

Review

Factors affecting oral communication/Exploring impacting factors of interpersonal communication

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Accepted 16 March 2020

This research paper dealt on factors affecting oral communication/Exploring impacting factors of interpersonal communication. It focused on second year English language and literature students in Wolkite University. The objective of the study is to explore impacting factors that affect student interpersonal/oral/ communication. The researcher got data from the students or participants by using questionnaire, interview and observation to get appropriate results. All availability sampling / non sampling technique system was used. The researcher used both qualitative and quantitative methods of data analysis. The study showed that the students have interest to communicate and interact with each other through English in the classroom. However, some barriers like language difference, culture influence, power, technology are w h i c h affected student interpersonal communication.

Key words: Interpersonal, communication, literature, English language

Cite This Article As: Abera T (2020). Factors affecting oral communication/Exploring impacting factors of interpersonal communication. *Inter. J. Eng. Lit. Cult.* 8(3): 61-68

INTRODUCTION

Interpersonal communication is crucial to create mutual relationship among the students. Besides, human being cannot live without communicating each other because communication is one way of sharing ideas with others. According to Baron (2003), communication defined as the process of creating and sharing meaning. Every person's communication skills affect both personal and organizational effectiveness (Brun, 2010: Summer, 2010). They communicate each other to get and want basic needs which are needed for their life. According to (Devi, 2013), communication always has a source; the source is where the message originates and responsible for encoding or assigning the message. Teaching is essential process of communication activities (Haemoid, 1990). According to (Axle, 1984) Communication process is the flow of information from one person to another. Thus, inter personal communication processes in education contexts creates relationship between students

and someone with an education issues. Richards (2006) stated that, the need for communication skills in English language has created demand for English language teaching around the world. Because of this, learners want to master English language to high level of accuracy and fluency. According to Wit Zany (2012), communication is a purposeful activity of exchanging information and meaning. Therefore, universities should ensure that students are equipped with the ability to communicate clearly and effectively. Interpersonal communication skill is one of the elements of generics skills that are essential among students (Cement Evian penguin tinge Malaysia, 2006). Hynes (2012) felt that students must learn interpersonal communication skills in the class room to prepare them for daily interactions and usage.

Study on exploring impacting factor on oral communication

According to Hailukebeda (2011), the study conducted on

teaching oral skills/interpersonal skills is through communicative activities. The issue focused on teachers teaching methodology responsible for their communicative activities. He did not give space for interpersonal communication. Another researcher Abebe Lolamo (2016), conducted research on learner's speaking problem in EFL class room in Ethiopia. He defined that the reasons of low English verbal communication is quality of teaching materials and learners weak performance. Still he has not recognized interpersonal communication on speaking English language with their friends in/outside the class room. Most of the studies conducted on interpersonal communication on speaking English at a variety of situations such as: in health, business, family, and work place. Thus, the researcher recognized the gap on interpersonal communication processes in education contexts that create close relationships with students and someone with an education issue. According to (Backer and West, 2003) speaking activities give students the chance to engage learning the language. Interpersonal communication is the sharing of ideas, value, information and experiences between two or more persons. Thus, the researchers conducted on Factors affecting oral communication/Exploring impacting factors of interpersonal communication. As a result, this article answered the following research questions:

- What are the impacting factors on interpersonal communication on speaking skill?
- What are the strategies used to enhance interpersonal communication in/outside class room?
- What strategies are used to minimize the impacting factors of interpersonal communication on the speaking skill?

The intention of the research

No matter how the levels of communications are undetectable; the power of this weapon affects learners learning questions. This study showed learners understanding of communication to identify the impacting factors that affect interpersonal communication on speaking skill to identify strategies used to enhance interpersonal communication on the speaking skill and to investigate the major solutions for impacting factors that hinder interpersonal communication. The study was conducted in Wolkite University department of English language and literature second year's students. Thus, this study attempted the benefit of interpersonal communication in learning a language. More importantly, it sought to answer the above questions.

Significance of the Study

The study benefited; first, second year English language and literature students to communicate each other for better academic achievements. Besides, it is very important to develop educators' on teaching and learning process. And also, it develops students' awareness about interpersonal communication skills. In nut shell, the research is stepping stone for the others' researchers.

Limitation of the study

The researcher faced some difficulties, such as: shortage of time, lack of source of reference materials, and misunderstanding of questions by respondents.

Meaning for inter personal communication

There are many definitions of interpersonal communication skill. But the basic definitions are the same. According to the purwanto (2006; p-23), interpersonal communication is between individuals verbal or non-verbal. Interpersonal communication involves face to face relationship between the sender and receiver of the message (Knap, 1984). Interpersonal communication is one types of communication which deals with the exchange of information between two or more people. Successes full interpersonal communication is when the message, sender and receiver understand the message. (Ur, 1996). Harmer (1991), stated that oral communicative activities are those which were designed to provide spoken communication between the students and among students. Then, they will be successful in inspiring free and spoken language use. Chaney (1998) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Elements of Inter personal communication

Communicators are the major elements of interpersonal communication and express their thought and feelings. They must be sent and receive as a message, too. Communication always has context. Which means, where the message arrives. This uses like abridge to transmit message from sender to receiver is called channel. The receivers' response to a message should flow back to the sender called Noises; any distortions that occur during interpersonal communication.

Benefit of inter personal communication

Interpersonal communication is critical for soliciting major gifts to form contacts and maintain relationships. Face to face interaction allows you to observe personal needs and understand the needs of others. For that

reason, giving and collecting information create the solution of mis- understanding.

Factors Affecting Student's inter personal communication

Firstly, Cultural influence refers to the customs, language, art, habits, values, beliefs, and behaviors of a group of individuals. All countries have different languages. So, it is difficult to communicate each other. According to (Antony,2010), many students are seen in worrying during speaking English Language in front of students in/out side classroom because of mother tongue influence. The second is power. Power is the ability to influence others and have strong self- control. But the communicator has lack of confidence that create loss of power. (Goleman, 1995) stated that, the ability to be self- aware, self-motivated, emphatic to others have effective inter personal communication skills on speaking skill. The third one is gender issue. Gender issue creates communication barriers on a number of ways. (Marcus Pain, 2002) stated that, there is differences between female and male. Therefore, we have encouraged female students became too equally with male in order to develop inter personal communication. Technology is another. Technology is Communication in the form of e-mail, text, and social updates rapid increased. Eye contact is more important to bring effective communication skill (Michael Walsh and gchildzuckermann). Besides, the above forms create losses of speaking skill. The final one is noise. Noise is one of the external i m p a c t i n g factors considered as barriers to effective communications by causing a divergence between the receiver and the communicator. Some examples of physical noise include running motors, screeching breaks, and children crying.

Principles of Effective Inter personal Communication

Student should be treated each other with respect because all people have their own values. So we must recognize the importance of valuing others right to choose and we create opportunities for learning and creativities rather than a person. This means; acknowledging the fact that we are not robots, so mistakes are opportunity for learning and insight rather than opportunity to condemn another as if we are selves, «Perfect» ([www.communication and conflict .com/interpersonal communication-html](http://www.communicationandconflict.com/interpersonal-communication.html)). The other one is, we do not interrupt one another. Because there is

filling up « air time» in a conversation. All these principles value importance to another, acknowledge and respect their vulnerability in relation to issue.

The seven steps to effective interpersonal communication

Communicators are the major elements of interpersonal communication skills. It must be involved at least two people in communication and express their thought and feelings. This uses like a bridge to transmitted message from sender to receivers is called channel and the receivers" responses. There is another element of inter personal communication is called Noises, any distortions that occur during inter personal communication

Research Design

The researcher used descriptive types of research design. More importantly, used b o t h quantitative and qualitative research data to collect and analyze.

Subject and Sources of the study

Interpersonal communication on speaking skills on second year English language and literature students in Wolkite University as primary source and research materials as secondary source. The researcher used comprehensive sampling techniques on second year English language and literature students in Wolkite University. Hence, the total number of the students is 22; five of them are male and 17 of they are females.

Data Gathering Instruments

In this study, the researcher used three tools: Questionnaire, semi-structured interview and observation. Questionnaire is one way of data gathering instruments. This instrument would be applicable to collect relevant data from a large group of r e s p o n d e n t s . Besides, both close ended and open-ended questionnaire would be incorporated. The researcher used semi-structured interview because it is difficult to interact with the participants in a natural manner. So, and the researcher would select the students based on their academic achievements. The researcher would use observation check list and contain yes or no questions. Because of showing Interpersonal communication in /outside the classroom during their assignment and group discussion.

THE FINDING

Table 1: The students' responses on the impacting factors of interpersonal communication

No	Item	Alternatives	Respondents in number	In percent
1	Which one Affects your interpersonal communication?	Cultural influence	12	54.55%
		Power	2	9.09%
		Noise	6	27.27%
		Technology	2	9.09%
		Gender	-	
		TOTAL	22	100%

As it stated in the above table, 54.55% of the students responded that cultural influence affects their interpersonal communication. 27.27% of the students answered that noise affects and 9.09% of the students responded that power affects their interpersonal communication. The remains 9.09% of the students responded that technology affects interpersonal communication. As the researcher observed from above table, most of the students responded that cultural influence affects interpersonal communication. As a result, cultural influence has great factor for their interpersonal communication.

Table 2: The students' responses benefited from interpersonal communications.

Number	Item	Alternatives	Respondents in	In present
2	What are you benefiting from interpersonal communication?	I Understanding others very well	2	9.09%
		I am improving communication skill	9	40.91%
		I develop speaking skill of English language?	5	22.73%
		I am making mutual relationships?	6	27.27%
		Total	22	100%

In the above table, 40.91% of the respondents responded that they benefited from interpersonal communication to improve their communication skill. 27.27% of the students responded that they benefited from interpersonal communication to make mutual relationships. 22.73% of the responded that to develop speaking and 9.09% of the students responded that they understand other very well.

Table 3: Students' responses on major impacting factors on interpersonal communication

No	Item	Alternatives	Respondents in number	In present
3	Which one of the following has major impacts on your Interpersonal communication?	Noise	3	13.64%
		Gender issue	4	18.18%
		Cultural influence	11	50%
		Technology	4	18.18%
		Total	22	100%

As we can understand from above table, 50% of the students responded that; the major impacts on interpersonal communication are cultural influence. 18.18% of the students responded that technology is the major impacts of interpersonal communication. On the same present, 18.18% gender issue is the other impacts of interpersonal communication. 13.64% remain of students said that; noise is major impacts. From the above table, the researcher understood that, cultural influence is the major impacts on interpersonal/oral communication of second year English language and literature as compared to impacts on gender issue.

Table 4: The students' responses on interpersonal/oral communication levels in the class room

No	Item	Alternatives	Respondents in number	In present
4	What does you interpersonal communication levels in the class room?	High	1	4.54%
		Medium	18	81.82%
		Low	3	13.64%
		Total	22	100%

As indicated in the above table, 81.82% of the students responded that interpersonal communication is medium in/outside the class room. 13.64% of the students listed that interpersonal communication level is low in the class room. The remaining respondents that responded high level of interpersonal communication is 4.54%. Therefore, the researcher observed from the above table that, there is difference of communication level among the students because most of the students responded our communication level is medium and others are low. For that reasons, it is better to united together.

Table 5: The students' responses on gender issues affect interpersonal communication

No	Item	Alternatives	No of respondents	Percentage
1	Do gender issues affect your interpersonal communication?	Yes	8	36.36%
		No	14	63.64%
		Total	22	100%

As it is listed in the above table, 36.36% of the students responded that gender is impacting factors of interpersonal communication and 63.64% of the students responded that gender issue didn't affect interpersonal communication because during taking English language in the classroom. They can't express their feeling especially male students shine to talk and there is cultural influence about gender difference affecting interpersonal communication/oral/speaking in the classroom. And also there was superiority and inferior among them. On the other hand, gender issue doesn't affect communication with others to interact on educational issues; there is no boundary between the genders to communicate also in this area; there is no inequality of gender both has equal right and opportunity.

Table 6: Student's responses on impacting factors that affect interpersonal communication/oral communication

No	Item	Alternatives	No of respondents	Presentage
2	Is there any factors that affect your interpersonal communication	Yes	17	77.27%
		No	5	22.73%
		Total	22	100%

Here open ended answers would be listed by respondents: "yes" because "culture influence, language difference, frustration, lack of interest, the others like gender issues, varieties of language, lack of confidence and so on can be affect our interpersonal communication. From the above answers researcher observed that the problem students faced in their living life.

As indicated in table 2, 77.27% of students responded that, there impacting factors that affect their interpersonal communication and 22.73% of the students responded that there are no factors that affect their interpersonal communication.

From above table, the researcher understood impacting factors that explore effect on our interpersonal communication. Therefore, researcher tried to reduce the impacting factors that affect student's interpersonal/oral/ communication.

Table 7: The students have interest to communicate and meet with each other to speak English

No	Items	Alternatives	No of respondent	percentage
3	Do the students have interest to communicate and meet with each other to speak English	Yes	4	18.18%
		No	18	81.82
		total	22	100%

Because, the respondents said that we are major students of English language literature. so, we have interest to communicate and to speak clearly and fluently.

In contrary, they said that, we have no interest to practice English language because of many impacting factors like lack of confidence as well as asexpiries. According to the interviews made, most of the student" have interest to develop their communicative activities e specially the interpersonal communication. However, they said that, "There are some impacting factors that affect their interpersonal communication. For instance, there are some factors like language difference, cultural influence, gender issue, technology, power and so on. And also another like lack of confidence, frustration, feel and fear etc. As the respondents responded that, all impacting factors listed

on the above are a big problems to influence students" interpersonal communication. In this case, someone dominated by others. So, some one respect his/her culture issue and language difference. As a result of this, they achieved effective interpersonal communication. According to the students" responses, they decided to practice more and more in order to develop their communication skill. Besides they said that, working their friends and asking their teachers help them. These make them perfect. Most of the students affected by lack of experience, lack of background knowledge, lack of frustration or fear; therefore students should have to make practice in/out of English language class.

Table 8: Analysis of class observation check list

Observation check lists	Yes	To some extent	Not extent	Very limited	limited	fair	Good good	Very
1. Is there a major problem that students face in oral communication?	<input type="checkbox"/>							
2. Do the students have an effective interpersonal communication				<input type="checkbox"/>				
3. Is there students' oral communication	<input type="checkbox"/>							
4. Do students motivated to communicate only in English language among them?				<input type="checkbox"/>				
5. Do the students have good strategies to improve oral?					<input type="checkbox"/>			
6. Are there any disadvantages of interpersonal communication?				<input type="checkbox"/>				

The researcher has observed each students 2 times for 20 minutes. According to item number one, the major problems students" face is oral communication. The researcher observed from students that most of the students face problem to commutate each other. For example, culture influence, language variety, power, noise, gender issue, frustration and so on. According to item number 2, students cannot be effective in their interpersonal communication because most of the students don't have confidence to express their feelings in the class According to question number 3, noise surely affect students, interpersonal communication because when the teacher teaching in the class room some students cannot pay attention also. According to question number 4, it is very limited because most of the students don't have interest to communicate only in English language because of some reasons. Such as: mother tongue influence, lack of confidence, lack of interest and lack of practice. According to item number 5, most of the students have interest to improve their interpersonal communication, but there were uncomfortable situations in their interpersonal communication. According to questions number 6, disadvantages of interpersonal communication on students are very limited because to upgrade or achieve their goal.

CONCLUSIONS

The researcher explored impacting factors that affects students „interpersonal/oral communication ability of second year English language and literature students at Wolkite University. As it was discussed in chapter four analysis the student’s interpersonal communication skill is medium. The students are motivated to improve their interpersonal/oral communication abilities through English language. However, there are some impacting factors exploring their interpersonal communication. Students do not use English language when they meet each other’s because there are many challenges that they faced. For example, lack of confidence, lack of experience, lack of grammar and vocabulary, lack of interest and so on. In nut shell, Wolkite University second year English major students had interest to communicate each other’s. As the data gathered, their interpersonal communication levels are medium, so, it should be developed to high level.

RECOMMENDATIONS

This researcher concerned the solutions of these problems to solve this problem based on the data analyzed in the analysis section; the researchers recommend the following points as it has been discussed in the analysis part. Therefore, it needs immediate solution before they graduate from the university and the following points are important.

- First, the students should develop smooth interpersonal relationship through their friends because their teachers should have encouraged students.
- They do different activities for better work and for to get effective communication. And it is better to give those activities to do with others.
- The students should try to use English language as a medium of interaction when they communicate with each other’s. And the teachers should give chance to the students to ask, answer and communicate with each other’s.
- English department should have prepared training area for English language and literature students. Students should

try to overcome these all challenges by making unity and mutual relationship with each other’s without making any separation.

- They should know its advantages deeply.

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