

**THE INFLUENCE OF TEACHERS' COMMUNICATION
SKILLS TOWARDS STUDENTS' PARTICIPATION
IN LEARNING ENGLISH**

THESIS

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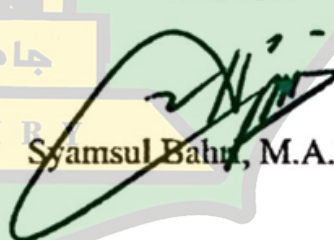
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The Influence of Teachers' Communication Skills Towards Students' Participation in Learning English

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 20 Maret 2025

A R - R A N Saya yang membuat surat pernyataan,



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(In the name of Allah the most Gracious the most Merciful)

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ABSTRACT

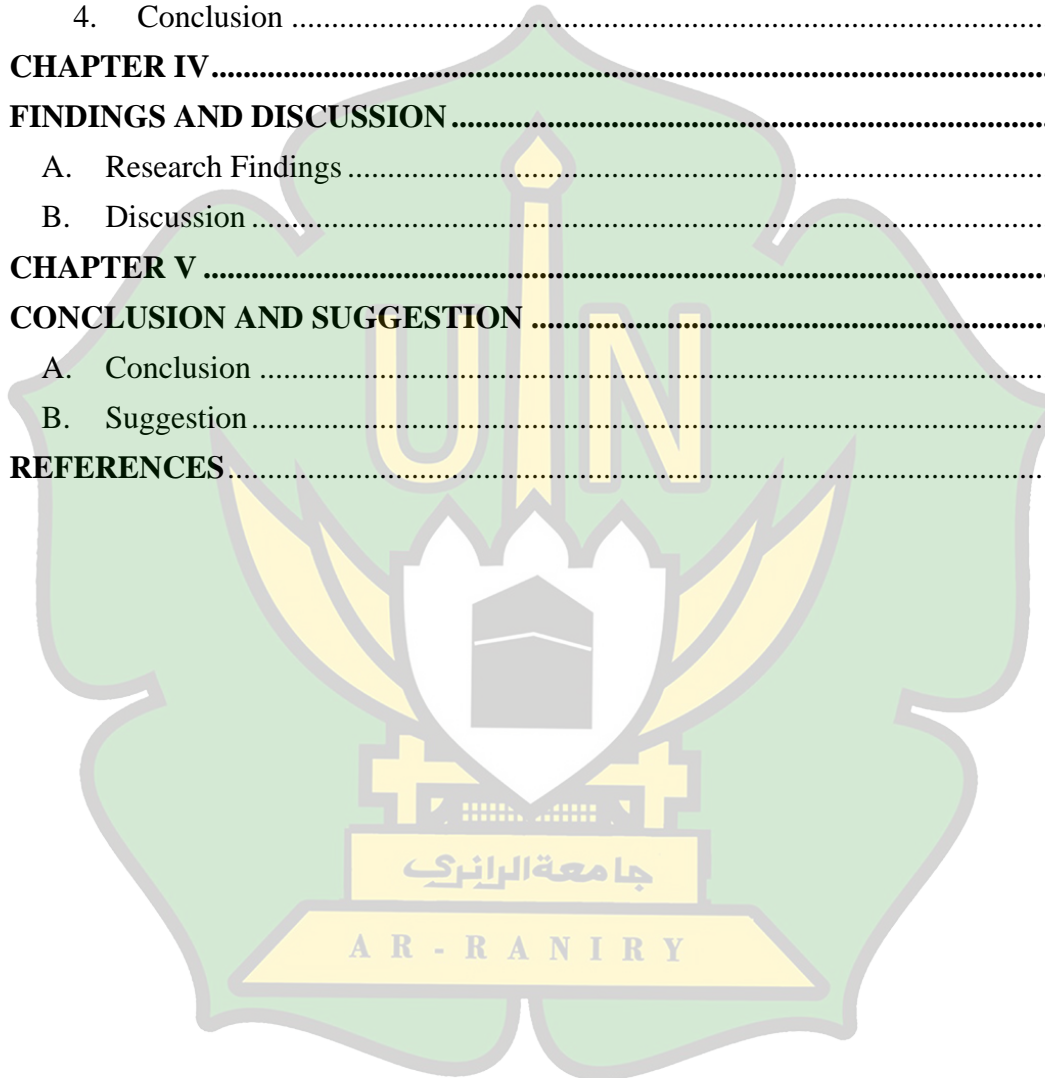
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This research aimed to find out how teachers' communication skills influence students' participation in learning English. The researcher used qualitative method. The data was collected through semi-structured interview and observation. The interview was conducted with two English teachers, four seventh-grade students and four ninth-grade students MTsN 4 Aceh Besar as the participants. The observations were carried out with two classes of the participants to support the primary data that has been obtained through interviews. The findings of this study indicate that a teacher's communication skills can influence student participation in learning English. It shows that teachers apply two types of communication, namely verbal and non-verbal communication. The verbal and non-verbal communication implemented by the teachers to encourage students to actively participate in learning activities include greeting and checking students' attendance at the beginning of the class, using question-and-answer session, providing appreciation and feedback to students, giving advice to motivate students, and lastly using vocal variety. This includes how teachers make eye contact, smile, and use body language while communicating with students. This study revealed that the teachers' communication skills have succeeded in influencing students' participation in learning English.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, the aims of the study, the significance of the study, and the study terminologies.

A. Background of Study

In today's globalized world, the ability to speak English has become increasingly important. It is considered the universal language of business, science, and diplomacy, and allowing everyone in the world to share information accurately and efficiently. Moreover, the demand for English language learning has increased rapidly, especially among non-native speakers. It is supported by a statement from Crystal (1997, as cited in Dewi 2004) that in comparison to other languages, the number of people who communicate in English with international speakers is constantly increasing around the world. Where fortunately also increases people's desire to learn English. In many countries, English is taught as a second language, and students need to have a strong motivation to learn and master the language.

In Indonesia, English is taught as a mandatory subject in schools from the primary level up to the university level. As stated in the Ministry of Education and Culture's decree, number 060/U/1993, English is one of the courses taught in elementary schools that are considered to be local content (D.Sudrajat, 2015).

However, Indonesia's Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) recently announced a significant decision stating that English will become a compulsory subject for grade 3 students in primary schools. This move was implemented through Permendikbudristek Number 12/2024. However, the implementation of this policy will take time. English will be a compulsory subject in elementary schools starting from the 2027/2028 school year, which gives local governments and schools time to prepare.

As English is taught as a foreign language in Indonesia and is primarily learned in classrooms, teachers play a critical role as the primary source and facilitator of language information and abilities (Kassing in Sulisty, 2016). Richards in Sudarsi et al., (2015) contend that an English teacher should have a good qualification, competence, good performance, good communication, and a good personality to encourage students' ability to use English. Teachers are expected to improve the quality of teaching, manage class well, and provide optimal motivation for student to participate in learning by improving communication skills.

Communication abilities is essential for teachers to create successful student learning environments. A teacher who is skilled in communication can help students overcome obstacles to learning and provide them with the support they need to succeed. Khan, et all., (2017) contend that communication is a dynamic process that requires foresight and bravery to face the other person and

effectively express his or her message. Teachers need clear communication for a good understanding of students and to avoid problems for students while learning from their teacher.

A study by Fathi and Mardani (2018) found that teachers with strong communication skills are more successful in motivating students to participate in the classroom and improving their academic performance. Clear communication aids teachers in delivering knowledge to students and fostering good relationships with them. Students' academic performance can be enhanced, engagement levels raised, and motivation levels increased. It's not just about speaking though, nonverbal communication skills such as body language, tone of voice, and facial expressions are also important for teachers. As supported by Corbella and Sánchez (2019), nonverbal communication skills of teachers play a significant role in creating a positive learning environment, fostering students' participation and engagement, and building strong relationships with students. Teachers' communication skills play an important role in increasing students' participation in the classroom, especially in English language learning.

In a previous study, Vongsila and Reinders (2016) found that teachers have an important role in helping students participate in the classroom. As facilitators, teachers are expected to be able to develop active learning according to students' talents, interests and psychology. Teachers are also responsible for encouraging student participation in classroom activities by using good

communication skills. Peng (2021) has precisely stated that in learning English as a foreign language, students' participation refers to their level of commitment to actively interact with the learning materials, both verbally and non-verbally. Praise from teachers is cited as one of the factors that increase students' participation and motivation, which ultimately supports their achievement.

Students' motivation to participate in learning activities seems to change regularly. Students are not always passionate about the activities they do during lessons. students' desire to participate in learning is often disrupted due to a variety of factors. While in the classroom, such students tend to ignore the teacher's explanation of the lesson, talk to their classmates, engage in useless activities, and so on. According to Sardani (2021), students naturally will not participate if they know that they are not proficient enough in the language. If they try to participate, they will be pressured by other proficient students and the teacher. Therefore, the teacher's speaking ability to overcome difficulties in student learning participation is very important.

The researcher also found the same phenomenon in MTsN 4 Aceh Besar, where in teaching and learning activities, some students showed minimal participation in English learning, both verbally (asking or answering) and non-verbally, some students feel bored or sleepy when the teacher explains the material. Based on the previous phenomenon, the researcher wants to analyze further about teachers' communication skills on students' participation in learning

English in MTsN 4 Aceh Besar and the influence of both. In short, this research is entitled, “**The Influence of Teachers’ Communication Skills Towards Students’ Participation in Learning English**”. The different levels of school and culture must show different results that make this problem necessary to investigate.

B. Research Questions

Based on the background, the researcher formulates a problem as follows:

1. How do teachers' communication skills influence students' participation in English learning?

C. Research Aims

Concerning the previous research question, the aim of the study is:

1. To examine the influence of teachers' communication skills towards students' participation in English language learning.

D. Significance of the Study

It is expected that the result of this study will benefit all parties, such as English students who will be English teachers in the future, lecturers, and other researchers. It helps the students of the English student department to acknowledge the influence of teachers’ communication skills on students’ participation in learning English. The result of the study was intended to assist the teachers in teaching using good and clear communication that motivated students to actively participate in learning English. Last but not least, the findings

of the study can be used as references for other researchers conducting related research.

E. Terminologies

To highlight some essential terms in the study, the definitions of terminologies is discussed as follow

1. Communication Skills

Based on the Oxford English Dictionary (2003), The noun "communication skills" refers to the abilities that allow an individual to convey information effectively. This includes verbal communication (speaking clearly), non-verbal communication (using body language), listening skills (actively understanding others), and written communication (writing clearly). These skills are essential for effective interaction in various contexts, both personal and professional.

In this study, communication skills described as a form of interaction between teachers and students at school. Communication is one of the important points in delivering messages, both learning messages and moral messages. In order to establish good communication between teachers and students who are taught, it is necessary to have certain strategies in communicating so that communication will run effectively.

2. Students' Participation

In 1993, Finn dan Voelkl considered Students' participation as active engagement in learning tasks, including attending class, participating in discussions, doing assignments, and showing curiosity about the material. They emphasize that participation is an integral part of academic engagement that supports long-term learning success.

On the other hand, Lee (2005) as quoted by Zhafira (2019) defines student participation as student action. Student actions can include asking and answering questions, giving comments, and sharing ideas in discussions or other activities. In this study, participation is defined more as students' involvement in verbal and non-verbal interactions with the teacher in explaining the subject matter, which helps increase motivation to take an active part in learning activities.

