Analysis on Students' Verbal Communication at English Education Study Program of Tomakaka University Mamuju

Fatmawati Fatmawati
Fakultas Keguruan dan Ilmu Pendidikan Universitas Tomakaka, Mamuju
Email: bipfatma@gmail.com

Abstract
This research tries to investigate the Analysis of Students' Verbal Communication in the English Education Study Program of the Tomakaka University of Mamuju. By answering these questions What kind of errors are made by students when committing verbal communication in the classroom at the English Education Study Program of the Tomakaka University of Mamuju? What are the causes of the errors? to achieve the aims, the researcher implemented research to analyse verbal communication by the Qualitative Descriptive method. This research was conducted at Tomakaka University Mamuju. English language students at Tomakaka Mamuju University, have many problems occurring at the same time In the framework of overcoming the problem, the researcher intends to carry out an analysis of the verbal communication of students. This analysis will be a reference to correct errors that often occur.

Keywords: Analysis, Verbal, Communication.

Introduction

English is the language used as a medium of communication, English as well as an international language used to communicate with others throughout the world. Most international business interactions that occur in various parts of the world use English as a platform. To be successful in the field of international business, it is necessary to be able to speak English and be understood and ideas in English.

English is not only the main language of business, but also the main language of social interaction. Although most countries have their own languages, English is the only language that unites the whole world. Getting to know English is the most important step to becoming a global citizen, that is, people who can live anywhere, develop anywhere, and talk to anyone. English is used to overcome all communication barriers and can exchange ideas and ideas.

In the field of education, specifically in West Sulawesi, interest in learning English classes of education activists, both teachers and students, has begun to grow. Some of them have used English in verbal communication. But apparently there are still many errors of speech found in the communication. For example, English language students at Tomakaka Mamuju University, they often converse in English with many problems occurring at the same time. If the error continues it will become a bad habit as a student therefore there must be a reference that must be done in an effort to examine this problem in order to be resolved. Therefore this research will be conducted to analyze these errors and so they can be corrected as efforts to make them better after this research.

The issue of verbal communication errors needs special attention. If verbal communication is good, it will be easy for them to communicate with the wider community and overseas. Good verbal communication will increase their level of confidence.

Verbal communication is communication that uses words, both orally and in writing. Verbal communication is most widely used in human relationships, to express feelings, emotions, thoughts, ideas, facts, data and information and explain them, exchange feelings and thoughts, argue with each other, and fight.

Verbal communication through oral can be done using the media, for example someone who converses over the phone. While verbal communication through writing is done indirectly between the communicator and the communicant. The process of delivering information is done by using the media in the form of letters, paintings, pictures, graphics and others.

Verbal communication among human beings is possible both at the spoken and written level, in both situations communication being possible through different formats.

Spoken or verbal communication refers to the use of sounds and language to relay a message, it serves as a vehicle for expressing desires, ideas and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people.

Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reasons. Harmer (2002:46) states the reasons as follows:

1. They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

2. They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

3. They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they process) the language they think is appropriate for this purpose.

According to Diny (2011:18), there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

In each person there is a communication process that aims to recognize one another, therefore the communication that exists must have interpersonal understanding and trust, besides that there are several components that must be maintained to maintain communication relationships so that there are no misunderstandings that can lead to destruction or damage disconnection.

1. Elements in Verbal Communication

   An important element in verbal communication, can be words and language.

   a. Word

   Words are the smallest symbols of language. The word is a symbol that represents something, be it a person, thing, event or circumstances. The meaning of the word does not exist in people's minds. There is not any direct relationship between words and things. What is directly related is only words and people's thoughts. Verbal communication is a mediated form of communication. Often we try to make inferences about what meaning is applied to a choice of words. The word we use is an agreed abstraction meaning, so that verbal communication is intentional and must be 'shared' among the people involved in the communication.

   b. Language

   Language is a symbol system that allows people share meaning. In verbal communication, language symbols that used is spoken language, written on paper, or electronic. Language has three closely related functions in creating effective communication. That function is used to learn about the world around them, build good relationships between each other and create bonds in life man. There are three theories that talk so that people can have language skills, including:

   1) Operant Conditioning Theory developed by a behavioristic psychologist named B. F. Skinner (1957). This theory emphasizes the existence of an element of stimulation (stimulus) as well as response (response) or better known as the S-R. Theory This states that if an organism is stimulated by stimuli from outside, people tend to react. Children know the language because he was taught by his parents or imitating what other people say

   2) Cognitive theory developed by Noam Chomsky, which states that the language skills that exist in Humans are biological traits that are brought from birth.

   3) Mediating theory or mediating theory, which was developed by Charles Osgood. This theory states that humans in developing their language skills, not only react to stimuli received from outside, but also influenced by internal processes that occur in itself

2. Characteristics of Verbal Communication

   a. Clear and Concise

   It is simple, short and direct. When the words that used sparingly. Speaking slowly and clearly will make the word easier to understand.

   b. Vocabulary

   The use of words that are easily understood by someone will improve communication success. Communication will not succeed if the sender of the message is not able to translate words and speech.

   c. Connotative and denotative meaning

   The connotative meaning is the thoughts, feelings or ideas contained in a word, while the denotative meaning is giving the same meaning to the words used.

   d. Intonation

   A communicator is able to influence the meaning of the message through the tone of voice that is sent. Emotions play a big role in tone of voice.

   e. Speed of speech

   The success of communication is also influenced by the speed and the right tempo of speech. The impression of hiding something can arise when there is a quick diversion of the subject in the conversation.

f. Humor

Humor can increase success in giving emotional support for the interlocutor. Laughter helps reduce the listener's tension thereby increasing the success of gaining support.

3. Types of Verbal Communication

Verbal communication include sounds, words, language, and speech. Speaking is an effective way of communicating and helps in expressing our emotions in words. This form of communication is further classified into four types, which are:

a. Intrapersonal Communication

This form of communication is extremely private and restricted to us. It includes the silent conversations we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts.

b. Interpersonal Communication

This form of communication takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

c. Small Group Communication

This type of communication can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group communication. Unless a specific issue is being discussed, small group discussions can become chaotic and difficult to interpret by everybody. This lag in understanding information completely can result in miscommunication.

d. Public Communication

This type of communication takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of communication. In such cases, there is usually a single sender of information and several receivers who are being addressed.

The research aimed to reveal the effects of verbal communication and non-verbal communication on students' English achievement of Informatics department of STMIK Bina Patria Magelang, Central Java-Indonesia. The research employed a quantitative approach with survey research.The data was collected by using questionnaire and score of final English test.The data was analyzed by using regression. The results of the research, verbal communication and non-verbal communication gives a significant positive effect on the students' English achievement. Based on the conclusion of research result which shows the significant role of verbal communication and nonverbal communication in teaching and learning process, teachers need to maintain and develop effective communication in order to successfully transmit learning materials to students.

One alternative it is with a combination of the use of verbal and nonverbal communication. Wiguna (2017). This study deals with verbal interaction between teacher and students in the classroom interaction. two formulation of the problems, namely (1) What are the styles of verbal interaction used by the teacher in the classroom interaction, and (2) What is the dominant style of verbal interaction used by the teacher in the classroom interaction. applied a desctiptive qualitative method. done

by English Teacher in SMP YWKA. The technique of data analysis used theory of sugiyono (2016), namely data reduction, data display, and conclusion drawing. The reasearch finding shows that there were two styles of verbal interaction used by the English teacher; (1) Expressive Style and (2) Aggressive Style. The dominant style used by the teacher was Expressive Style. The Expressive style was the dominant one because used by everyone to get closed with the others. Including teachers: Of course, the teacher must get closed with their students in order to have good interaction in the classroom.

Method
This descriptive qualitative research aims to analyze the speech errors of 3rd semester students of Tomakaka Mamuju University in English verbal communication. With a sample of 21 students, data collection was carried out through class observation, audio recording of conversations via WhatsApp, and interviews. The research instruments included observation notes and audio recordings, which were analyzed using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing to identify types of students' verbal errors in communicating in English.

Finding and Discussion
The findings were present based on the research question in chapter I and followed by its discussion.
Problem Statement 1
What kind of errors are made by students' when committing verbal ccommunication in classroom at English Education Study Program of Tomakaka University of Mamuju?
From the question regarding perceptual verbal communication from 11 students at Tomakaka University of Mamuju, based on the third semester students English Education Study Program who were sampled there were 2 errors, namely: grammar and pronunciation errors.

There was one step taken by the researcher to find out what kind of errors are made by students when committing verbal communication in the class room at English Education Study Program of Tomakaka University of Mamuju the result of data analysis of students' perception that observation note this is can be seen through steps as follow:
1. Finding from observation note

On these findings, the researchers had conducted research on students' verbal communication at English education study program in 3rd semester, there are several researchers found errors in communication, namely;
a. Grammatical error

Grammar error is term used in prescriptive grammar to describe an instance of faulty unconversial usage such as a misplaced modifier or an inappropriate verb tense, that are:
b. The Use of "You are accustomed to being alone" and "They had been used to learning"

The sentence "You are accustomed to being alone" and "They had been used to learning" ware used by student to speak in audio recording. It could be seen from the extract 1 below:

Extract 1

> You are accustomed to being alone
> "They had been used to learning"

c. The use of "Tasks that should have been send are not sent" The sentence "Tasks that should have been send are not sent" was used by student when speak in audio recording, it can be seen from the extract 2 below:

Extract 2

> Tasks that should have been send are not sent

The Use of "Who online schools are valid" The sentence "Who online schools are valid" was the student speak by using audio recording. It could be seen from the extract 3 below:

Extract 3

> Who online schools are valid

d. The Use of "Many student will only attend online classes" The sentence "Many student will only attend online classes" was speaking by student in audio recording. It could be seen from the extract 4 below:

Extract 4

> Many student will only attend online classes

e. The use of "their children while studying the make students" The sentence "their children while studying the make students" was speaking by student in audio recording. It could be seen from the extract 5 below:

Extract 5

> Their children while studying the make students

f. The use of " online schools is very troublesome and boring" The sentence "online schools is very troublesome and boring" was speaking by student in audio recording. It could be seen from the extract 5 below:

Extract 6

> Online schools is very troublesome and boring

So, from the finding above there are various kinds of grammatical errors obtained from the identified data. These errors are identified according to the theory of Lennon (1991) which classifies errors, namely addition, omission, replacement and ordering.

Pronunciation error

Every learner of a second language / foreign language is never free from making mistakes. This error is part of the learning process (Brown, 2000). This also happens to English learners. One of the mistakes often made by students is in pronunciation. Pronunciation in English are divided into two major groups of sounds, namely vowels and consonant sounds. Of these 26 letters, twenty are proper consonants and five are proper vowels. One, the letter y, can be considered either a consonant or vowel depend on usage. The mistakes most students made are:

Problem Statement 2

The findings in this section are also based on the Problem Statement in Chapter 1, namely "What are the causes of the error?" After making observations, the next activity is interviews with 3rd semester students of English Education Study Program at Tomakaka University of Mamuju, the results can be seen as follows:

The findings from these students' perceptions asked by whats App about the causes of speaking error while communicating verbal from the interview season. There were causes that were considered good, not well students and some others. As for these mistakes in the journal written by Al-Tsaqafa, he divided them into several sections including. (a) Difficulty remembering words: Sometimes the words we have learned disappear from the brain and when we want to say or write something we get confused, (b) Pronunciation that is different from writing: Sometimes when we know English writing, we don't know how to pronounce it because it is different from writing. It turns out that there are no very standard rules how to pronounce English words, (c) Confusing pronunciation of letters: It is not uncommon for English words to be very confusing for example the word "PUT" is read normally. But in contrast to "CUT" it is pronounced "KAT".

Based on the research result, the data obtained during the research through observation notes and interviews had been described. This study was focused on knowing the speaking error in verbal communication in 3rd semester students of English Education Department at Tomakaka University, Mamuju. Note observation consisting of grammar error and pronunciation error in this study is focused on finding out what problems are found when students speak in verbal communication at TOMAKAKA UNIVERSITY.

The results of the study found that there were several errors and the causes of speaking errors in verbal communication students of the English Education Study Program at Tomakaka University, Mamuju, in terms of speaking aspects, include grammatical errors in addition and pronunciation errors, namely vowel sounds and consonant sounds during speaking in verbal communication, as for the cause of speaking errors, namely difficulty in remembering words, different pronunciations by writing, and confusing pronunciation of letters.

Grammar Error Analysis

Analysis 1

In extract 1, The sentence "You are accustomed to being alone" and "They had been used to learning" were student's utterance when speaking in audio recording, but it would be nice if the student say " you are accustomed to be alone" and "They had been used to learn" because to infinitive should meet with verb 1

Analysis 2

In extract 2, the sentence "Tasks that should have been send are not sent" was utterance student to speak the topic, but the sentence was incorrect must be "have been sending" because it include to the class of the present perfect continuous tense like the formula S + HAVE / HAS + BEEN + VERB ING.

Analysis 3

In extract 3, the sentence "Who online schools are valid" was utterance by student speaking, it must be nice the sentence "which/that online schools are valid" because the connector "who" it is for person.

Analysis 4

In extract 4, the sentence "Many student will only attend online class" was utterance by student speaking, it must be nice the sentence if "Many students will only attend online classes" because "many" is plural need to add "s" to be plural.

Analysis 5

In extract 5, the sentence "their children while studying the make students" was utterance by student speaking but the grammar it is incorrect, it must be the sentence "their children while studying make students" because article should meet with subject.

Analysis 6

In extract 6, the sentence "Online schools is very troublesome and boring" was utterance by student speaking but the grammar it is incorrect, it must be the sentence "online schools are very troublesome and boring" because "schools" is plural.

Pronunciation error analysis

Vowel sound

From the table on page 27, it can be seen that the pronunciation errors made by students when pronouncing vowels tend to simplify it, such as the word Exampel / Ig'z (æ) mpƏl / replacing it with the sound / Iks (a) mpƏl /. The sound / æ / is a combination of sound / a / and sound / ɛ /, so that students have difficulty pronouncing it correctly and simplify it by replacing the sound that is approaching. the letter u in words that are difficult to read / Ə /, but read / a / and words that must be read / ʊ / but read / a / by students, and learning words with sounds / lƏrn / students pronounce / lƏarn / by adding the letter a, the sound / ɔz / is read with / Əs / by the student on the word because / bi'kɔz / students pronounce the sound /bikƏs/.

Consonant sound

From the table in page 28, when students pronounce the consonant sound, the errors in pronouncing the word are interdental sounds with / θ / and / ð / sounds and alveolar sounds with / ʃ / sounds and / ɛ / sounds, as in the word that / ðæt / students replace them with / dɛt / and the word with / WIθ / students pronounce it with / WIt / while the alveolar sound in should / ʃƏd / students say it with the sound / sud / and in the word Lecture / lɛktʃƏ / the mention of student / lecer / This error occurs because differences in the consonant sound system in Indonesian or students' first language with the consonant sound system in English as the target language. Indonesian does not have interdental and alveoral sounds, so to pronounce a word that contains these sounds, students replace the two sounds with an approaching sound, namely sound / t / for / θ /, sound / d / for / ð /, sound / ʃ / for / s / and sound / tʃ / for / c /.

Conclusion

Qualitative research conducted at Tomakaka Mamuju University analyzed the English verbal communication of students of the English Language Education Study Program. The results of the study show that there are two main types of errors in students' verbal communication, namely grammatical errors and pronunciation errors. These errors are generally influenced by the interference of the mother tongue and the competence of students in absorbing or repeating the material given by the teacher. Grammar and pronunciation errors that often occur in verbal communication are caused by several factors, including difficulty remembering words, differences between pronunciation and writing, and confusing pronunciation of letters. These mistakes can be evaluated for student learning

development, both in terms of learning interests and the learning system applied by teachers.

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