Review

Investigating Factors That Affect Interpersonal Communication While Using Preferred Language as Medium of Communication

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The title of this study is investigating factors which affect interpersonal communication while using preferred language as a medium of communication. The major objectives of the study are to identify factors that affect interpersonal communication of students and to analyze how interpersonal communication interferes with students' interpersonal communication. To do the research, the researcher used questionnaire, interview and observation as tools of data gathering. A total of 34 students participated in filling questionnaires; moreover, two instructors participated in giving information through interview. Finally the researcher observed the actual classroom in three times based a checklist prepared beforehand. Having gathered the necessary data, the data were tabulated and analyzed quantitatively and qualitatively. Cultural influence, language difference, gender and noise are the major factors which affect interpersonal communication.

Keywords: interpersonal communication, Students, language difference, Communication

INTRODUCTION

BACKGROUND OF THE STUDY

Communication is the purposeful activity of exchanging information and meaning across space and time using various technical or natural means. It requires sender, a message, a medium and receipt, although the receiver does not have to be presenting aware of the sender's intent to communicate at the communication. Thus, communication process is complete once the receiver understands the sender's message [Witzany, 2012].

Scholars began to focus humans use to on communication as symbolic process humans used to create meaning. For example John Stewart [1998] stressed humans build own reality. Communication is the way humans build own reality. Human's worlds are not made up of objects, but of people's response to objects or their meanings. And these meanings are negotiated in communication. It's the process humans use to define itself [porges, Stephen W, 2011].

From this perspective, interpersonal communication is than transmission between two people. Instead, it becomes the way that humans negotiate meanings, identify and relationships through personal communication. Interpersonal communication is the process of by which people exchange information, feeling and meaning through verbal and nonverbal messages. It is face to face communication {Silier, Pierre, 2005}.

According to purwanto [2005], interpersonal

communication is not just about what actually said the language used. But how it is used and nonverbal message sent through tone voice, facial expression, gesture and body language. Interpersonal communication is an exchange of information between two or more people. It is also area of study. During interpersonal communication there is message sending and message receiving .This can be conducted via using both direct and indirect methods. Interpersonal communication is dynamic communications which involve two people who are communicators convey a message and communicant receiving the message. For example, it takes place between husband and wife, teachers and students, and doctors and patient and so on. The dialogue occurs in intense concentration on the communicant communicating parties send and receiving messages simultaneously, both verbal and non- verbally {Purwanto, 2006}.

Based on above all expression it has been understood that interpersonal communication is paramount to create mutual relationship among students. It can be a way to any human being to communicate one another in this world. Therefore researcher would put out the factors that affect students' interpersonal communication among students 3rd year English major at Debre Markos University

STATEMENT OF THE PROBLEM

Interpersonal communication plays a great role in making students campus life easy as students came from different regions. They need a successful interpersonal communication to get through the years they must spend together any interference in their interpersonal communication may cause homesickness.
Interpersonal communication affected due to various reasons which may interference in students and social life in the campus this end, the researcher formulated the following leading question to be answered in the course of the study.
In this study the researcher tries to answer the following questions.

1.   What are the factors that affect interpersonal communication the case of English major students at Debre Markos University?
2.   How the interference of interpersonal communication affects interpersonal communication?
3.   How students perceive interpersonal communication?

OBJECTIVE OF THE STUDY

General objective

The major objective of the study is:

❖   To analyze the factors that affect interpersonal communication in the case of English language major students at Debre markos university

Specific Objectives

❖   To identify factors that affect interpersonal communication of the students.
❖   To analyse how interpersonal communication interfere with students interpersonal communication.
❖   To assess perception of interpersonal communication.

SIGNIFICANCE OF THE STUDY

This study would enable students to achieve better interpersonal communication in campus and students can improve their communication to make smooth communication among them, and additionally research would serves as a source of information for further study.

RESEARCH METHODOLOGY

Research method

To do this study the researcher used quantitative and qualitative research type. Therefore, the design of the study is mixed method.

Research Design

The researcher used descriptive research design. It is very important to identify and illustrate the present condition and immediate status of the students interpersonal communication. For this particular study, this design is used since it can show the existing situation in relation to student's interpersonal communication while using their preferred language as a medium of communication.

Sampling Techniques

The total number of 3rd year English language major students were 34, from those the researcher would took all 34 students by using available sampling techniques method.

Sample size

According to English department response the total population of 3rd year English language major students is 34, from these the researcher would take all 34 students as source of data.

Source of the Data

The researcher used both primary and secondary data source. These data were collected through questionnaire, interview and observation checklist were analysis and also 3rd year English language major students and literature at Debre Markos University were the source of the information of this research

Data collection instruments

The researcher used questionnaire, interview and observation checklist data collections instruments

Questionnaire

Questionnaire is a research instrument consisting of a set of questions to collect information from respondents. This include both close ended and open ended questionnaire develop distribute students and teachers. The distribution of the questionnaire process was in the classroom. The questionnaire would have two items choice and explanations measure students interpersonal communication.

Interview

Interview is more personalized form of data collection method. The researcher used semi structured interview for purpose of expressing deep emotion of the interview. It was difficult to take all students for interview, so, the researcher would take **5** students using systematic random sampling methods. The reason for doing this the researcher would get fact information about interpersonal communication.

Observation

It is making as tools, while communication going on before the questionnaire and interview, to get additional data of the problem, so the researcher observed three times for 30 minutes to gather information about the problem of students interpersonal communication when they communicate with each other.

Data collection procedure

By using three instruments, the researcher collected data in the following manner. Questionnaire were prepared and dispatched to the students in the presence of the researcher so that the researcher made sure that students fill them without any confusion. Moreover interview questions were prepared and asked to the two selected instructors. To triangulate the study the researcher observed the actual classroom based on a checklist prepared beforehand.

Data Analysis Techniques

To analyze the data the researcher used both quantitative and qualitative data analysis techniques. The information gathered through questionnaire was analyzed quantitatively whereas the data gathered through interview and observation was analyzed qualitatively.

DATA ANALYSIS AND INTERPRETATION

In this chapter the data was collected through questionnaire interview and observation checklists are analyzed. The data was collected from 3rd year English major and from English teachers. Then, the obtained results are analyzed and discussed, some tables and others in the narrative

Table 1: students' response regarding factors that affect their interpersonal communication skills while using their preferred language as a medium of communication

No	item	alternative	No students	Percentage
1	From the following which one affects your interpersonal communication most?	Cultural influence	12	35
		Language difference	15	44
		Gender issue	0	0
		Noise	1	3
		Others	6	18
2	Does English language have a role in student's interpersonal communication rather than mother tongue?	Yes	24	71
		no	10	29
2.1	If your answer is "Yes" how?	By creating mutual understanding between two different language speakers		
2.2	If your answer is "No" why?	Because, students often prefer to use their mother tongue since they have greater knowledge level of it rather English language		
3	Does speaking English fluently have benefit to your interpersonal communication?	Yes	30	88
		no	4	12
3.1	If your answer is "Yes" from the following which interpersonal communication?	Understanding others well	7	20
		Improving communication skills.	21	62
		Making mutual relationship with others	6	18
		others		
3.2	If your answer is "no" why not?			

As it is listed in table 1,35% of the respondents response that the cultural influence is one factor that affect their interpersonal communication,44% them respond that language differences mainly created obstacles on their interpersonal communication and none of the students replied that gender has no negative effect on their interpersonal communicational shows there is no sex differences as well as male domination is not available in the case,3% of students are less effective interpersonal communication because of noise and 18% of the students are affected by other problem. Therefore cultural influence and language differences, noise and others created great difficulties and communication barrier on their effectiveness of their interpersonal communication students should give emphasis on their communication activities, change their attitude toward making good relationship among themselves and always try to share ideas with each other. In addition to this, students must tries to eliminate obstacles by creating good interaction and discussion with their dorm mates, friends and out of the campus with the society.

On the other hand, 71% of the students responded that English language has a role in their interpersonal communication rather than mother tongue by creating mutual understanding between two different language speakers. However 39% of the respondents rose that it has not a role in their interpersonal communication.

Because they sometimes prefer to use their mother tongue since they have some knowledge level less than English language. From the above table since the researcher understood that majority of the students(88%) agree with speaking English language fluently have a benefit to their interpersonal communication. as its stated 12% of the students are engaged in understanding others well, 62% are initiated to improve their communication skills and also 18% of them are getting in mutual relationship with others. so the researcher understood that at if know English language has the medium of communication and interaction in teaching and learning process in the university. due to this, most of the students are interested to use English language always a medium to communicate with others. because they wanted to develop their communication and improve their speaking ability through use English language. but mother tongue influence therefore students should make themselves as they are English major students, they have to develop and improve their speaking ability and communication skills. The department of English language and literature should also give attention and focuses on the speaking ability and communication skills of students. Because, English language is essential to improve misunderstanding may occur between two different language speakers

Table 2: Student responses regarding to problem of language difference on their interpersonal communication

no	item	alternative	No students	Percentage%
4	Does language difference have a problem on your interpersonal communication?	Yes	21	62%
		No	13	38%
4.1	If your answers is yes how?	By understanding of others language message correctly.		
4.2	If your answers is no why not?	Use English language as a medium of communication and interaction,		
5	Which language do you use more when you communicate with others during interpersonal communication?	Afan Oromo	5	15%
		Amharic	16	47%
		English	1	35%
		others	12	
6	When you communicate with different language speakers do you try to use English?	Yes	21	62%
		no	13	38%
6.1	If your answer is yes how often?	Sometimes		
6.2	If your answer is no why?	Because of the influence of mother tongue		

As it is shown in the above table 2, 62% of respondents said that language differences have problems in their personal communication. By their misunderstanding of that message correctly, However 38% the students respondents that language difference have no problems on their interpersonal communication Because they used English language as a medium of communication during problem like this occurred, 47% of the respondents responded that they used Amharic language, 15% of them are used Afan Oromo language, 3% of students use English language when they communicate with others during interpersonal communication. In addition to this 62% of the students replied that they sometimes used English language when they communicate with different language speakers and 38% of them are doing not try to use because of the influence of mother tongue.

Table 3: student's response to positive and negative effects of interpersonal communication

No	Item	Alternative	No of the students	Percentage%
7	Do you think that interpersonal communication has a positive effect on you?	yes	24	70%
		no	10	30%
7.1	If your answer "yes" how?	It helps communication skills and creates better relationships with others?		
7.2	If your answer is "No" why?			
8	Do you think that interpersonal communication is useful?	yes	28	82%
		no	6	18%

As it's listed in the above table 70% of the respondents responded that interpersonal has positive effects on their communication. By helping those to make effective communication and create better relationship with others. In contrary of this 30% of the students replied that haven't positive effect for them. However 82% of respondents said that interpersonal communication is useful to be effective communicator and have mutual understanding to others. But 18% are rejected its usefulness

Analysis of Teachers Questionnaire

Factors that Teachers consider as a challenge in students Interpersonal communication

As they responded, may be the student's Educational background has its own negative impact on what they are facing today. That is, if a student's didn't get a chance to motivate they can't be active in their interpersonal communication. Additionally, learning difficulties, inappropriate use of learning strategies, language barrier, and emotionally intelligence and inappropriate use of language are some to mention Therefore, both students and teachers should try to overcome those all challenges by making unity and mutual relationships to achieve effective interpersonal communication.

What teachers do to motivate students to positive interpersonal communication

Teachers replied that they motivated students first by making good interpersonal communication with their students. Through this they motivate students to improve their interpersonal communication.

Responses of students to Teachers in attempt to their interpersonal communication

As they said, it depends on the individual students, some are positive and quick to do what they see and others are slow to be motivated and acts as asked prefer to be silent. Due to the fact that teachers must initiate students who are in low level to equalize with others.

Suggestion that is gives by Teachers to help student have smooth interpersonal communication

According to suggestion from teachers, every student should in the first place full confidence to make interaction and discussion with others. Interaction is facilitated by good interpersonal communication.

ANALYSIS OF INTERVIEW RESULTS

The major challenges that students Face in their interpersonal communication

Especially they are insured by language differences as they told me before. Because most students around the campus speak different Ethiopian natured language .Due to this, misunderstanding is occurred between them. Therefore students should try to overcome all this challenges to make unity and mutual relationship with each other during their interpersonal communication.

The role of using English language during student's interpersonal communication

As my interviewees told me, English language has a role in their interpersonal communication. Since they are students of university they try to use English language as a medium of communication. Most of the time if they have to communicate with someone else who cannot speak Amharic or other Ethiopian n language they tries to use English language to create mutual understanding among them. But, they believe that English language has a role to smooth interpersonal communication. Therefore students should practice and develop effective interpersonal communication with each other via English language.

Problems that student face due to variety of language in their interpersonal communication.

According to the students' response, variety of language has its own language. as the results of language variety they faced misunderstanding of others message language correctly and their interpersonal communication became failed. As they said, they cannot communicate with students who speak other language than Amharic or English language. If they need to communicate with them, they would prefer Amharic and if they can't speak Amharic not communicate with them due to the language that they don't know. In addition to this, they faced lack of sharing enough information among themselves and their interpersonal communication relationship became shallow and ineffective. Therefore, to take good interpersonal communication they have to aware of a language of others.

The strategies that students apply during their interpersonal communication of class and out of class

Regarding to the techniques they use interviews argue that they are applied the strategies in class and out of using their preferred language as a medium of communication. They tried to develop and improve their interpersonal communication in the class and out of the class by give emphases on the message and through listening activities others. In addition to this, they follow different strategies in both areas. It means, in class they followed formal procedure. Because, they talk with their teachers and although they follow an informal way out of the classroom for the reason, that they mostly talk with their friends, surrounding people. So, they don't have to follow strict procedures. As they said of the course is covered with theory in the classroom. Due to this they are limited to apply or improve their interpersonal communication. Therefore, the teachers should try to give practice work rather than theory and also students should use their time properly to communicate with each other actively and effectively in the classroom and out of the classroom even socially practice by using their preferred language as a medium of communication

Analysis data collected through observation

No	Item	Alternative	
		Yes	No
1	Are there students motivated to communicate only in English language ?		✓
2	Is there any factor that hinders students interpersonal communication	✓	
3	Does mother tongue affect students' interpersonal communication during their interaction and discussion?	✓	
4	Do students have a good technique to improve their interpersonal communication in the classroom?	✓	
			✓

The researcher has observed four times for 30 minutes to gather information about the objects. The participants towards communication and how they try to create and use a successful interpersonal communication in the class. As it listed in the previous page table in item number one, students are motivated to use their preferred language as a medium of communication. Due to this, they express their feeling freely although they can't develop their English language capacity.

According to item number two, there are factors which hinder students' interpersonal communication. Especially it affected by cultural and language, arts, common dietary and attire of particular region includes the learned values, beliefs and behaviors are inseparable. This means that culture can be people a strong barrier to interpersonal communication between two peoples different culture. The same is true for language difference it implies interpersonal communication.

As it observed by the researcher, most of students do not motivate themselves to communicate only in English language among them. For the reason they are influenced by their preferred language or by their mother tongue.

As the firsthand account by the researcher, students haven't a good technique to improve their interpersonal communication. But, they tried to overcome the leading interpersonal communication. Because, most of the courses covered with theory and do not practice always in the interaction, they don't get effective interpersonal communication. This should be avoided by the students as well as it is the duty of the teachers.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The objective of the research is to analyze factor which affect interpersonal communication English 3rd year major students while using their preferred language as a medium of communication, The researcher gathered all the necessary information 3rd year English major and instructors through appropriate data gathering tools .
The researcher used three tools for collecting the data these are questionnaire, interview and observation based on that the participants responded their feedback to the researcher. The questionnaires were made for the students and teachers. Then after the researcher analyzed or interpreted information by using quantitative and qualitative data. The study plays a great role for the students so, as to improve their interpersonal communication of their preferred language. Finally, the results of the study supported the student should participate better than the previous activity and practice.

Conclusion

The researcher has investigated factors affecting interpersonal communication ability of 3rd year English language major at Debre Markos University. Detailed analysis discussions were presented in chapter four.
As it was discussed in the analysis section, student's interpersonal communication skill is medium. Students are motivated to develop their interpersonal communication ability through their preferred language as well as in English. But, there are some factors which

affect them. Some teachers are encouraging their students to communicate with each other's either in class or out of the class discussion and interaction through using their preferred language including English as a medium of communication and interaction. But, cultural influence, language difference, gender issues and noise were factors which affect their interpersonal communication.

Due to the fact that students do not use their preferred language as a medium of communication effectively, however, they have full interest to develop and make good interaction between themselves. Therefore the researcher would like to conclude that unless improvements are made on issue related to the problem.

Recommendation

Having concluded the study, the researcher would like to recommend some points to teachers and students. The following as forward as follows:

❖   By eliminating the factors that affect interpersonal communication, the students should develop smooth interpersonal relation through their interpersonal communication

❖   When they do different activities in group and in individual they have generate idea or information in order to better work and to get effective communication as well as relationship.

❖   As students are interested to communication than other types of communication, it is better to give them activities to with other.

❖   The students should try to use English language as medium of interaction when they communicate with each to create mutual understanding.

❖   To become skillful and qualified expert in communication, students should try to practice and develop their communication activities orally and textually by reading and speaking in their preferred language.

❖   Students should not expect learning much from their teachers. They should try to employs their techniques to improve their interpersonal.

❖   Teachers should give chanced to the students to ask, answer and communicate with each other by using their preferred as well as in English.

❖   Teachers should organize students in small groups; every student should participate in activities.

❖   There must be a close relationship between teachers and students.

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