

## **The Benefaction of EFL Teacher Communication Skills on Students' Oral Communication Performance in Online Class**

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### **Abstract**

*Nowadays, 4.0 Education 4.0 is a new paradigm in educational context in which it focuses on the innovation and maximizes the use of information, internet, and technology. Teacher has some essential roles in the classroom. One of those roles is teacher as a facilitator and communicator. Teachers facilitate the students in the classroom. They help them in conducting the teaching and learning process. Teachers talk to the students during the activities in the classroom. It is important to know whether the teacher applies the communication skills properly in the classroom or not; and the students' perception about the teachers' communication skills contribution on their speaking performance. This study applied qualitative method. The data were collected by observation, questionnaire, and interview. The researcher collected, analyzed and interpreted a variety of data to reveal the kinds of communication skills that were used by the lecturer in the class, and then found the students' perception about the lecturer communication skills toward their oral communication performance. The data resources were the lecturers' verbal and non-verbal communication applied in the classroom. The sources of the data based on the observation taken from one English lecturer in public university and one of English lecturer in private university. In addition, the interview taken from students of those lecturers. The non-verbal communication skills that were applied by the teachers. Each communication skill applied by the teacher had effect on students' oral communication performance, whether it was directly or indirectly effective on students' oral communication performance. Not all verbal communication could be effective directly on the students' oral communication performance or not all non-verbal communication skills could be effective on the students' oral communication performance.*

**Keywords:** *Communication skills, EFL teacher, oral communication, oral communication performance*

## INTRODUCTION

Teacher or lecturer has the important role in the classroom. As Naim (2011) stated that 80% of teacher or lecturer time in the class, is spent to communicate to the students, whether it is verbal or nonverbal Rasyid in his note (2016) stated that an effective communicator exhibit effective interpersonal and transactional communication skills in the classroom. He defined interpersonal skills as communication involves face to face meetings between two participants and two people in varying roles and relationships to one another; it is also two-ways. Besides, it does not simply involve the exchange of the messages but it involves in creation and exchange meaning. It is partly or wholly intentional. It is ongoing process rather than an event or series of events. Interpersonal communication is divided into four behaviors; they are attending behavior and active listening, reflection, and inventory questioning.

Today, there were still many students of State University of Makassar and Universitas Muhammadiyah Makassar who were not confident in English oral communication. Based on these findings, the present research attempted to find the communication skills used by the lecturers at UNM and UNISMUH. In addition, this research investigates the students' perception on the lecturers' communication skills toward the students' oral communication performance.

Hong- Li (2011) conducted a research entitled the effects of non-verbal communication on college English classroom teaching. The researcher found that the lecturers should learn how to use non-verbal communication to attract the students' attention in learning, especially in building a good rapport between the lecturer/ teacher and the students. Teacher should take an advantage of non-verbal communication to assist and complement classroom teaching to achieve the best effect and high efficiency. According to Dixon and O'Hara (2013), communication skills consist of active listening skills, non-verbal communication, giving constructive feedback, questioning skills, and giving presentations. Effective listening is a specific skill that can be consciously developed and practiced in various workplace situations. Feedback can be said as reinforcing. Questioning is intended to get information from students in order to build communication or keep the communication going.

Maarof (2018), He examined the effects of the role-play and simulation approach on the ESL oral communication skills of Malaysian Polytechnic engineering students. He found that the role-play and simulation technique have a positive influence on the improvement of ESL oral communication. Abilities among students of Malaysian Polytechnic Engineering. This paper offered insights into how a function, a role, plays a role. A more dynamic and up-to-date learning approach to developing ESL oral learning can be an enjoyable learning technique.

Rust et al (2020) revealed that the communication skills training reduced the communication apprehension. They used pre-test and post-test to gather the data. Post-course reviews and student feedback. In addition to the data obtained for this research project, demonstrated an overall positive reaction to the design and delivery of course materials, active learning assignments and evaluations.

The previous researches investigated the communication skills for college students. They showed the effects on non-verbal communication on college English classroom teaching. However, there is no one of them had investigated the effect of EFL teacher communication skills on the students' oral communication performance using mix method research, especially in online class. Some of them the research in the communication field but they did it partly that is verbal cues or non-verbal cues only. This study aims to find out the kinds of communication skills used by EFL lecturer of Indonesian universities (Universitas Negeri Makassar and Universitas

Muhammadiyah Makassar) and to explore the effects on their communication skills on the students' oral communication performance.

## METHOD

Method section consists of the type of research, data, and technique of collecting data, instrument, procedure, and analysis method of data. This study applied qualitative research. The researcher collected, analyzed and interpreted a variety of data to reveal the kinds of communication skills that were used by the lecturer in the class, and then found the students' perception about the lecturer communication skills toward their oral communication performance. They took the additional data from online class as the crucial part in this research. The data resources were the lecturers' verbal and non-verbal communication applied in the classroom. The sources of the data based on the observation taken from one English lecturer in public university and one of English lecturer in private university. In addition, the interview taken from students of those lecturers. The students were the first year students in order to know the students' perception toward the lecturer communication skills as the first and the basic consideration of improving the quality of the learning and teaching process in the university level. As the techniques of data analysis for this study, the researcher conducted some steps namely: observation (the video-audio recording and field notes were analyzed by coding and reducing the data through the video-audio transcripts. After that the researcher listed the communication skills used by lecturer in the class); questionnaire (the researcher analyzed the questionnaire using rating scale. The questionnaire consisted of three columns. The column contains non-verbal, verbal cues, and rating effects scale from 1 to 5 scales. 5 means strongly effective, 4 means effective, 3 means quite effective, 2 means not really effective, 1 means strongly not effective. The interval of the effective rating scale is as follow:

**Table 1**  
**Rating Scale Interval**

<b>Interval Score</b>	<b>Category</b>
210-250	Strongly Effective
170-209	Effective
130-169	Quiet Effective
90-129	Not really effective
50-89	Strongly not effective

Interview (the data taken from five students from each university, Universitas Negeri Makassar and Universitas Muhammadiyah Makassar. Then the researcher transcript the audio recording interview and coded the data transcription).

## FINDINGS

### 1. The kinds of communication skills used by EFL lecturers

After analyzing the data, the researchers found some kinds of communication skills used by the lecturer in Universitas Negeri Makassar:

### **a. Reflection**

Both lecturers in those universities performed reflection in the class. The Lecturer at Universitas Negeri Makassar gave reflections about the actions, events, and decisions made by the students in the class and inferences to the students. The reflections made by the lecturer in Universitas Muhammadiyah Makassar by giving comments about the students' enthusiasm in studying. However, they did not do this regularly. They gave reflection sometimes when both teachers thought that is necessary for the students.

Reflection applied by the teacher at UNM:

T: Class, You know what? That's why I give you a very large paper so can write in a bigger form. Okay?

T: ...”it is very good. Ya, I really surprised, you can perform very well.

T: ...”a good example has been shown Dea and Hans. ...

T: “The pronunciation is good. Overall, you pronounced very well, except the word here ”an hour” *jam* “near”.

T: “Some of you need to raise your voice. *Ya itu* Okay.

Reflection applied by the lecturer of Unismuh:

T: Oh yes correct, you do not need to translate all the words, just find the keywords!

### **b. Questioning**

Both lecturers applied questioning strategy. They asked the question in order to stimulate the students to communicate, to clarify information, to encourage alternative behavior. The example of the questioning strategies that applied by those lecturers are:

Questioning applied by the lecturer of Unismuh:

T: Okay, How about Raihan? Did you have your breakfast?

S: Yes, Sir

T: How about Adi?

T: Which one do you consider if you want to continue your study abroad? Environment, lecturer, or curriculum or university's program?

S: Curriculum, lecturers.

Questioning applied by the lecturer of UNM:

T: What is your favorite section?

S: Sport

T: Okay Claudia, come on!

S: Not yet

T: Where is the Green School located?

T: Not in Sulawesi ya?

S: No Sir.

T: Not in Makassar?

S: No

Those questions pointed out that the lecturers gave question to the students in order to clarify information and led the students to speak.

### c. Explaining

Both lecturers in those universities applied explaining strategy by explaining the lesson through defining new terms, avoiding vagueness, variation in gestures, and the use of voice and pauses. In addition, lecturers explained the lesson by using media, examples, paraphrasing, and explained with logical and clear sequence pattern and clear instruction in giving the task.

### d. Humor and laughter

Those lecturers inserted some jokes in their teaching and learning process. They did jokes in order to attract the students' interest and attention toward the lesson.

Example of humor in their class:

T: Okay, anyway, do you know a horse? Where do you think people should send a horse when it is sick? In order to be cured?

S: Vet, Sir!

T: No, no

S: Beach, Hasanuddin University Sir.

T: No, do you have another answer? Or Give Up?

S: The field.

T: No. Okay I'll tell you and the answer is a horsepital....

The lecturers gave a joke in 10 minutes before the class ended or break time.

### e. Feedback

The lecturers in those universities conducted the feedback by telling the students individually and group. They asked about the lesson that they have learnt. Sometimes, they asked about the meaning of new term in Bahasa Indonesia.

The example of the feedback conducted by the lecturer of Universitas Negeri Makassar:

T: There are some minor errors. Good, Industry. DPR is parliamentary member. What *menyumbang* in English?

S: donate

T: Very good. Charity *juga bisa*. Bill Gates is a good person. He is so rich. He loves to donate his wealthy every week.

T: *Diskriminasi bahasa Inggrisnya apa?* (What is the English of diskriminasi)?

S: Discrimination

T: Will done, how do you make in Verb?

S: Discritmint Sir,,,

T: Thank you for the answer but I am sorry the correct answer is Discriminate

T: "he loves to play with kids, you may say He loves playing with the kids. Okay, Time is over. We are thanking for your very good presentation today.

The example above indicated that lecturers did feedback, corrected the mistakes and did some trigger about the students' mistake so they can get the great insights.

**2. The effects of verbal and non-verbal communication used by the EFL teachers on the oral communication performance.**

**Table 2**

**The mean score of students' perception on teacher's communication skills in Universitas Negeri Makassar**

Interval Score	Category	Mean Score
210-250	Strongly effective	185.73
170-209	Effective	
130-169	Quiet effective	
90-129	Not really effective	
50-89	Strongly not effective	

**Table 3**

**The mean score of students' perception on teacher's communication skills in Universitas Muhammadiyah Makassar.**

Interval Score	Category	Mean Score
210-250	Strongly effective	192.53
170-209	Effective	
130-169	Quiet effective	
90-129	Not really effective	
50-89	Strongly not effective	

Based on the research, most students in UNM and Unismuh stated that the teacher communication skills are effective on their oral communication performance. The mean score of those students' perception is 185.73 and 192.53. The questionnaire was filled by the students and then it followed with the interview session. Not all students were interviewed, only the students whose perception are effective and strongly effective. The researcher chose five students from each school that she took into account as the part of the study. The result of students' perception toward the teacher communication skills can be explained further below:

**a. Verbal Communication**

1) Reflection

Based on the students' perception, this communication skill is effective on students' oral communication performance. As the respondent in UNM stated that by giving reflection students can get any corrections so that the students can fix them. Besides, they also stated that the teacher gave reflection by giving appreciation to the students' work and at the same time giving correction. The respondent of UNISMUH stated that by giving reflection, student felt they were appreciated by the teacher. In addition they got correction for any mistakes they have done. The respondents also said that the students are motivated when teacher gave reflection in the class.

2) Questioning

Students' perception about this was varied. However, most students perceived this effective on their oral communication performance. The respondents of UNM stated that giving questions

they can be fluent in English oral communication, good comprehension, and get additional vocabulary. They added that the teacher gave questions to check their understanding about the lessons whether they understood or not.

3) Explaining

Most of students stated that explaining skill used by teacher is strongly effective on them. Confirming that, the respondents said that explaining skills applied by the teacher make them easily understood the lesson. They also added that they would put in their mind if the lesson were stated repeatedly at the time teacher teaching. Clarifying and repetition help the students to understand very well.

4) Humor and laughter

The respondents revealed that the lecturers rarely made jokes in the class. They expected the teacher had more jokes in the class because they felt enjoyable and fun if the teacher did some jokes in the class.

5) Feedback.

Based on the students' perception this is effective on their oral communication performance. According to the respondent in UNM, the feedbacks given by the teacher were effective because the students felt they were more fluent in oral communication, more comprehensible in the lesson taught.

**b. Non-Verbal communication**

1) Physical appearance

The respondents stated that this kind of communication quiet effective on their oral communication performance because wearing neat clothes for example makes them more comfortable and motivated in studying and feeling comfortable and enthusiastic make them easily understand the lesson given by the teacher.

2) Eye contact

The students' of perception on eye contact are varied and that can be seen in the data (Universitas Muhammadiyah Makassar)

**Table 4**  
**Eye Contact Frequency**

Eye Contact	Frequency				
	Strongly effective	effective	Quiet effective	Not really effective	Not effective at all
Teacher shares eye contact to students	9	6	5	2	0
Teacher makes eye contact when they do interaction	8	8	6	0	0

3). Facial Expression

**Table 5**  
**Facial Expression Frequency**

Facial expression	Frequency				
	Strongly effective	effective	Quiet effective	Not really effective	Not effective at all
Teacher applies facial expression during teaching (UNM)	12	5	3	2	0
Teacher applies facial expression during teaching (Universitas Muhammadiyah Makassar)	2	18	12	0	0

The students regard facial expression is effective on their oral communication performance. According to respondents, when the teacher uses facial expression student was able to figure out the things were explained. With facial expression students were motivated to learn, especially when the teacher made funny expression.

In addition, the respondents stated that they were able to understand the lesson; students are able to copy the teacher expression when speaking and students are more interested in the teacher's explaining.

4) Body posture and gesture

The students' perceptions about this are varied. The respondents found that teacher used gestures helped them understand the lesson. Moreover, teacher did gestures to get more attention from the students. They brought up that sitting partly when teaching was rarely done and it is not effective o their oral communication performance because teacher does not communicate with he/she is sitting. They added that standing can make students motivated to communicate to the teacher.

The other respondents said that when the teacher stands up while teaching, students feel more comfortable and easy for them to communicate with teacher. They also said that by walking around, the students will listen carefully to teacher's words are new or already known, new words will be new vocabulary bank for the students, teacher can also control students and ask the students while walking.

**DISCUSSIONS**

The verbal communication skills used by the EFL teachers and their contribution toward the students' oral communication performance are:

### **1. Reflection**

Teacher at private university had done some reflection by giving comments about the enthusiasm of students in studying. As the observation, he did that because he appreciated what students had done in the class. The effectiveness of doing this was confirmed through the interview. The respondents stated that this made students more motivated to speak when teacher give reflection in the class. Dickson in Hargie (2013: 179) supported this statement. In his book he stated that statements act as stimuli to promote the class of response represented in the other's preceding line talk.

### **2. Questioning**

The teachers in both universities had utilized questioning strategy in order to stimulate the students to communicate. The students agreed that this is effective on their oral communication performance. However, the effect is depends on the content of the question. There are several researchers agree with this. One of those researchers is Rasyid (2016), he believed that questioning enables individuals to get themselves to speak. They stated that usually teacher ask questions to the students who rarely speaks in the class to stimulate the students to speak. Teacher also gave questions to clarify information. Other intentions the teacher asks questions were encouraging alternative behavior; to identify discrepancies. The teacher usually asks about the meaning in Bahasa Indonesia or English, or asks the synonym. As the result, most students stated that this is effective on their speaking performance.

### **3. Explaining**

Explaining is the crucial activity in the class. A great teacher should have the skill of explaining. The skills are defining new terms, the use of explicit items, avoiding vagueness, variation in gestures, use of voice and pauses, repetition, summarizing, paraphrasing, or verbal cueing. By explaining the lesson with those skills above, made the students clearly understood the lesson. Not only telling the students the meaning of the words using concrete thins, paraphrase, verbal cueing, utilizing examples that suitable with the topic students learned, and using link words and phrases. In Universitas Muhammadiyah Makassar, the teacher usually used media in teaching. Every session he has worksheets, power point or picture in explaining the lesson. While, the teacher in Universitas Negeri Makassar (UNM), the teacher used realia and picture in explaining the lesson. The last important things that those teachers had explained the task with logical and clear sequence patterns. During the observation, the teacher was also used article a lot in explaining the lesson.

The way lecturer explains the lesson effects on the students' pronunciation. Using gesture in explaining lesson is more understandable for students, get more new words. The media that teacher used can enrich the students' vocabulary and adjusting with defining words.

The result of the research, revealed the theory of Brown (2006). He stated that the ways teacher explain the materials are based on clarity, fluency, emphasis, interest, the use of examples, summaries and recall. In addition, as the finding above, the effects of the way teacher explains may cause the students to imitate him.

### **4. Humor and laughter**

Both the lecturers apply humor and laughter to attract the students or make students focus on them. However, the lecturer of Unismuh made jokes more frequent than the lecturer in UNM. The researchers found that when the lecturers made jokes, students enjoyed the lesson, being motivated

and more comfortable in studying. By utilizing humor in the class, that is a good strategy of the lecturer to engage the students. That is one way to engage the students because it makes the students enjoy studying.

## 5. Feedback

The feedback given by the lecturer is to remind the students about the lesson. The researchers found that feedback could help students to understand more and correct students' mistakes during the lesson. Besides, student would be more understand and remember the lesson. As McPheat (2010) stated that communicator uses feedback to help to determine how successful the communication is. As the researchers' observation, they found that the students were enthusiastic in learning and practicing the sentences. The students' responses were very important because the way the lecturer regards the feedback should be positive unless they will not receive the feedback there will be not improvement. The researchers concluded that giving feedback is effective for the students' speaking performance. The feedback can make the students more accurate and comprehensible. In this part, it is a time for the lecturer to do concept checking in order to know whether the students understand the lesson or no.

## CONCLUSIONS

The way teacher presented the materials during a class determined teaching successful. The non- verbal communication skills that were applied by the teachers. Each communication skill applied by the teacher had effect on students' oral communication performance, whether it was directly or indirectly effective on students' oral communication performance. Not all verbal communication could be effective directly on the students' oral communication performance or not all non-verbal communication skills could be effective on the students' oral communication performance. The study concluded that applying good communication skills was very important and needed by the students. The way the teacher presented the lesson determined the teaching success. The non-verbal communication skills supported the verbal communication skills. The effects of those verbal and non-verbal communication skills were effective directly and indirectly on the students' oral communication performance.

This study is expected to me a great input for all lecturers or teachers to be more responsive on their students' perception and preferences about learning atmosphere and strategies especially their communication skills.

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