DOES AN ENGLISH TEACHER HAVE COMMUNICATION COMPETENCE'S THROUGH ONLINE LEARNING?

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Abstract

This study aimed to know how many communication competences with students on online learning does an English teacher have at SMAN 4 Tanjungpinang. The subject of this study is an English teacher. A study design in this study is descriptive qualitative with analysis technique. The setting of place in this study is at SMAN 4 Tanjungpinang. The instruments in collect the data are observation, questionnaire, and interview. The result showed that the teacher only has one communication competence on online learning with students at SMAN 4 Tanjungpinang. That is the teacher's competence to convey information to students.

Keywords: *Online Learning, Communication, Competence*

I. Introduction

One of the factors that influence the achievement of the learning process is the teacher, because the teacher is the person in charge and responsible for the education of students, both individually and socially in groups. Teachers are professional educators whose primary tasks are to educate, teach, instruct, instruct, train, evaluate, and evaluate students in formal education. in the learning process, communication occurs between teachers and students.

Communication is important for Implementation of the learning process because the communication that must be built by the teacher is communication that can change students' attitudes and behavior for the better. Communication that does not go well will make the learning process unable to run optimally. According to Alwamleh et al (2020), Effective communication is the process of exchanging thought, minds, awareness, and message in order to achieve goals or intentions in the best way.. However, in the midst of this COVID-19 outbreak, a lot of communication between teachers and students is not conveyed properly. There are many obstacles looked by teacher and students when internet learning takes place, be it signals, quotas, and others.

There are many obstacles looked by teacher in internet learning. One of the obstacles faced by teacher is the lack of understudies' motivation. In online learning, it is difficult for teacher to increase students' advantage in learning, because in internet learning the teacher does not interact directly with students. The lack of understudies understanding in thought the material is also an obstacle in online learning, because in online learning the teacher is difficult to explain the material in detail due to limited communication between teacher and students. And there are many other obstacles that occur in other internet learning.

The coronavirus pandemic has become a frightening epidemic. Coronavirus had a major effect on the world of instruction, where the government is fighting Covid-19 by maintaining social distance, physical distance, and limiting going out of the house, as well as maximizing activities that allow it to be carried out remotely through an online system. Changing learning methods from conventional methods to online methods is certainly not easy (Atsani, 2020). Due to Covid-19 learning is hampered and students must study at home and conduct online learning.

However, in online learning, many students are hampered in learning because there are several factors; one important factor in learning is communication. Communication in face-to-face learning with online communication is very different. The obstacle faced by students is how to understand or accept the material presented by the teacher. So, lack of students motivation in learning. Therefore, the teacher's role in communication must be improved in online learning. Communication is an prominent aspect of learning. The purpose of this research is to know how many communication competences with students on online learning does an English teacher have at SMAN 4 Tanjungpinang.

II. Research Method

In this study, the researchers used descriptive qualitative research. Descriptive qualitative is a research needs as composed words. According to Creswell, (2013), qualitative research is descriptive because the researcher is extracted in the process, meaning and knowing gained through words and images. In this study, qualitative research is conducted in the purpose to describe and analyze the result or information about how many communication competences with students on online learning does an English teacher have at SMAN 4 Tanjungpinang. This research subject focused on an English teacher SMAN 4 Tanjungpinang. In this study used observation, questionnaire and interview method to collect the data. Observation, the researcher came to the school or via online and observed how many communication competences with students on online learning does an English teacher have. Questionnaire technique, where the researcher used Google form and sent to collected the data. Interview the research asked the teacher via Online

III. Findings and Discussions

Findings

The researcher gave findings that are accordance in this section with the declaration of the problem; how many communication competences with students on online learning does an English teacher have. To respond to the problem statement, the researcher observe an English teacher taught, and the researcher give questionnaire provided via WhatsApp in the form of Google form and interview the researcher asked the reason of an English teacher from the statement of questionnaire. Following the collection of the data, an analysis of the challenges is carried out.

Table 1. Indicator of Observation

No	Indicator	The Use of Indicator	
		Yes	No
1	The teacher's competence to provide material	√	
2	The teacher's competence to establish good relationships in the learning system and interaction in the homeroom	√	

3	The educator's competence to convey information to students	√	
4	The teacher's competence to motivate students	√	
5	The teacher's competence to provide opportunity for students to argue	√	

Table 2. Statement of Questionnaire and Interview

No	STATEMENT	ANSWER OPTIONS				INTERVIEW
		Strong Agree	Agree	Disagree	Strong Disagree	
1	internet learning makes it simpler for teacher to provide material in the learning process			√		I choose don't agree that internet learning makes it simpler for teachers to provide material in the learning process, because the materials are not fully conveyed in online learning
2	internet learning makes it simpler for students to interact with teacher			√		I don't agree that internet learning makes it simpler for students to interact with teachers, because virtual media does not maximize interaction in online learning
3	assignments with students are delivered well in online learning			√		I don't agree that assignments to students are delivered well in online learning, because students do not fully understand the assignments given
4	internet learning can increase students interest in learning in the learning system			√		I don't agree internet learning can increase students interest in learning in the learning system, because understudies are not motivated in online learning
5	Online learning can increase students' understanding of the material that has been taught			√		I don't agree that online learning can increase students understanding of the material that has been taught because not all students fully understand the material given in online learning

No	Statement		Reason
6	Online learning is useful for helping teacher in conveying the message and goals to be conveyed	√	I don't agree that online learning is useful for helping teachers in conveying the message and goals to be conveyed, because the message and goals to be conveyed are not maximally conveyed
7	In online learning students do what assignments have been given by teacher	√	I agree in online learning students do what assignments have been given by teacher, because the bill as a form of assessment
8	online learning increases students interest in learning	√	I don't agree that online learning increases students motivation in learning, because students are less motivated in online learning
9	online learning maked students to have more opinions in the learning process	√	I don't agree that internet learning makes students to have more opinions in the learning process, because in online learning the interaction between students and teachers is not optimal
10	online learning makes it easier for teacher to discuss with students	√	I don't agree that online learning makes it easier for teachers to discuss with students, because in online learning, the interaction between students and teachers is not optimal

Form the data above that has been collected, form observation, questionnaire, and interview. The researcher has found the conclusion. From the presentation of the data that has been done, researcher found that the teacher only has one communication competence that is the teacher's competence to convey information to students. These results can be seen from observation, questionnaire, and interview that according to the indicators of each aspect.

Discussions

This section discusses the interpretation of the research results. The researcher discusses the research findings; there is an English teacher communication competence with students on online learning at SMAN 4 Tanjungpinang. Based on the result of the study, using observation method, questionnaire, and interview using the Sari et al indicator (2014), researcher found that;

On observation, the teacher provided the material very well, but in questionnaire and interview the teacher already chosen reason disagree on online learning to make teacher easier to provide the material in the learning process. With the reason because, in online learning the material delivered is not fully up to students and not all students understand to the maximum the material provided to online learning. So, the teacher was not qualified in indicator the teacher's competence indicator to provide material. This findings is differents from a study conducted by Munizzi (2013), he found that the teacher was qualified in the teacher's competence to provide material.

On observation, the teacher established a good relationship with students, such as the teacher asked question related to the material, but questionnaire and interview the teacher already chosen reason disagree with online learning make interacting with students easier. With the reason, because virtual media don't make the interaction to the maximum and the message want to convey is not conveyed with the maximum in online learning. So, the teacher was not qualified in indicator the teacher's competence indicator to establish good relationships in the learning system and interaction in the homeroom. On the other have conducted by Amin (2019). He shows the result found that the teacher was qualified in the teacher's competence to establish good relationships in the learning process and interaction in the classroom.

On observation, the educator conveyed information well, such as the teacher conveyed the task in Google classroom and will be held offline learning in next learning. Then in questionnaire and interview the teacher already chosen agree on online learning makes it easier for teacher to convey information. With the reason because, the task as a form of student assessment bill. So, in this indicator the teacher was qualified in indicator the competence of the teacher's competence to convey information to students. However, conducted by Rombean et al (2021) shows different finding. They found that the teacher was not qualified in the teacher's competence to convey information to students.

On the observation, the teacher motivated students well, like the teacher gave appreciation to students who have given examples of descriptive text, but in questionnaire and interview the teacher already chosen disagree on online learning increases students' learning interest. With the reason, that students are not motivated by online learning. So, the teacher was not qualified in indicator the teacher's competence to motivate students. Otherwise, the previous study by Maulinar (2015), he shows different result the researcher found that the teacher was qualified in teacher's competence to motivate students.

On the observation, the teacher gave the opportunity to students to give some argues, like the teacher gave students the opportunity to provide definition of descriptive text with their respective opinions, but in questionnaire and interview the teacher already chosen reason disagree on online learning makes students to have more opinions and make it easier for teacher to discuss with students. With the reason, because the interaction between teacher and students do not optimally in online learning. So, the teacher was not qualified in indicator the teacher's competence indicator to provide opportunity for students to argue. On the other hand, from Syafruddin (2017), he gave different finding. He found that the teacher was qualified in the teacher's competence to provide opportunity for students to argue.

Form the explanation of the results researcher described above that the teacher only has one indicator, which fulfill the qualification i.e. teacher's competence to convey information to students. Based on the previous study from Alawamleh et al (2020) with the title "The Effect of Online Learning on Communication Between Instructors and Students During Covid-19 Pandemic" it can be concluded most students still prefer have online classes rather than online one because they face many problems during online courses, some of which include: Lack of motivation and understanding of materials, decreased communication between students and teachers, and online courses Increased sense of isolation. Communication on online learning is not easy, cause teacher can not to interact directly.

IV. Conclusions

The teacher only has one communication competence with students on online learning. That is teacher's competence to convey information to students. Online learning is not easy, because it is difficult to interact optimally with students. In online learning, students are less motivated in online learning. Students do not fully understand the material that has been taught in online learning.

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