



The Communication Barriers Between EFL Indonesian Teachers and EFL Learners in Thammislam Foundation School, Thailand

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ABSTRACT

English communication barriers are a circumstance that EFL learners frequently experience. This problem is not limited to situations, people and time. The educational field is not an exception, furthermore, here is where the basis for English language learning for EFL students is formed. Lack of communication is nothing new felt by both sides. In regard to that topic, this research presents the communication barrier issue, which the writer, an EFL teacher, observed and encountered toward EFL learners when carrying out teaching and learning activities at Thammislam Foundation School in Thailand. This study aims to identify the various categories of issues that arise when interacting using English and to provide solutions or suggestions to these problems which are expected to help in the future event. The data of this study were collected in two ways, using a questionnaire and doing an interview with a total of 13 participants. The result indicates that the Disinterest factor shows up as the highest that caused communication barriers with a percentage of 22.3% while the Sosio-attitudinal factor is the lowest with a percentage of 19%.

Keyword

Communication Barrier, Thailand, Teacher, Student

INTRODUCTION

As a result of widespread globalization, The significance of improving language learners' ability to communicate with speakers of different languages has been highlighted (Min, 2014). It is generally acknowledged that mastering a foreign language is primarily about improving one's ability to communicate. However, it is a well-known reality that most EFL/L2 learners find communication to be difficult and confusing (Ghout-Khenoune, 2012). Language study and training were strategies for enhancing pedagogy achievement and learning effectiveness (Sofia Jusslina, 2022).

The sphere of education is included in the scope of this regulation, teachers and students are no exception. For both students and teachers to succeed, communication must be effective (Duta, 2015). One essential component of effective learning is giving out consideration to the learner's involvement (Tsang, 2020). This is where the role of educators applied. language educators act as "managers" of evaluation by continuously monitoring, assessing, and analysing students' achievement, so they can

enhance the student language accomplishment process (Tsang, 2020). Teachers adopt class-based language evaluation to directly look at students' language process and achievement as well as to aid their language acquisition (Chunshou Lan, 2019). In this mostly communicative circle, teachers must demonstrate their own communication skills while also demonstrating the ability to help students develop their communication and information skills as a requirement for effective learning and healthy relationships (Iurea, 2015).

However, communication issues might be unavoidable, especially if both sender and receiver are two different Asian native speakers. Communication issues like being unable to speak to each other seem so common for them. Lucky us, English has assumed the position of being the most widely used language, especially in a particular situation and condition (Arum Kim, 2022). English turns out as the basic communicational delivered language for all speakers, especially for those speakers with a totally different mother-tongue language, with English various-context, learners are ready for worldwide occasions (Yuxuan Mu, 2023). Young pupils nowadays are exposed to English training and learning to an ever greater extent, they advance through their academic careers. Students are being prepared by English lesson programs for the variety of communication required in an enhanced international environment (Jean E. Curran, 2017). Even though English can facilitate communication between non-native teachers and students, students will still require the assistance of the teacher to complete the learning and evaluation processes.

Educational support describes circumstances where students need to seek assistance from someone they perceive to be more knowledgeable than themselves after realizing they are unable to solve an issue on their own. Educational support for students is a type of lesson guiding. Educational support is an examination process that involves defining if there an issue exists and if assistance is requested, deciding what kind of request to ask for and who is need it, asking for and receiving assistance from the assistant, and then applying the assistance that was given (Sabine Zorn, 2022).

RESEARCH METHODE

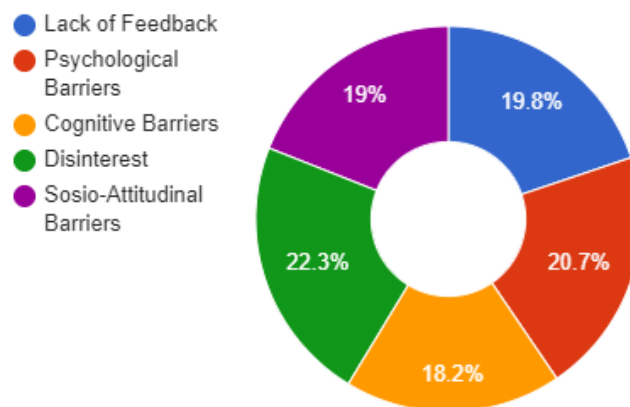
The research information was obtained by using a questionnaire as non-verbal data and taking interviews with the subjects research as verbal data. The subjects were 1st-grade high schoolers chosen through selective processing with 13 participants in total: 10 male and 3 female students, with an average age of 15 to 16 years enrolled. This research mainly came from the writer's teaching service event at Thammislam Foundation School Thailand, where I focused on

specific types of questions to get the writer's desired answer. This research intends to break down the issues and give suggestions.

RESULT AND DISCUSSION

According to previous research (Duta, 2015), he made a group of classification barriers to get an exact result from his subjects. Referring to this, I took five main obstacles as my participant's identification from the data that has collected.

- a. Lack of feedback, required responses from those who urge to express anything; something that is frequently personal, a thought, an experience, a new finding, or an idea, and then try to comprehend it (19.8%)
- b. Psychological barriers; lack of attention, individual manners, personal feelings, peers, oneself, and anxiety (20.7%)
- c. Cognitive barriers; transmission method, the particular course learned, linguistic differences or deficiencies, repetition of messages, and social viewpoints (18.2%)
- d. Disinterest, increases among the learners as a result of the deficiency of teaching resources (22.3%)
- e. Socio-Attitudinal barriers; Social behaviours, the Pygmalion effect, and isolation (19.00%)



Picture. 1

Classification of Responses Toward The Barriers

We can see in Fig. 1 that nearly all of the barriers are separated by a small space. While Disinterest holds the first position (22.3%) for the highest barrier result among the others this also shows a different result from previous research. (Wu, 2019) found in his study result that lack of feedback has the highest score for students' communication barrier which is said that language ability and perceived relative competency both had a significant impact on the

quantity and variety of feedback offered. Here showed that a learner's language finesse affects feedback outcome, while this study shows inversely. In (Bezemer, 2008) research said that such boundary signals when talking may be realized through changes in voice pitch and body language. He underlines that the variety of restrictions can be seen in students' behaviour. The same thing happened to the writer with the students, like the gesture, their attention and also their facial expression. From all the unconscious actions, we can observe physically when interviewing for the data collection purpose. (Yawen Liu, 2023) also said, at a time when a new language is acquired in a formal environment, particularly when a learner has little to no capacity to speak in that particular language, anxiety can develop. Anxiety over learning a new language has been a factor that negatively impacts learners' language acquisition and accomplishment. This supports the data served that some psychological factors also affect learners' communication performance. Whether problems like this arise, it is advisable for teachers to provide support to their students. (Honggang Liu, 2023) said that One definition of teacher's support is how teachers care, boost, and cherish their learners or can be a support system psychologically, which means that a teacher can giving-hand, be someone who is reliable, trusts, and appreciate students.

Then, (Yoon, 2016) said that to solve lexical and grammatical issues, the reference suite was an efficient cognitive aid for the participant's cognitive ability. As the result say, cognitive is an obstacle as well which creates incomplete responses. I realize this weakness from both the interview section and the written questionnaire applied, other than that was from teaching-learning activity in the classroom. In a certain situation like this, we start to realize how useful google translate is to deliver conversation. Google Translate is an automated translation application to interpret words or sentences from one specific language into other target languages (Thomas Hartka, 2023) (Akshat Shukla, 2023). Using a body gesture is another strategy that works well. According to (Lin, 2020) Body or hand movement can help the communicator interaction, it is relieving the speakers' burdens. It can help with contemplating, communicating, and studying enhancement resolve.

However, social attitudinal may seem insignificant but it also takes part in forming an imperfect teacher-student interaction (19.00%), for example, The Pygmalion effect. The Pygmalion effect means how a teacher's accomplishment can inspire learners for achieving better achievement in the next learning activities. Students tend to have high expectations of teacher's competency produce levels rather than those who have the opposite thought about their teacher. Afterwards, we can monitor and observe students' attitudes verbally or

non-verbally towards the teacher from their point of evaluation (Stefan Fries, 2006). In addition, (Michael Yao-Ping Peng, 2023) claimed that intellectual progress that controls mannerisms is called self-efficacy. In my case, I spotted the students' gestures during class activity or when an interview section makes me more sure about their interest. But above all of the barriers, this study result shows that Disinterest turns out as the highest factor for lack of response. Like what (Iurea, 2015) wrote in her research, teachers should constantly be concerned with learning methods and materials, and ideas to engage students' enthusiasm. Learning media also support the delivery of teaching material and they heighten students' focus and keep them interested (Peng, 2019). The ability to create that kind of environment is expected to raise quality and meaningful interaction in a teacher-student relationship. But the problem here not all of the English teachers in Thammislam School can keep the consistency of their act meanwhile there are many students who are less interested in English subject so, the lesson's purposes might be difficult to achieve. But that does not imply that this issue cannot be resolved. Teachers can apply fun learning concepts or use games-based learning as media. Joy and excitement are regarded as basic and significant components of learning activities (Lucardie, 2014). Joy describes as a good-impression vibe. Gaming can create an enjoyable learning process (Gabriella Tisza, 2021). By enhancing students' attention and participation, game-based learning may make learning activities more fun and engaging (Chi-Jen Lin, 2020). In (Yulin Wang, 2020) study showed that integrating learning programs with physical and games activity is worth improving the quality of study achievement.

CONCLUSION

Communication barriers are all things that prevent two sides from receiving and understanding messages in the form of ideas, information, and thoughts effectively (Rani, 2016). The results of sample data processing show the percentage level of each communication barrier that occurs to students, as follows, disinterest appears as the highest result with 22.3%, psychological barrier takes the second position with 20.7%, then lack of feedback with 19.8%, sosio-attitudinal barrier with 19%, and lastly cognitive barrier appears as the lowest with 18.2%. The lack of linguistics caused communication issues (Nathalie Aichhorn, 2017), still, every obstacle must have a way out, therefore these communication issues can be reduced as well. These communication barriers in students can be accommodated and assisted by their language teacher. English language teachers are supposed to assist their students to gain

their language acquisition and to properly make them understand (Yotta, 2023) in teaching and learning language activities.

The teacher can use some of the following strategies in relation to the occurrence of communication barriers above. First, respond to psychology with psychology when students started to show inappropriate behaviour, emotions, or manners because of a learning situation, teachers can observe and then decide the best approach to use with their students for instance, showing caring, providing emotional support, offering help or encouraging them. Especially when students start to exhibit symptoms of anxiety, teacher should act fast. Second, when students are barely able to speak English both teacher and student can take advantage from Google Translate's availability which specifically as an automatic translation machine for the two certain languages you want to interpret. Third, both teachers and students can apply hand sign or body movement which seeks to demonstrate non-verbally what we mean to say.

Nevertheless, this study has its deficiency. The weakness of this study is the total of students taken as the research samples are too low, and the research sample is homogeneous, I hoped that in the future the next researchers can consider a high number of samples and heterogeneous.

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