STUDENT EFFECTIVE COMMUNICATION

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ABSTRACT

Knowing the link and strength of elements that influence good communication is a criterion in the research. The approach employed is an explanatory survey method using data gathering techniques based on a Likert scale via questionnaires from The Ombuds Office of the University of Louisville. The obtained data is processed using SPSS 23 data testing software and analyzed with the SEM multiple regression techniques for CFA factor analysis. Data analysis reveals that 65% and 78.1% of the understanding and expression elements have a very substantial influence on middle school students' successful communication abilities.

INTRODUCTION

Experts have broadly described communication, one of which is communication as a system of information flow between individuals and the unity of smiling, blinking, asking questions, and recounting past experiences (Trenholm, 2017). The depth of the concepts is essential for effective communication (Bessant, 2010). Communication is defined as the sharing of ideas, sentiments, intentions, expectations, perceptions, or orders between two or more individuals by voice, writing, gestures, or other methods (Pal, Halder, Guha 2016). According to some scholars, communication was derived from the Latin term 'communes,' which means broad, and hence communication involves sharing common experiences with individuals (Nair & Joglekar 2012). The broad definition of communication is the art and practice of communicating.

Teaching and learning activities will not occur without the learning process or delivery of learning objects. Lecturers with good communication skills will make learning and teaching activities successful. On the other hand, someone with great communication skills has the potential to influence others, and an effective communication strategy will propel a person to success (Duta, et al, 2014). The communication process includes verbal and non-verbal components designed to mediate lecturers and students (Muste, 2016). Effective communication is so

important and indispensable in the process of learning and teaching in the classroom. Lecturers in the classroom need active communication skills in compiling points before effective learning can encourage the achievement of educational goals and school goals can be achieved (Fashiku, 2017). Effective communication delivered by lecturers has a vital role in encouraging students to able to understand the core material presented by lecturers so that learning objectives can be achieved together.

Effective communication is required, and human life support robots must play a major part in communication between people and robots, which is currently being explored owing to the introduction of the phrase Society 5.0. The Japanese government has adopted the phrase Society 5.0 to describe a fundamental idea in the 5th Basic Plan of Technology and Science. This is one of Japan's growth plans (Fukuyama, 2018). Society 5.0, also known as a super smart society, offers the general population a prosperous infrastructure based on an advanced service platform (Center for Research and Development Strategy Japan Science & Technology Agency, 2016). People now have additional options for accomplishing tasks thanks to robots, particularly in terms of contact with other parties.

Some earlier studies were examined for comparison and additional investigation of the authors' research on successful communication. Several research indicated that excellent communication is a crucial quality for instructors. The first study discovered that communication skills for lecturers are just as crucial as the subject delivered. Lecturers must be aware of the importance of communication skills in teaching (Das, 2014). A subsequent study on the relevance of communication in promoting self-efficacy confidence discovered that preschool instructors' self-efficacy views connected positively and substantially with their communication abilities.

Preschool teachers' self-efficacy views were also a strong predictor of their teacher-student communication abilities, although years of experience and institution type had no effect. The studies also demonstrated that preschool instructors' teacher-child communication abilities were unaffected by their educational degrees (Akturk & Demircan, 2017). When it comes to communication skills among teachers and kids in Turkey, there was previously an examination of the lecturers' requirements in the UK, Ireland, Australia, and Canada; from research, it was discovered that the general requirements for lecturers imposed by each of these nations are exactly the same, specifically communication skills (Filiz, 2015). The significance of communication is additionally shown in the investigation, which indicates that excellent communication skills have a vital impact on academic achievement for students' research projects at 14 Pakistani institutions (Khan, et.al, 2017).

In India, effective communication work has shown that education is dependent on the interpersonal patterns employed. The demeanor of the lecturer influences the communication of about 81.33% of female pupils, impacting school accomplishment (Nair & Joglekar, 2012). It might be understood as female students

respond more effectively to excellent communication; it also indicates that the majority of female students are auditory pupils. Evidence from studies suggesting female students reply more successfully to communication reveals how there are also impediments that arise in effective communication; this issue is reinforced by studies that say India has performed a study on the challenges encountered and encounter academics in different fields of effective communication so that the results show major disparities from high-school professors about effective communication (Pal, et. al, 2016).

The explanation of different terms and specialist observations about successful interaction and problems that are becoming increasingly popular now is put forth as the paper's predicted goals; 1) In the results of this investigation, it is anticipated that various kinds of academic techniques and frameworks that are successful in achieving will be discovered; 2) successful interactions will be used to create positive emotional connections between instructors and pupils, 3) to enhance students' comprehension of the instructional content that they are given, 4) to broaden the amount of material they are given and get, 5) to enhance their thinking skills so that their grade point average rises, and 6) to give them the tools they need to communicate effectively in the real world.

Additionally, the objectives of this research are listed and include the following: 1) A profound feeling of kinship between instructors and students 2) a rise in the level of student thankfulness and faith; 3) greater knowledge and understanding received by students and offered by instructors; 4) an increase in student motivation and academic accomplishment; 5) quick and easy content delivery; and 6) excellent communication skills.

The speaker and the one being communicated with have to exchange thoughts in a mutual fashion for the contact to be effective, and every person involved in the procedure of communication must respond equally to what is said. Nisa (2016) claims that there are no less than five components that have to be understood for one to create successful dialogue, involving: 1) Transparency, which calls for the usage of the proper language and the packaging of knowledge to allow for users to readily accept and comprehend it, 2) The accuracy, specifically the truthfulness of what is said and the accuracy of the vocabulary employed, 3) Setting, using syntax and data in a way that is appropriate for the circumstances and environment whereby they are being presented, 4) The structure, pace, and material should be ordered in an orderly or obvious way to allow the individual receiving the facts to respond swiftly. 5) To prevent misunderstandings, it is important to take cultural variety into account while conversing and using verbal and nonverbal cues.

According to Suryadi's (2012) study, willingness to share good sentiments, offering assistance, and keeping equilibrium are all signs of effective communication. The variables influencing effective interactions are positive communication, comprehension and speech, unfavorable interaction, interaction faults, and enhanced interaction, according to Ozdipciner, Ceytan, and Soydas (2015). As stated by Lunenburg (2010), there are two types of barriers to successful

interaction: 1) an obstacle to delivering information (a new administration with a creative idea declines to participate at a gathering presided over by an executive out of dislike for criticism); and 2) an obstacle to receiving communications, 2) An audience obstacle (a school administrator preoccupied with developing the annual report asks speakers of Spanish employees to comprehend grievances about circumstances at work in English), a medium of communication obstacle (a deeply disappointed employees part transmits a note to the boss instead of expressing his emotions directly), a deciphering obstacle deciphering obstacles (an older principal is unsure of what the younger head of the department implies when he names a teacher's term like "placed"), and an obstacle of coding (a part of the staff who speaks Spanish requests in English.

According to Ozdipciner, Ceytan, & Soydas (2015), the factors included in the research were beneficial interaction, comprehension and speech, unfavorable interaction, interpersonal faults, and enhanced interaction. Figure 1's affecting factors may be seen there.
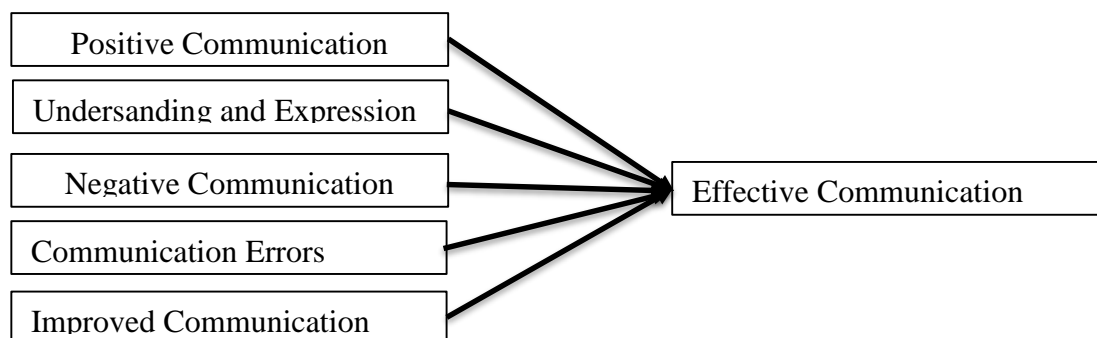

Figure 1.
Graph of a Successful Communication Route

RESEARCH METHOD

The approach used in this research is a qualitative one that involves distributing questionnaires to SMA Negeri 1 Kedungwaru pupils from grade X in order for gathering results. Material that has been gathered from users via surveys is then scored and subjected to multiple regression analyses. The goal is to ascertain the link and degree of the association between parameters and quantity using the SEM (Structural Equation Model) using the CFA (Confirmatory Factor Analysis) factorization technique. Utilizing version 2.3 of the SPSS program, information regarding statistics is handled. Based on the kind of interaction identified by The Ombuds Office of the University of Louisville, grade X pupils at SMAN 1 Kedungwaru were scored based on the data findings to identify their criterion or category of communication.

The factors employed, including beneficial interaction, interpretation and speech, unfavorable interaction, interaction faults, and better interaction were measured using the distributed survey. These variables are summed up in surveys with two sorts of examinations; the first measures one's own interpersonal

communication abilities and the second measures one's ability to effectively communicate with an addressee. The tool or questionnaire that was utilized was an interaction assertion created by the University of Louisville's Ombuds Committee utilizing a scale called a Likert.

The sample for the purpose of this research consists of all 360 pupils attending grades X from X-1 to X-12 at SMAN 1 Kedungwaru for the school year 2018–2019. Using basic random selection methods and calculations based on the equation developed by Slovin, 120 pupils were chosen as examples, which implies they were drawn from 4 of the 12 already-existing courses. The University of Louisville's Ombuds Office developed Table 1's parameters for the sort of communication.

Table 1.
Parameters Type of Interaction

Type 1 (Personal Communication Skills)		Type 2 (Interpersonal Communication)	
Score	**Type**	**Score**	**Type**
1 – 2.5	Effective Communication Skills	1 – 2.5	Very poor communication
2.6 – 3.5	Needs Improvement	2.6 – 3.8	Satisfying
3.6 – 5	Bad communication habits	3.9 – 5	Effective Communication

The results of the study's sampling revealed that for the school year 2018–19, there were 64.7% more female X-grade pupils at SMAN 1 Kedungwaru than male students—35.3%. The responders in class X were generally between the ages of 14 and 15. There are 8 to 12 male pupils and the remaining females in one class.
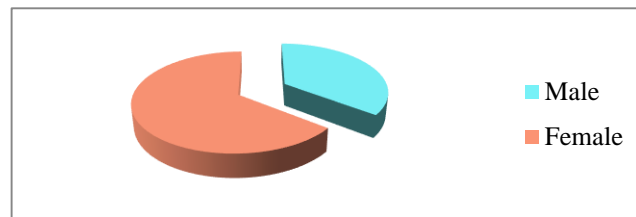

Figure 2.
Respondents by Gender

The study included 120 learners who were randomly chosen from four courses: classes X-2 and X-3 for the scientific specialty and classes X-10 and X-11 for the social studies specialty. Table 2 displays the members of all the classes.

Table 2.
Class Composition by Sex

Class	Female	Male	Total
X-2	19 pupils	12 pupils	31 pupils
X-3	18 pupils	10 pupils	28 pupils
X-10	23 pupils	12 pupils	35 pupils
X-11	18 pupils	8 pupils	26 pupils
Total	78 pupils	42 pupils	120 pupils

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RESULTS AND DISCUSSION

The results of the research generally indicated that, when it came to typing 1 communication or interpersonal skills, 6.7% of the pupils had effective communication abilities, 81.6% necessary to work on the way they communicated, and 11% had subpar abilities. According to study findings regarding type 2 communication or interpersonal communication, pupils who were capable to interact properly were able to comprehend or satisfied to a satisfactory degree in an amount up to 34.2%, while pupils with adequate ability to communicate were recognized or satisfied in an amount up to 65.8%. The pupils with poor communication abilities with others were not included in the study's test. Figure 3 through Figure 4 display the outcomes.
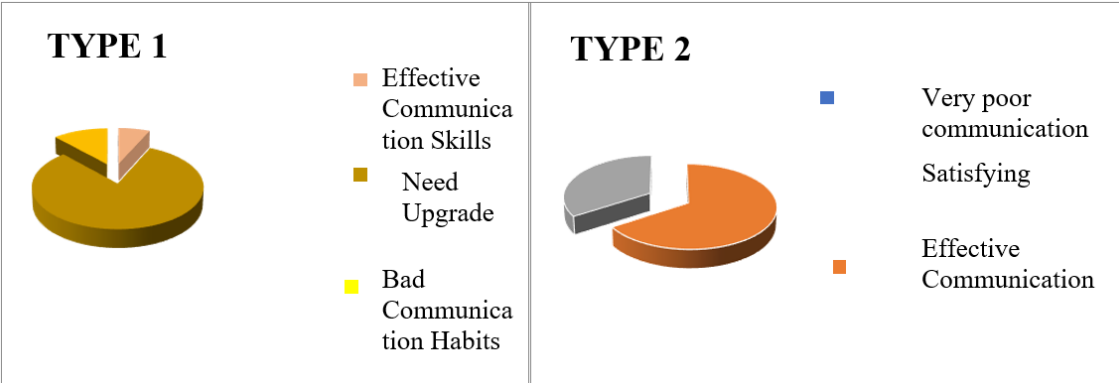

Figure 3.
Type 1 Respondent

Figure 4.
Type 2 Respondent

Every group analyzed has a full structure for every category that depends on the overall data. In class X-2, which has a total of 31 pupils 23 pupils who are type 1 need to enhance their interpersonal skills, 2 pupils have had successful interactions, and six additional pupils have poor interaction techniques. A total of 28 type 2 communicators in this class may please their listeners through interactions, as well as 6 type 2 communicators who are exceptionally successful, while there are zero types 2 communicators in this class who exhibit poor communication relationships with their peers.

In communicating type 1, class X-3, which has 28 pupils, 22 of the pupils require to develop their skills in interacting with one another, 5 of the pupils use inadequate communication techniques, and just a single pupil possesses the ability to interact successfully. The pupils who are proficient in type 2 interaction are identical to those in class X-2. This class does not contain any pupils who possess exceptionally poor interpersonal abilities; instead, there are 13 students in this class who are capable of communicating effectively with their peers.

In communicating type 1, class X-3, which has 28 pupils, 22 of the pupils require to develop their communication abilities, 5 of the pupils use ineffective communication techniques, and just one pupil possesses the ability to communicate

successfully. The pupils with deficiencies in type 2 communication are identical to those in class X-2. The course does not contain any pupils who have very poor interpersonal abilities; instead, there are just thirteen pupils in the group who are capable of communicating well with each other as peers.

The smallest populated classroom, X-11, has 26 pupils. One pupil should be regarded as having outstanding interpersonal ability in this class since the majority of the 22 pupils in the type 1 private communication classroom need to develop how to communicate. Five other pupils in the class have very poor communication capabilities. In fact, there is not a single pupil in type 2 interpersonal interactions, alongside those in additional study groups, who exhibits poor partner interaction. In this learning environment, 15 pupils are able to communicate with their peers, while the other 13 are viewed as being fairly excellent.
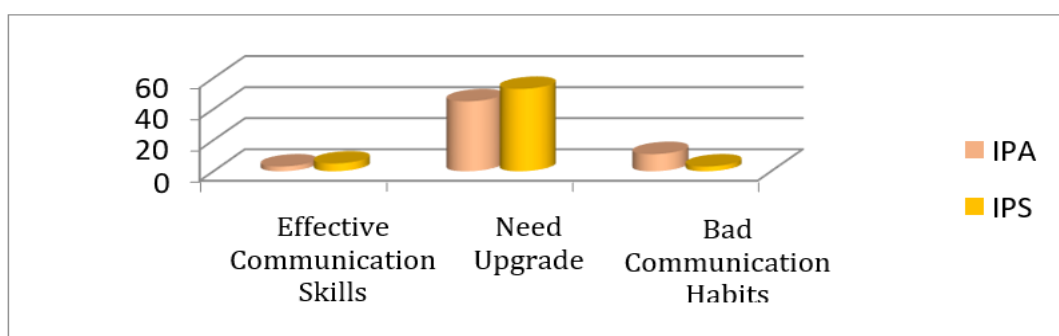

Figure 5.
Participants of Category 1 Depending on Specialties

In overall, social work majors have more effective communication than scientific majors, as seen in the following illustration, which depicts the verbal and nonverbal abilities of class X pupils. Pupils with a concentration in social studies are more inclined to struggle with communicating effectively as well as do so, compared to pupils with a focus on science, who are 4.9% less likely to do so. The social subject specialty, at 86.9% (53 pupils), is not better than science, nevertheless, for pupils who wish to work on their communication abilities. Pupils who specialize in science are better at communicating with others than students who specialize in social studies, according to the data for communication category 2 in Figure 5. The capacity of good pupils to communicate in the second type of communication is dominated by that.

The investigation employed an instrument of The Ombuds Office that covered elements from Buabeng-Andoh's (2012) studies, such as constructive interaction, comprehension and opinion, destructive interaction, interaction faults, and improved interaction. Each indication on the questionnaire, which was disseminated to gather data from respondents, included ten items. Testing on the development of the confirmation factor (CFA), a step of SEM frequently gets carried out for qualitative information evaluation. By using a correlation examination, this

CFA examination seeks to determine the link across parameters. The element matrices for the CFA test displays the variables that are connected to the responding parameter. The variables impacting type 1's successful interaction are depicted in Figure 6.
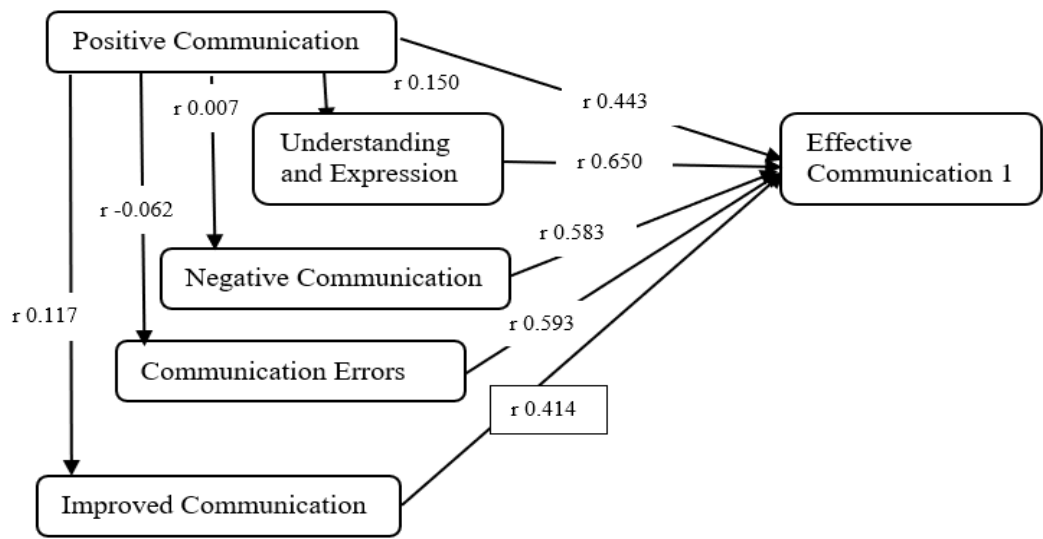

Figure 6.
Illustration of an Effective Communication Association Graph Type 1

The sixth graphic shows how the first type of effective communication is influenced by constructive interaction to the extent of 44.3%, understanding and presentation to the extent of 65%, negative interactions to the extent of 58.3%, interaction faults to the extent of 59.3%, and enhancement of communication to the extent of 41.4%. The study conducted by Burgoon, Guerrero, & Floyd (2016) shows that comprehending and conveying have the biggest influence on communicating effectively, making it crucial for grasping what the other person thinks of what is being said.

In surveys completed by participants, interaction faults were identified as having the second-greatest impact on successful communication. These mistakes were expressed in remarks connected to the presumption that the speaker is an adversary in an effort to spark an argument. comprehending that interacting is a method of comprehending information to be communicated efficiently and effectively, reinforced by the findings of the research, is essential to reducing mistakes in communication (Murray, Dainty, & Moore, 2007).

Negative interpersonal interaction is the third major impact. This adverse interaction promotes the development of an uncomfortable environment, giving the impression that dialogue should terminate right away and rendering it useless. Poor interaction can result in a variety of bad emotions, some of which render communication unproductive (Rosenberg, & Chopra, 2015).

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The fourth element is that successful communication is favorably impacted by communication. Positive interaction that is provided in an upbeat and nice manner is sure to leave people pleased as well as curious to hear the content given. One of the constructive interactions that promote positive interaction is not disputing taking rounds (Hackman & Johnson, 2013).

Greater interaction is the sixth component with the least impact (41.4%). Quirke's research, Quirke (2017), is supported by enhanced interaction aimed at ensuring that what is said is understood by the receiver and that they have paid attention to, and are capable of representing, the information to be delivered properly. The intensity of elements that influence pupils' type 2 effective communication abilities is also depicted in Figure 7, which is given as a graph.
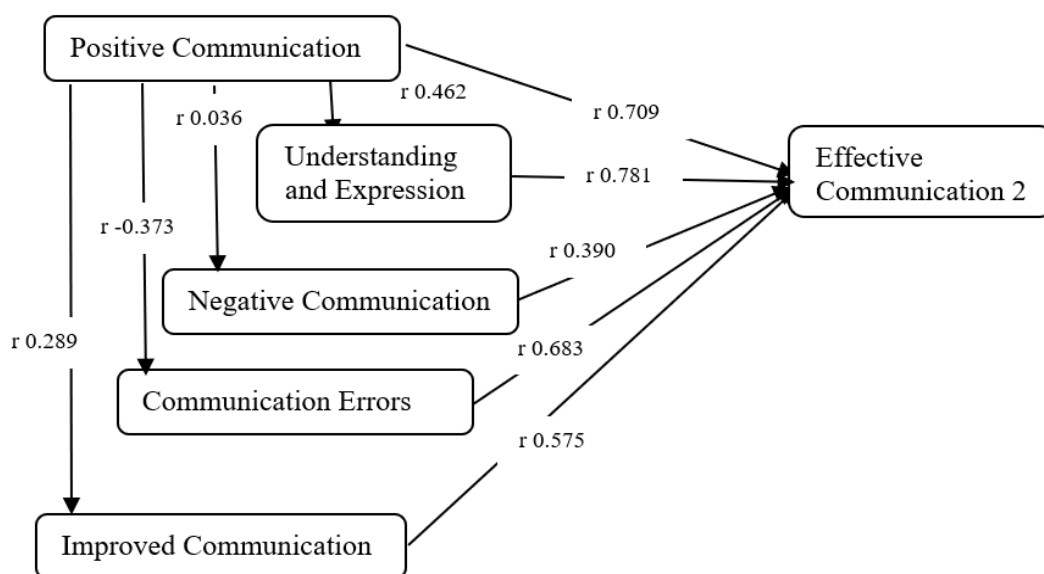

Figure 7.
Matrix Diagram of Type 2 Effective Communication

With a 78.1% impact, the understanding and presentation aspects in type 2 effective communication are the most important. This is comparable to type 1 communication, where knowledge and representation are the two aspects that have the biggest impact. These findings demonstrate the critical role that the messenger's comprehension and representation play in ensuring that the intended meaning of the message is received during both relational and personal interactions (Perloff, 2016). The remark that is utilized in type 2 successful communication is one that can both reaffirm the idea that has been communicated while also demonstrating knowledge when it is clarified.

The second highest impact, at 70.9%, is that of constructive interaction on type 2 successful communication. Communication mistakes are not placed in second place as they are the first form of communication. According to Watzlawick's typing, Watzlawick, Bavelas, & Jackson, (2011), the assertion in the type 2 survey that

demonstrates a fascination with the sender, namely initiating dialogue and listening intently and comprehending it, is in line with successful communication.

Communication mistake, a rate of 68.3%, is the third aspect that has an impact on pupils' ability to communicate effectively. Pupils produce errors when speaking with others, focusing on information communicated by participants, and taking prior viewpoints into consideration when addressing issues (Windahl, Signitzer, & Olson, 2008). The assertion undermines communication effectiveness and lengthens it, making it a communication mistake.

Effective communication among pupils is significantly impacted by a 57.5% increase in interaction among students. In order for the listener to understand the information correctly, it must be discussed from a specific to a general level and explained clearly. Pupils who are proficient in communicating well type 2 can keep honing their communication techniques to ensure that the idea is comprehended simply, swiftly, and successfully and that there are no discrepancies in interpretation that would prevent the information from being received (Broadbent, 2013).

Negative interaction (39%) has the least positive influence on type 2 effective communication. According to the findings of the survey that students completed, statements are made that demonstrate egotism in expressing and uncertainty in defining the information, which makes it difficult to grasp and poorly communicated. Few kids, according to the findings, experienced issues with negative interaction (Rohani, 2013).

CONCLUSION

The speaking abilities of the grade X pupils at SMA Negeri 1 Kedungwaru are in a category of communication that requires enhancement (type 1) and in the type of interaction that is very good in interpersonal interaction according to the standards provided by The Ombuds Office. This conclusion can be drawn from the findings as well as an examination of the variables that influence effective communication. The elements of knowledge and opinion, which have an impact of 65% and 78.1%, correspondingly, are having the most significant influences on both type 1 and type 2 pupil's capacity to communicate effectively. Scholars have made these suggestions in light of the results stated previously, 1) the use of teaching techniques including discussion, outcomes presentation, collaboration programs, jigsaws, talking sticks, and more that help enhance pupils' relational or individual interaction abilities; 2) Understand the elements of successful communication and have the ability to put them into practice; 3) Make the most of what you learn in interpersonal and partner communication; 4) Consistently work to gain more self-assurance and develop your abilities to communicate.

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