



Analysis of Interpersonal Skill Learning Outcomes in Business English Students Class

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Abstract

The research examines the interpersonal competence of student communication in the Business English study program. Interpersonal competence refers to the ability of individuals to collaborate and communicate in groups, both verbally and nonverbally. People with effective interpersonal skills will be sensitive to the feelings and emotions of others around them. This ability is a way to measure the quality of interpersonal communication, which includes knowledge of the rules of nonverbal communication, such as physical contact and intimacy, knowledge of interaction by context, attention to the person to whom to communicate, and attention to the amount. This is evidenced by the test results data of class A students of the Class of 2020, the average score obtained in the listening skill aspect is 53.56, the emotional intelligence aspect is 57.65, and verbal communication is 45.47, communication in groups is 53.27, and the average score of students totalling 45 is 53.11. There are eleven students who are at a level below average, this happens because of several factors. Then the average score in class B class of 2020, in the aspect of listening skills is 53.35, emotional intelligence is 57.67, verbal communication is 47.47, and communication in the group is 53.28 while the total average number of res throughout is 53.44. There were 21 students who were in the below-average category out of a total of 43. Based on the data obtained, it shows that the scores obtained by class A and B Year 2020 are not too significantly different, this happens because the students experience the same difficulties

1. Introduction

Man is a social being, a creature that needs each other in his life. Due to the nature of dependence, human beings have common needs from birth. (Wilkins, Bernstein, and Bekki) Abu Ahmadi (2007:1) "In essence, we all accept the view that human beings are inseparable from others in everyday life." No one can separate himself from others. Since the beginning of his life, human beings have

been in contact with other people, especially in the family.

As social beings, human beings have always been in contact with other humans in society. In other words, humans need to interact directly or indirectly with the environment in their lives. Because of humans' potential, especially in terms of social benefits, all of these can be experienced by humans. Human beings have made various efforts and attempt to interact and communicate in order to

be accepted in their social environment (Latham) . Similarly, they often encounter obstacles in the process. Especially now, in addition to the challenges of wanting to live in society, students are also faced with the challenges (Robles) of the pace of technological development and the trend of globalization. A very difficult global life suggests that students must be better prepared to adapt to a more competitive life.

The way students communicate has changed with the development of increasingly complex technology and modern communication equipment. Communication is carried out not only by individuals (involving only two people) (Amayreh and Abdullah) but also through groups and mass communication (mass media). Therefore, increasingly complex developments such as radio, television, media, internet, and mobile phones, all have advantages and disadvantages.

Interpersonal communication is a way of communicating with others. Interpersonal communication refers to the process of understanding and realizing the process of sending and receiving messages verbally and non-verbally (Wilkins, Bernstein, and Bekki). Thus, interpersonal communication is not only about what is actually said or the language used, but also about how non-verbal messages are sent through tone of voice, facial expressions, gestures, and body language (Wello and Novia). Interpersonal communication focuses on the process of personal interaction, rather than the verbal content of the interaction. The interaction process includes exchanging verbal and non-verbal information and personal experiences in communicating (Ramaraju). The interaction established in interpersonal communication is full of emotions. This type of communication is a type of oral information provided by the sender of information to the recipient of the information, with emotional factors realized by each party who plays an active role in the communication process (G. R. Johnson), it is seen that there are personal problems in the process of interpersonal communication.

The personal aspects of interpersonal communication make it easier for people to get to know others more deeply. The introduction makes the process of communication and fulfilment of human needs go well. To be able to carry out good and effective interpersonal communication, skills are needed

to incorporate these personal elements into the communication.

2. Research Methods

In this study, qualitative descriptive methods were used. The data source used in this study is data from all students of the Class of 2018. The data used in this study were the results of observations, student answer results, and student questionnaire results. The collected data analyzed quantitatively and qualitatively. Descriptive statistics use quantitative data analysis to describe the degree to which students mastered the interpersonal skills lecture material after the lecture. The scoring of student test results using a free scale depends on the weight of the question item. The number of scores obtained by students depends on the accuracy of the completion steps made in accordance with the instructions of the device that has been made.

3. Results and Discussion

3.1. Research Results

Listening in interpersonal skills describes the level of sensitivity of a person in relating to others. Based on the depiction of the listening sub-focus, in the first variant through observation it can be described that all observation items show the same symptoms, that is, all items are carried out by students. Business English students always prepare class attendance before the teaching lecturer comes to class. Business English (Ellis and C. Johnson) students also always prepare lecture stationery so that the lecture process in class is smooth (Valieva and Mukhitdinova) . All students also behave modestly by wearing collared clothes and shoes during lectures (Sagala and Effiyanti) . This illustrates that students consider the wishes of lecturers and respect their classmates.

3.2. Lecture Overview

According to the data obtained in this study, it shows that there are internal and external factors that lead to students' learning difficulties in the course of teaching. Intrinsic factors affecting students' English learning are generally low intelligence level, low adaptability to English courses, low learning interest, and low learning enthusiasm. They come to class and do their homework only as an obligation and to get good grades, not to master English as an international language which is very important

today. External factors that contribute to a student's difficulty in learning English are the lack of family or social support for the use of the English language, and limited or no access to externally available English language classrooms.

3.3. Analysis Results

The results of the questionnaire showed that all students had different opinions about which skills were the most difficult to master. No skills were left out. However, when one language skill (V. and P.) was compared to another, the results showed that speaking was at the highest level. Some of the reasons why they choose to speak are as follows: lack of English vocabulary, difficulty in memorizing, difficulty in pronunciation because it is very different from Bahasa Indonesia, fear of making mistakes, fear of being laughed at by friends, and lack of knowledge of grammar. Some of the factors that cause difficulties for students lie in emotional factors. This is supported by the research of (Afisa, Srijono, and Muamaroh) who stated that the reason for the difficulty in learning English is the frequency of English language practice and psychological factors (in this case, it may be considered an emotional factor).

4. Discussion

Student learning difficulties in mastering English can be caused by various factors, namely: 1) internal factors and 2) external factors. Ahmadi and Supriyono (2013) describe the factors that cause learning difficulties can be categorized into two types, namely:

1. Internal factors (factors within the person himself), including a) Physiological factors. Physical factors that can lead to learning disabilities in students, such as B. Physical discomfort, weakness, or physical impairment of the student; b) Psychological factors. The psychological factors that lead to learning difficulties include generally low intelligence level, poor subject adaptability, lack of interest in learning, low enthusiasm, and poor mental health.

2. External factors (factors from outside the human being) include; a) Non-social factors. Non-social factors that may contribute to learning difficulties for students may manifest as poor or even incomplete learning equipment or learning media, unfeasible conditions of learning spaces or build-

ings, poorly described curriculum for teacher and student mastery, poorly enforced learning The timing of the process, etc.; social factors. Social factors can also contribute to a student's problems, such as family factors, school factors, playmates, and the wider social environment.

This is evidenced by the test results data of class A students of the Class of 2020, the average score obtained in the listening skill aspect is 53.56, the emotional intelligence aspect is 57.65, and verbal communication is 45.47, communication in groups is 53.27, and the average score of students totalling 45 is 53.11. There are eleven students who are at a level below average, this happens because of several factors. Then the average score in class B class of 2020, in the aspect of listening skills 53.35, emotional intelligence 57.67, verbal communication 47.47, and communication in the group 53.28 while the total average number of res throughout is 53.44. There were 21 students who were in the below-average category out of a total of 43. Based on the data obtained, it shows that the scores obtained by class A and B class of 2020 are not too significantly different, this happens because the students experience the same difficulties.

5. Conclusion

The process of learning English is inseparable from the emergence of various difficulties, especially among primary school students. These difficulties can be seen in each language skill or overall. In classes with different language abilities, the level of difficulty varies. In the study, study participants showed difficulty learning English in four skills, ranked from hardest to easiest: speaking, listening, reading, and writing. The factors that contribute to difficulty in learning English are largely influenced by each student's level of language proficiency. Among active students, writing tends to be an option. However, passive students tend to choose speaking as a difficult exercise.

The results of the video recording show that active and less active students can carry out the final project well in terms of confidence and grammar. But for passive students, the results show that students lack confidence and cannot describe smoothly.

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