

CHAPTER I INTRODUCTION

1.1 Background of the Problem

In learning foreign languages, especially English, there are things that need attention. Starting from learning the basic words, sentences, how to pronounce, and how to write. There are some skills that we must learn to master English well, they are: listening, reading, speaking, and writing. All skills are very important for English language learners. Each skill has a different function in English. From all skills above speaking is one of the important element to master English, because speaking is one of central elements of communication of an interactive process in which an individual alternately take the roles of speaker and listener used to communicate information, ideals, and emotion to the others using oral language (Irawati in Muklas, 2017:60).

Speaking is an important tool for communicating, thinking, and learning. Through speaking, students can learn concepts, develop vocabulary and understand structure. Speaking is one of the productive skills in verbal mode. Speaking is not only used in conversation, the people can talk for interaction, transactions, performance, sharing information, knowledge, and so on.

Communication is the process of deliver a message by the communicator to the communicant through the media that has a certain effect. These effects vary variations from understanding to do something. Effective communication is communication in the process of producing perceptions, behaviour and

understanding between communicators and communicants, namely what is believed by the messenger and the recipient is appropriate, meaning that what is received by the communicant is in accordance with what is conveyed by the communicator. So, if the message can be received well, the communication is effective.

Communication can help someone to interact with others. Either individuals, groups, communities, or organizations. Communications does not always run smoothly, there are barriers in communication, both for communicator and communicant. These barriers need to be considered in communication. To build effective communication is not easy, there must be more effort. To create an effective communication process, because on the one hand communication does not always take place as expected. In University of MuhammadiyahKotabumi, especially the third semester in English subject. The students can not communicate well, because there are some barriers that cause communication not run effectively. Namely, lack of vocabulary, do not master in grammar, and they cannot speak English fluently. Communication barriers can be interpreted as interference (noise) in the communication process. These barriers have a big effect on the effectiveness of the teaching and learning process. In addition, barriers are factors that can interfere with receiving a message. Because it is interrupted, the recipient of the message can also be mistaken in interpreting the message received.

According to Effendyin Chandra (2015:3) it is impossible for a person to make communication effective, it will be barriers of it. Many barriers that damage the communication barriers. The first, physical barriers in communication is

geographic distance between the sender and receiver. Communication is generally easier over shorter distance. Example, time and distance, if a message is not sent in inappropriate time, the message will not have, as the intention will not be met. So, the time of the message should be accurate and distance communication face to face has the least physical communication barrier and are easier as there more communication channels. Beside that, noise is the disruption found in the environment of the communication. It interrupts the communication process and acts as a barrier it makes the message less accurate, and unclear. The second, physiological barriers are due to individual differences among the human being in the behavioural aspects and mentality. Example, deafness and hearing impairment, a receiver with hearing impairment or can not receive audio message. They are also cannot talk with people face to face easily. Similarly, if a sender who is hearing impaired sends a message, the sender will not be able to get feedback.

The third, psychological barriers consists of the barriers as lack of determination of communication purpose, prejudices, perception differences, attitude and behaviour and level of knowledge acquired. Example, lack of attention, when a person's mind is distracted, the person is not able to form proper message, listen to what others tell, interpret the message as required and give proper feedback. So the communication not effective. Then, perception is the mindset using which people judge, understand and interpret everything. Each person has own perception of reality which is shaped from mental and sensory experiences.

The last, semantic barriers is the meaning of the word someone use. The same word may mean different people. Example, the meaning of words, signs, and symbols might be different from one person to another and the same word might have hundreds of meaning. Meanwhile, to communicate well, automatically our speaking ability must also be good, the students must master four components in speaking including vocabulary, fluency, pronunciation, and grammar. If the students master the four components of English, our communication can run well.

Some barriers above always met for the learners of English students. Based on interview with one of the English lecturers at the University of MuhammadiyahKotabumi, Mrs. Elis Susanti on Tuesday, October 22nd 2019, she stated that for the third semester speaking subjects was categorized as lacking, the majority of third semester students still could not communicate English well, and have some barriers in learning English, for example;The first, lack of vocabulary. Because lacking vocabulary, it makes the students confused when having to convey something in English verbally. So when they are asked to speak English, the majority of them are silent, many still stop, confused with what want to say.The second, the students do not understand grammar for to understanding grammar they are still very low, so they are afraid of wrong pronunciation due to lack of understanding grammar. If the students do not master in grammar they will be difficult to answer when asked in English.The third, the students not fluent in speaking English because they are lack of vocabulary and grammar, not accustomed in saying English, and rarely practice speaking English both inside or outside the classroom. So the process of speaking English is not fluent.

Besides that, the English lecturer stated If the percentage of 100% in the category of vocabulary mastery, it is only 10% for the students who are rich of vocabulary, and the rest are classified as poor. Because, when they speak up in English, they are still confused. Beside that, they are shy and less confidence, and it takes a long time to think about translating what want to say.

In addition, the third semester students were divided into two classes, namely A class and B class, between the two classes, class A is classified as very lacking in mastering vocabulary, grammar, fluency, and lacking motivation in studying English than B class. Here the table of comparison between score A class and B class.

TABLE 1
SCORES OF SPEAKING AT THE THIRD SEMESTER STUDENTS
ENGLISH IN UNIVERSITY OF MUHAMMADIYAH KOTABUMI

No	Interval Score	Total Number of Students		Total
		III A Class	III B Class	
1	63-67	12	12	24
2	68-72	7	6	13
3	73-77	3	3	6
4	78-82	-	3	3
5	83-87	1	2	3
	Total	23	25	48
	Average Score	69	71	

Source: Speaking Subject held by the English lecture in University of MuhammadiyahKotabumi.

Based on the table above, A class consists of 23 students and have average score is 69. Meanwhile, B class consists of 25 students and has average score 71. The total number of students between class A and class B is 48.

Then based on the interview for the third semester students of class A, on Wednesday, October 23rd 2019. The fact is that they are very difficult to communicate using English because, the first, lack of understanding in grammar, students did not know how to use grammar effectively in speaking. The second lack of vocabulary, the students not be confident to speak English because they are poor in vocabulary. They seldom hear and read English except from their book and the lecture. The third, fear of errors in pronunciation, they are hesitation and worry about making mistakes. The last they also rarely practice speak English both at home and on campus, which makes them not fluent in speaking English.

Based on the explanation above, to ensure what the barriers prevent third semester students, so they are not well communicates in English subjects, the researcher chose the University of MuhammadiyahKotabumi as the research location, and third semester students of class A, academic year 2019/2020 will be chosen as a research subject.

1.2 Focus of the Problem

Researcher limits the problem to be investigated because of the limitations of researcher and the scope of research that is too broad later. Based on the context of the problem above, the focus of this study is to describe the barriers of making effective communication in English of the third semester students English

education study program University of MuhammadiyahKotabumi, Academic Year 2019/2020.

1.3 Research Questions

As explanation above, the essential problem that will be described and investigated in this research can be expressed by the question:

1. What are the barriers of making effective communication in English of the third semester students English education study program University of MuhammadiyahKotabumi, academic year 2019/2020?
2. How much influence the effective communication barriers in English of the third semester students English education study program University of MuhammadiyahKotabumi, academic year 2019/2020?

1.4 Objective of the Research

The purpose of this study is expected to be able to describe the barriers in effective communication on the third semester students University of MuhammadiyahKotabumi, North Lampung in the academic year 2019/2020. To have more specific objective, this research is expected to give clear description about:

1. The barriers of making effective communication in English of the third semester students English education study program University of Muhammadiyah Kotabumi, academic year 2019/2020.

2. how much influence the effective communication barriers in English of the third semester students English education study program University of MuhammadiyahKotabumi, academic year 2019/2020?

1.5 Uses of the Research

The result of this research expected can give benefits both theoretically and practically. The use of this research are;

1. Theoretically

The result of this research is expected to support and strengthen the previous theories then the researcher hope from the result of this research, the researcher can find out new theory especially about the barriers of making effective communication in English. And the result of this research is expected to enrich the theory in teaching speaking skill especially in teaching speaking English for English foreign language learners.

2. Practically

The results of this study are expected to provide benefits to the reader, this research can provide information in writing as well as their reference. The use of this research is to provide information about the barriers of effective communication in English subjects at the third semester students University of MuhammadiyahKotabumi, North Lampung, academic year 2019/2020. This research is also useful for next researchers who will conduct the same research about the barriers to effective communication in English subjects. It can be the reference for them on their research or for next writing.