning is considered by many educators to be the most viable means by which all students can learn the subject matter. Mastery teaching and learning is a very simplistic way of teaching and

learning in the sense that the instructors assume all students can learn the same material. The only difference among students is the amount of time needed to learn the material.

3. The relation between the teacher and students.

The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. According to Jones, communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that academic achievement and student behavior are influenced by the quality of the teacher and student relationship. The more the teacher connects and communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

4. The lack confidence when the teaching learning

The confidents are support the process teaching learning and also to extend of the material. According to Herrinton, Oliver & Reeves, in order to learn effectively and develop their confidence and competence, students also need to have authentic learning experiences. Authentic learning experiences should: Have real world significance, Be ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity; Be complex tasks to be investigated by students over a sustained period of time; Provide the opportunity for students to examine the task from different perspectives, using a variety of resources; Provide the opportunity to collaborate; Provide the opportunity to reflect; Be integrated and applied across different subjects areas and lead beyond domain specifi outcomes.

5. The students are never asked

If the students never asked or rarely asked the two possibilities and are understood and do not understand at all. This also causes the learning process was not optimal due to less interaction between students and teachers. All teachers have experienced students who obviously have questions about the class or their homework but don't ask even when given the opportunity, and the same can be true for whole classes. There are also certain classroom and homework activities that are likely to prompt questions. One is giving them the answer key in the next class rather than with their homework exercises, so that they can call you over and ask you questions as they are checking their answers. This should make them very motivated to study the relevant points at home and then ask questions before their last chance to get the answers right.

E. CONCLUSION

Based on the finding and discussion explained in previous sections it can be argued that the factors caused the lack of communication during the teaching learning English process between the teacher and the students of Elevent grade at SMA Kristen Makale is the students are lazy to practice English so the students do not say anything when the teaching learning English process. The lack of mastery of the material. The relation between the teacher and students, the good relation make the process teaching learning should be very well. The lack confidence when the teaching learning English, the confidence are the support the process teaching learning and the students never are to asked so the process teaching learning not should be effective.

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