

COMMUNICATION PROBLEMS BETWEEN TEACHER AND STUDENTS IN ENGLISH SUBJECT

Wahidah¹, Hayatul Ridha¹

¹Faculty of Tarbiyah and Teachers Training, IAIN Langsa
e-mail: wahidah@iainlangsa.ac.id

Abstract: This study was carried out to know the main factors that caused students' and teachers' communication problems in communicating using the English language in learning English subjects. The method used in this study is a qualitative approach with a descriptive design. This study's subjects were 26 students in the class VIII-3 of MTs Swasta MIM Langsa and the English teacher who taught at this class. The data were collected using three collecting data techniques; there were interviews, questionnaires, and observation. Based on the data collection, the researcher found that the main factors that caused students' communication problems in communicating by using the English language were semantical, grammatical, and phonological factors. It happened in the process of delivering information or receiving information. Other factors were the noise from outside of the classroom, vehicle sound, and the distance between the speaker and listener. The last factors that caused communication problems were students' psychology as a listener, such as weak memory and lack of motivation. The teacher also had communication problems, but it was caused by environmental factors (physical barriers). The teacher did the teacher ways to solve these obstacles, so that communication between students and teacher runs by using English.

Keywords: communication; students; teachers

Abstrak: Penelitian ini dilakukan untuk mengetahui faktor utama penyebab masalah komunikasi siswa dan guru dalam berkomunikasi menggunakan bahasa Inggris dalam pembelajaran mata pelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan desain deskriptif. Subjek penelitian ini adalah 26 siswa kelas VIII-3 MTs Swasta MIM Langsa dan guru bahasa Inggris yang mengajar di kelas ini. Pengumpulan data dilakukan dengan tiga teknik pengumpulan data; ada wawancara, kuesioner, dan observasi. Berdasarkan pengumpulan data, peneliti menemukan bahwa faktor utama yang menyebabkan masalah komunikasi siswa dalam berkomunikasi dengan menggunakan bahasa Inggris adalah faktor semantik, gramatikal, dan fonologis. Itu terjadi dalam proses menyampaikan informasi atau menerima informasi. Faktor lainnya adalah kebisingan dari luar kelas, suara kendaraan, dan jarak antara pembicara dan pendengar. Faktor terakhir yang menyebabkan masalah komunikasi adalah psikologi siswa sebagai pendengar, seperti daya ingat yang lemah dan motivasi yang kurang. Guru juga mengalami masalah komunikasi, namun disebabkan oleh faktor lingkungan (hambatan fisik). Guru melakukan cara-cara guru untuk mengatasi kendala tersebut, sehingga komunikasi antara siswa dan guru berjalan dengan menggunakan bahasa Inggris.

Kata kunci: guru; komunikasi; siswa

Communication is the process of transmitting information and a general understanding from one person to another (Arfah, 2018). Some experts considered the importance of communication in human life is the basis of human development, individual damages, and human progress. Communicating is a vital and dynamic process in every organization. The effective communication can become one of the most important goals. When someone does not communicate effectively with each other they cannot acquire the necessary skills to perform their duties and in any case, their motivation reduce gradually, because the communication is the right foundation for transfer of information, knowledge and experience (Lunenburg, 2010).

In teaching learning process, students are expected to be able to convey their opinions or ideas using the English language. In this situation, the students' ability to communicate can be seen. If they can convey and receive information like what they want and they can give a response from what the teacher delivered they are communicative students. Teacher and students also expected to find out where obstacles occur when communicating and can avoid them. When they already know the problems that occur in communication, they can facilitate the communication process by avoiding the mistakes. Students can be able to communicate fluently by using the target language if they know the obstacles when communicating. They can give responses or feedbacks and they can communicate smoothly without obstacles. They can enjoy this activity and they can be interested in learning. Moreover students can

understand easily every material that given by the teacher in the learning process by avoiding obstacles in communicating.

However, in the reality, it often encounter failures and obstacles that arise, it is due to the weak communication system between the two parties because several factors and sometimes the teacher as speaker also cannot convey message successfully because students as listeners had difficulty in understanding what is conveyed by the teacher, the difficulty of the listeners in understanding the message was caused by various obstacles that occurred in communication. Furthermore, when the teacher delivered the message or the learning material used the target language or English. It was difficult for students to receive messages because most of them can not understand the message was delivered. Most students and teacher do not know the noises when communicating in the learning process, especially in the process of English learning.

Based on the explanation above which explains that communication is the most important thing in organizing and interacting with each other. One of the places where interaction or communication occurs is in educational institutions, more precisely the classrooms uses for the learning process. In the room, there is a two-way communication process between the teacher and students, where the teacher acts as the sender and student as the receiver. In the process of communication, there can be problems or disturbances, especially when using a foreign language, such as what happened between teacher and students in the

process of learning English. Students found it was difficult to convey information or give feedback in English learning and sometimes it also appeared misunderstanding between teacher and students when they communicate using English language. Therefore, the researcher interests in conducting the research with the title Communication Problems Between Teacher and Student In English Subject At MTs Swasta MIM Langsa.

METHOD

In this study, the researcher used a qualitative descriptive as research method. According to Sugiyono, qualitative research methods are research methods that are used to examine the condition of natural objects where researchers are key instruments (Sugiyono, 2016). Descriptive research includes studies that provide simple information about the frequency or amount of something (McMilla, 2008). This study described the results of the study according to what happened in the field.

The research was held in MTs Swasta MIM Langsa. It is located in Jalan Ahmad Yani, kota Langsa, Provinsi Aceh. The researcher decided this setting because the geographical location is easy to reach. The research conducted on March, 2019.

The technique of collecting data is the way of collecting data that used in this research. In qualitative research, data collection did in natural settings. In this study, researcher applied several techniques in data collection. There are interview, questionnaire and observation.

RESULT DAN DISCUSSION

In this section, the researcher intended to discuss the result from the results of interview, questionnaires and observation, based on the data that already presented before. The researcher found that students and teacher faced several barriers in communicating by using English language in teaching learning process. Even so, students get more obstacles than the teacher.

The result of questionnaires and observation showed that most students had obstacles in the process of communication (transfer or receive information), while the teacher did not have it. This was because in the communication process begins with several steps, so that information was conveyed to the listener and students have difficulties in each step. Most of students had obstacles in semantic encoding, grammatical encoding and phonological encoding. The same thing happened in the process they received the information conveyed by the teacher. This is also due to the process of receiving information also starting with several steps such as phonological decoding, grammatical decoding and semantic decoding and students experience difficulties at each step. This was the same as research conducted in Jordan which examined students' ability to convey information either in writing or speaking using English. The study found that many students had problems in lexical, syntetical and phonological (Rababh, 2008). It means that students have difficulty communicating using foreign languages.

Nevertheless, students also get other obstacles from the environment

in communication called physical barriers, such as noise generated by students who are outside the classroom, the sound of vehicles that were too loud and the distance between students and teacher in the classroom. This fits with research conducted by Timothy Christioano Chandra. In his research, he said that the crowded voices caused by children in other class groups, caused the children of the Bimbel participants to be difficult to regulate (Chandra, 2015). It indicated that the noise generated from the outside as well greatly affect the course of communication in the classroom.

It was not only that, the psychology problem of students as a listener was also creat barrier in the process of receiving information from the teacher or sender. Some students did not pay attention when the teacher delivered the message or subject matter in a normal tone, but when the teacher used high intonation tone (anger) they pay attention. Some students also had short term memory where they can not receive a lot of information and quick to forget it, especially if the information submitted with the English language. Some of them were also not interested in learning English. Half of them thought that the learning material delivered by teacher using English was not important and they did not want to know it.

From the results of teacher interview and observation, the researcher did not find any obstacles that the teacher faced in the process of communicating either in delivering or receiving messages from students. However, physical obstacles that sometimes occured can also interfere

with the communication process of teacher and students, but this was not a significant problem. When the teacher became a listener and listen the information conveyed by students, she did not had a problem in receiving information. The teacher seems interested in the message from the student and pay her attention. She can also remember and accept what students were trying to convey. She also listened and tried to understand the contents of the message given by the students and give a good response, even though the students conveyed it with incorrect structure of English, wrong spelling or confused words. It indicated that the teacher did not had any obstacles in communicating.

From the results of interviews and observations, the researcher found several solutions provided by the teacher to overcome communication difficulties. The first thing the teacher didwas to repeat the information given to students while always using English, so students were able to capture the information conveyed by the teacher. According to Muh. Ghufon, the repetition of information from teacher to students is the most important and must be done so that students can understand the meaning of the information conveyed by the teacher (Ghufon, 2016). It was done by the teacher in the classroom to make students understand the meaning of the message she was conveying. The teacher also used media that can attract students' attention in learning activity such as pictures, gestures to make students more interested and easy to understand (Ghufon, 2016). The last thing the teacher didwas providing motivation to students. The teacher did not directly punish the

student when the information or response given by the student to the information is wrong. She corrected it first and then gave words that fostered students' enthusiasm so that they had the urge to continue to express their ideas.

The researcher concluded that most students in class VIII-3 face barriers in communicating by using English language in teaching English subject. It happened in process of communication. The main factors that caused the problems in process communication are semantic, grammatical and phonological. It was invented by the researcher in process transfer or receive information that done by students. Other obstacles such as physical barriers and psychological barriers are also obstacles to communication, but have a smaller percentage to occur and do. These barriers prevalent in students, while teacher did not experience it, except physical barriers. Even so, the teacher must take action to overcome it. This was done by her in some ways like repeating information, using the media and gesture to have attention of students and motivating students.

CONCLUSION

Based on the explanations and description in the previous chapter, the

researcher concludes that the main factors that faced by students and become obstacles to communicate are semantic, grammatical and phonological. This happens when students convey information or when receiving messages from the teacher. Other factors that cause communication delays are physical problems, for example, such as the noise from other classes, the sound of vehicles that are too loud on the road and the distance between students and teacher when delivering or receiving information. Other factors such as lack of attention of students to the information conveyed, their lack of ability to receive and remember information conveyed and no motivation to learn also become things that hinder the communication of teachers and students. This is experienced by several students in class VIII-3. While the teacher does not have obstacles in communicating both when acting as a speaker or as a listener. Obstacles obtained by her are physical barriers. The teacher did some ways to solve the problems in communicating. First, teacher always repeat the information. Second, she used media and gesture to attract students' attention. Third, she gave motivation and gave good feedback for students to communicate by using English language.

REFERENCES

Arfah, A. (2018). Hubungan Kemampuan Komunikasi Siswa dan Kemampuan

Pemahaman Konsep Matematika Siswa Kelas X SMA Negeri 1 Bajeng. *Jurnal*

- Nalar Pendidikan*, 6(2): 86-94.
- Chandra, T.C. (2015). *Hambatan Komunikasi Dalam Aktivitas Bimbingan Belajar Antara Tutor Dengan Anak Kelas V SD Di Bantaran Sungai Kalimas Surabaya*. Surabaya: Universitas Kristen Petra.
- Gufon, M. (2016). *Komunikasi Pendidikan*. Yogyakarta: Kalimedia.
- Lunenburg, F.C. (2010). *Communication: The Process, Barriers, And Improving Effectiveness*, Sam: Houston State University.
- Rabbah, G. (2008). *Journal Of Language And Learning: Communication Problems Facing Arab Learners of English*. Saudi Arabia: King Saudi University. 2003.