



Wolkite University
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**COLLAGE OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT OF
ENGLISH LANGUAGE AND LITERATURE**

**FACTORS THAT AFFECT STUDENTS INTERPERSONAL COMMUNICATION IN
THE CLASS ROOM : SECOND YEAR ENGLISH LANGUAGE AND
LITERATURE STUDENTS IN FOCUS.**

**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF BACHELOR OF ARTS (BA) IN
ENGLISH LANGUAGE AND LITERATURE.**

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ABSTRACT

This research paper dealt about the factors that affect students' interpersonal communication. It focused on second year English language and literature students' in Wolkite University. The objective of the study was to investigate the major factors that affect students' interpersonal communication. The researcher used to conduct this data from the students or participants' by using questionnaire , interview and observation in order to get an appropriate finding ,availability sampling /non-sampling technique system was used .The researcher uses both qualitative and quantitative methods of data analysis . The study shows that, the students' have interest to communicate and interact with each other's through English language in the class when they do different activities with their friends . But, some barriers like mother tongue language and the variety of language affect their interpersonal communication as well as their relationship. Also, factors like language, culture difference, cultural influence, technological issues, and noise, power and gender issues are the major barriers which affected students' interpersonal communication.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Interpersonal communication is crucial to create mutual relationship among the Students. Communication is one way of sharing ideas with others. According to Devito[(2013;p-10]Communication is always has a source. The source is where the message originates and responsible for encoding the message or assigning the message. Communication like any others skill it needs practice and learning to master it and has able to pass our thoughts to other people in clear and trans-party way. According to Wit Zany [2012;p-20] communication is a purposeful activity of exchanging information and meaning a cross space and time using various technical or natural means, whichever is available or preferred. Communication requires a sender, a message, a medium, a recipient although the receiver does not have to be presenting aware of the

sender's intent to communicate at the time of communication. Thus, communication can occur a cross vast distances in time and spaces. The communication process is completely once the receiver understands the sender is message.

- Richards[2006;p-15] state that “the need for communication skills in English language has created demand for English language teaching around the world”. This created enormous need for quality language teaching learners want to be able to master English language to high level of accuracy and fluency. Education is a communication, which involves two components namely teachers a communicator and learners as communicants. Teaching is essential a process of communication activity [Ahemod, 1990;p-12]. Interpersonal mediated communication is (mediated communication) refers to communication carried out by the use of information communication technology, and can be contrasted face to face communication. Davis [2000;p-7] defines mediate communication as “the use of any technical medium for transmission a cross time and space”. Communication in small group is a type of interpersonal communication with in groups between (among) three and twenty individuals. Groups generally work in a context that is both relational and social. Qualities of communication such as helping behaviors and sharing information. This causes groups to be superior to the average individuals' in terms of the quality of decisions and mode or action taken[Ellis, 1994;p-16].

1.2 Statement of the problem

❖ Researchers like Ellis and Bochner (2000) have been conducted research in the area of interpersonal communication and tried to create awareness and knowledge about interpersonal communication in whole. In this study, the researcher was tired to investigate the factors that affect student's interpersonal communication with their friends in the classroom. According to Bryant and Wallace (1979) interpersonal communication is the sharing of ideas between two or more persons. Sharing of ideas consists of many parts, but the most important aspects can be identified. The first is sharing of facts and information, and the second is the sharing of value. The need to share facts, information and value is the basic and important in human nature. This has been used as well as abused; used to develop human cultures, ideas, socializations, experiences and so on. Therefore, among students there is a problem or factor that affect their interpersonal communication in the classroom. Due to this, it is essential to investigate the student's interpersonal communication in the class room to develop their English language communication ability with their classmate and succeeded in their life and academic achievement. This motivated the researcher to fill the gap and investigate the factors that affect student's interpersonal communication in classroom in focus of second year English language and literature students at Wolkite University.

1.3 Research Questions:

I. What are the strategies students apply during their interpersonal communication in the classroom interaction and discussion?

II. Does language variety have problems on students interpersonal communication in the classroom?

III. What kinds of barriers affect students interpersonal communication in the classroom?

1.4 Objective of the study:

1.4.1 General objective

The general objective of this study was to investigate factors that affect student's interpersonal communication in the classroom on focus of second year English language and literature students at Wolkite University.

1.4.2 Specific objective of the study:

- ❖ To investigate the language variety problem on the inter personal communication in the classroom.
- ❖ To identify the strategies students apply during their interpersonal communication in the classroom interaction and discussion.
- ❖ To identify the barriers of interpersonal communication in the classroom.

1.5 Significance of the Study

This study was very important for second year English language and literature students to improve their practice of interpersonal communication and to develop their ability to speak English language fluently and accurately. Also this study was help the students to interact and exchange their ideas, culture, language, and knowledge through oral communication. Moreover, the researcher believes this study may also hint/ serve as a reference for researchers who want to conduct a research on this topic area.

1.6 Scope of the Study

This study was conducted in Wolkite University on second year English language and literature students to investigate the factors that affect their interpersonal communication in the classroom. The reason why the researcher selected this place is that, the researcher experienced some problems of interpersonal communication in classroom at this level and assumes these students may have some problems in using interpersonal communication in classroom. So in this study, the researcher was tired to investigate the factors that affect student's interpersonal communication in classroom in focus of second year English language and literature students at Wolkite University

1.7 Limitation of the Study

When doing this particular paper, the researcher faced some difficulties, such as there was shortage of time, there were lack of source of reference material and there was lack of experience to do research paper and also misunderstanding of questions by respondents and lack of giving correct information and lack of financial problems to organize necessary data.

CHAPTER TWO

2.1 Concept of Communication

Before we define interpersonal communication we need to focus on our definition of communication as our perspective on interpersonal communication grows out of that. The nature of communication is dependent on interaction between two or more individuals and understanding is constructed that through interaction. Early definition of communication focused exchange of the message. For example, in one of the early interpersonal communication text book, Griffin and Patton (1971) defined communication as “process involving sending and receiving of the message (p-5).

2.2 Interpersonal communication

There are many definition of interpersonal communication and the basic definition is the same. According to the Purwanto (2006; p-23) interpersonal communication between individuals, between face to face that allows each participants capturing the reactions of other directly, both verbally and nonverbally. “Interpersonal communication involves direct face to face relationship between the sender and receiver of the message who are an independent relationship”(Knap,1984) .Because of this interpersonal communication

is immediacy (it is taking place now) and primacy (it is taking place here), it is characterized by a strong feedback component . Communication is enhanced when the relationship exists over a long period of time. Interpersonal communication involves not only the words used but, also the various elements of non-verbal communication. Interpersonal communication is one types of communication which deals with the exchange of information between two or more people. Successful interpersonal communication is when the message sender and message receiver understand the message. Purwanto(2006; P:20)stated that “Interpersonal communication is the communication between a person with others with in a societies or an organization (business and non-business).using certain communication media and comprehensible or (informal) to achieve particular goal.”

Based on the definition, there are at least four important things to consider among other things there are:

1. Face to face.
2. Communication made by two or more persons
3. Using particular medium such as telephone, or the language used is informal (nonstandard), can use the local language linguafranca or mixture.
4. The objects can be personal (private) when communication occurs in an organization

From the above expression we understood that interpersonal communication is not merely one way process: rather it needs two entities /persons to communicate each other via face to face different media.

2.3 Types of interpersonal communication

2.3.1 Direct inter personal communication

It involves direct face to face relationship or communication between sender and receiver of the message who are interdependent relationship.

2.3.2 Mediated inter personal communication

It involves technology that assists or links the sender or receiver of the message. It doesn't involve a primary context, but instated use technology to link the variety parties in communication, (wood: 1992:24).

2.4 Characteristics of interpersonal communication

Interpersonal communication is escapable: We cannot communicate in other words, because interpersonal communication always takes place when two or more people are together. Imagine it if you are in elevator with other person, communication takes place.

Interpersonal communication is complicated: There is no form of communication easy .Because of numbers of variables involved and simply requests are extremely complex.

Interpersonal communication is contextual: In addition to the use of context you have encountered. In the other words at the same time we are saying something, we are giving many causes about how and what we are saying should interpreted (Weaver, 2001:23).

- Elements of interpersonal communications:
 - Source gender: Interpersonal communication include at least two persons.
 - Message: Interpersonal communication to exist messages that express your thoughts and feelings must be sent and receiver.
 - Channels: The channel works like a bridge connecting have source and receiver.
 - Context: Communication always takes place within and context.
 - Receiver: The person listening to the message is receiver.
 - Feedback: feed consists of messages to returns, which allow the sender to know accurately the message has been receivers as well as the receiver is reactions.
 - Noise: Is any thinking that interferes with your received a message. Just as messages may be auditory or visual, noise too comes in both auditory and visual forms (Weave, 2001: 22).

2.5 Types of noise in interpersonal communication.

- Physiological noise: has to do with destruction from the natural effects of the body, such as being tired or hungry. Physiological noise is any external or environmental stimulus that destructs as from receiving the intended message sent by communicator (Roth well, 11).
- Physical noise: Include others talking in the background music, starting noise and acknowledging someone outside of the conversation. It includes both speaker and listeners.
- Psychological noise preconceived notions we bring to conversations such as racial stereotypes reputation biases and assumptions. When we come in to conversation with ideas about what the other person is going to say and why we can easily became blinded to their original message. It is impossible to free ourselves from and we must simply strive to recognize that it exist and take.
- Semantic noise : This is caused by the sender it occurs when grammar or technical language is used that the receiver (the decoder) cannot understand or cannot understand it clearly it occurs when the sender of the message uses a word or phrase that we don't know the meaning of ,or which we use a different way

from the speakers . Reference (Roth well, Dan J). (Wikipedia, the free encyclopedia).

2.6 Benefit of interpersonal communication.

- Details information: When dealing with a complex issue, email falls short. There's too much back and forth that can result in misunderstanding and incomplete exchanges that lead to mistakes. Better to get up from your desk speak in person, and clarify details.
- Major product: Working on major products, direct communication can help avoid problems emphasis key points. For example during conversations, additional issues may be arise, which can be directly addressed.
- Better understanding: Face to face interaction allows you to observe body language and how someone reacts emotionally to your ideas.
- Donor relations: In nonprofit, interpersonal communication is critical for soliciting major gifts.
- Meeting: Many meeting are to long lack substance and take time away from their works surely, that happens but a planned meeting's agenda distributed advance and participants prepared adequately ;(James V.D,2012:p,29)
- The factors that affects interpersonal communication
- Cultural influence: It refers to the customs, language, art, common dilatory habits and attire of a particular region. It also includes the learned values, beliefs and behaviors common to a group of individuals. Culture and communication are inseparable this means that culture can be strong barrier to interpersonal communication between people of different cultures
- Power: Power is the ability to influence others and have strong self-control under complex circumstance.
- Noise: Noise is one of the external factors that affect as barriers to effective communication. Noise interferes with or disrupts communications by causing a divergence between the receiver and the communicator. Some examples, of physical noise include running motors, screeching breaks, and children crying.
- Technology: Electronic mail, most commonly referred to as email, is becoming the most popular medium for interpersonal communication. When we exchanging emails, if a person makes grammatical errors or spellings mistakes, it can create a wrong impression on the receiver.
- Cultural and language difference: In multi-cultural work place cultural and language difference can impede communication. Cultural barriers can be also take form of unique work place environment where workers are expected to be have in particular way to gain acceptance. As we discussed above, cultural is learned system of acknowledge, behaviors, attitudes, beliefs, and norms that is shared by a group of people.

- **Gender Issue:** The difference between genders can create communication barriers on a number of ways. For instance, in traditionally male dominated work environment, women may have difficulty getting idea of accepted, or they may be treated harshly or even ignored. Women and men are us verbal message differently. You are becoming aware of the difference is just another way in which you can entrance interpersonal communication with others [Marcus pain, 2002].As scholars state that, there is different between female and male; therefore, we have encourage female students us they become to equate with male in order to develop their interpersonal communication.
- The seven steps to effective interpersonal communication
 - Start with self-awareness: Do you know how well you communicate right now? What works and what doesn't? If you don't know gather feedback so you can your strength and your- weakness.
 - Always keep the other person in mind: For any instance of interpersonal communication, plan out your approach a head of time.
 - Determined your desire "win win" outcome: The outcome of any conversation be a "win win" as not all out comes you desire are good for relationship. For example you may want to prove that you are right, but that would mean the other person needs to be proven wrong. You may win the argument, but lose the relationship. That is not a good outcome.
 - Gather the facts: While facts can't be the only focus of your conversation, you need the facts to keep the discussion as unbiased as a possible. It's hard to anything if all you have is "he said and she said".
 - Practice a calm approach / tone: This will require the most time, especially if you are emotional about the situation. You need to calm down first, and then communicate with an open tone. This requires time, since our instinctive reaction is to take a defensive or offensive tone. An open tone can be one that gives the benefit of the doubt , or focuses on "we" instead of " you us me" your openness and calmness' will invite the other people to listen , and your tone will show that you are there to build the relationship .
 - Listen as much as you speak: Effective interpersonal communication is a two way street. You should spend 5%of the conversation Listening. We are sometimes prepared so much that all we focus on is talking. You can lose the listener quickly that way.
 - Don't expect any thing: We cannot control or change anyone else. This is an easy concept that is easy to forget.

2.7 Principles of Effective interpersonal communication

- That we treat each other with respect: It means we can put the energy we spend demising others and complaining about them to use better.

- That we do not interrupt one another: It means by no interrupting others and focusing our attention on what they say.
- What we have the right to pass it means that we can choose not to do something instead of feel we have to or that we should when don't want to.
- That we don't volunteer others: It recognizing the importance of valuing others right to choose and not to use our language in
- Away that assumes we can choose for them.
- That we respect confidentiality: It means generating trust safety and in some situation, intimacy through valuing that which important to another and acknowledging and respecting their vulnerability in relation to issue.
- That we speak but no too often for too long: It means acknowledging that filling up "airtime" in a conversation prevents us from connecting with others through our communication.
- That we challenge the behavior and not the person: It means that difficult situations can be "depersonalized" and therefore became an opportunity for learning an creativity rather than a person "battle"
- That we speak only our self (we speak in "I" often called using "I" statement): It means make more accurately with our communication. Instead of assuming we can speak for others we only speak for ourselves.
- that it is ok to make mistakes :It means acknowledging the fact that we are not- robots and that mistakes are opportunities for learning, connection and in sight rather than opportunities to condemn another as if we are selves "perfect"(WWW. Communication and conflict. Com/ interpersonal communication.html).

CHAPTER THREE

Research Methodology

In this section the researcher designed setting and target population of the study. The researchers would be conducted sampling techniques and sample size source of the data and data gathering instruments, data collection procedures and data analysis techniques

3.1 Research Design

In this study the researcher used descriptive types of research design employee that depend on the nature of the study. So the researchers used descriptive types of research design. The researcher would be used both qualitative and quantitative research data to collection and analysis techniques.

3.2 Population of the Study

The main target of the population in this study was second year English language and literature students at Wolkite University. The total population in this study was twelve in number. Among these students, nine of them are females students and the rest of three students are male.

3.3 Sampling Techniques and Sampling Size

The appropriate sampling technique for this study was comprehensive and purposive sampling technique, because the number of the students is not large in size, so it is easy to control. From this total population of the study, the researcher was give questionnaire for all population and select four students for interview.

3.4 Source of the Data

The major source of data in this study was Wolkite University second year English language and literature students.

3.5 Data gathering Instruments

The researcher was used different method to collect data such as questionnaire, interview and observation. The instruments was prepared by the researcher.

3.5.1 Questionnaire

Questionnaire is one way of data gathering instruments. It is important to collect relevant data from a larger group of subjects. The researcher was used to collect data by provide both close ended and open -ended questions. There searcher questions would consist two items, those are choose and explanations to measure students' interpersonal communication in literature

3.5.2 Interview

It is difficult to take all students as interviews; therefore, the researcher was selected four students to know the students perception, feeling and understanding on factors that affect student's interpersonal communication in the classroom and researcher used structured type of interview.

3.5.3 Observation

The researcher observed each of sample students at the three times by using observation check list and contain yes or no questions. The observation do by observing practice of students Interpersonal communication and relationship in the classroom.

3.6 Data collection procedures

There are three instruments the ways of collecting data. Those are questionnaire, interview and observation. Those check list would be prepared by the researcher. The content of all data would be checked by the advisor.

3.7 Data Analysis Techniques

The information from the questionnaire, interview and observation were analyzed as follows. The results from questionnaire were sequenced, tabulated and converted to the percentage. The interview points and observation were analyzed and presented in paragraphs. Finally, based on the results, conclusion was drawn and recommendation was forwarded.

CHAPTER FOUR

4.1 Data Analysis and Interpretation

In this section the researcher analysis the paper through data gathered from the students by distributed questionnaire, interview and observation check list .The total number of respondents 12.

Analysis of students' questionnaire

Table 1:students' response regarding factors that affects interpersonal communication

no	Item	alternative	Respondent in number	In percent(%)
1	Which one is affects your interpersonal communication	Cultural influence	5	42%
		Power	0	0%

		Noise	1 8%
		Technology	1 8%
		Language	5 42%
		Gender	0 0%
		Others	0
		Total	12 100%

As it listed in the above table 1, 42% of respondents responded that, culture influence affect interpersonal communication and originated obstacle on their communication skills; 8% of respondents responded that, noise affect their interpersonal communication .8% of respondents responded that, technology can be affected their interpersonal communication and 42% of the students said that language is affected interpersonal communication. From above data the researcher understood that , most of students responded that language difference highly affected their interpersonal communication .The students do not respect others, they speak different by using jargon words it is unfamiliar among themselves .Due to this, someone over dominated the others and their interpersonal communication became failed .According to data obtained cultural influence and language difference, technology and noise those all are created great difficulties on their effectiveness interpersonal communication . These all factors are the main barriers on their developments of student’s interpersonal communication skill. Those factors are founded in our environment and the students also adopted these factors.

Table 2:Students’ response regarding to benefit of on their interpersonal communication.

No	Item	alternative	Respondent in number	In percent(%)
2	What is the benefit of your interpersonal communication	I understand others very well	3	25%
		I improve communication skill	7	58%
		I develop speaking skill of English language	1	8%
		I make mutual relationship	1	8%
		Total		100%

As shown in the table 2, 25% of the students' responded that, they get benefit during their interpersonal communication by understanding others very well in the class and out of the class interaction and discussion. 58% of students responded that, they are improving their communication skills during their interpersonal communication. As above table also shown that, the improving communication and understanding others very well is beneficial for students. The remaining others 8% of students responded that, developing speaking skill of English language is belongs to us. 8% of students responded that, making mutual relationship is effective for interpersonal communication. From the above table the researcher understood that, most of the students have interest to improving their interpersonal communication skill. Because it helps to them as they make more relationship with others effectively. In addition to this, major students have interest to improve their communication ability through benefit of interpersonal communication. So that the researcher observed the students have more attention to improve their communication skill than the other.

Table 3: The students responses regarding on do you applying during your interpersonal communication in the classroom and out of classroom interaction and discussion

No	Item	Alternative	Respondent in number	In percent%
3	Which one do you apply your inter personal communication in the	Overlooking listening actively	2	17%

	class room	Magnifying listener's attention		33%
		By focusing on the message	6	50%
		By others	3	25%
		Total	12	100%

As we can understand from above table, 17% of students responded that, overlooking listening actively is applying during their interpersonal communication. 33% of the students responded that, magnifying listeners attention is belongs to us. So we must magnify the listener's attention in order to improve our interpersonal communication. 50% remain of students said that, paying attention or focusing on the message is very crucial for developing our interpersonal communication skill. 12% of the students as listed in the above table, paying attention by others is better than others. From the above table the researcher understood that, there is no big difference between magnifying listener's attention and by focusing on the message. Therefore, magnifying listener's attention and by focusing on the message rather than others. As researcher observed from above table students have less attention on overlooking listening actively and by others. This is in generally, the researcher understood from above responses most of the time the students apply during their interpersonal communication by focusing on the message.

Table 4: students responses on speak English politely and directly of interpersonal Communication

No	Item	Alternative	Respondent in number	In percent%
	If you speak English politely and directly what is your	I get detail information	5	42%

4	result of interpersonal communication?	I get major product	1	8%
		I get meeting	4	33%
		I get donor relationship	2	17%

As we can see from the above table, 42% of students responded that, getting detail information is one way to develop interpersonal communication. 8% of the students said that, getting major product is important to develop our interpersonal communication. 33% of the students responded that, on the meetings one part of interpersonal communication and 17%

of the students tried list on the paper, getting donor relation is crucial way of improving our interpersonal communication. From the above table the researcher observed that, most of the students focus on getting detail information and getting meetings. When the researcher observed from students' answers there is a big difference between getting detail information and getting major product. Therefore, we have to do more on getting detail information because most of the students believe that or select that as it helps their interpersonal communication. In this part, most students do not have interest in getting major product. The researcher concluded that, students speak English politely and directly in interpersonal communication is used to get detail information rather than get major product.

Table 5: The students' response on major impact on interpersonal communication

No	Item	Alternative	Respondent n number	In percent%
5	Which one has major impact on your interpersonal communication?	Noise	0	0%
		Gender issues	3	25%
		Cultural influence	3	25%
		Language difference	6	25%

		Total	12	100%
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Table 5: The students' response on major impact on interpersonal communication

As item 5, in the above table shown that, 25% of the students responded that, gender issue has major impact on their interpersonal communication. And 25% of students mentioned that, cultural influence has major impact on their interpersonal communication. 50% of respondents responded that, language difference has major impact on their interpersonal communication. From this table the researcher observed that, major students believe that language difference is one factor that affects their interpersonal communication their fore, from above students response noise is not impact for interpersonal communication.

Table 6: The students' response on interpersonal communication levels in the classroom
Look likes.

No	Item	Alternative	Respondent in number	In percent%
6	What are your interpersonal communication levels in the classroom?	High	2	17%
		Medium	7	58%
		Low	3	25
		Total	12	100

As indicated in the above table 6, 17% of the students responded that, interpersonal communication is high in the classroom. 58% of the students listed that; interpersonal communication levels is medium in the classroom .25% The remaining others responded that, interpersonal level is low in the classroom .Therefore, the researcher observed from the above table, there is different communication levels among the students because, most of the students responded our communication levels is medium. This is ingenerally, students communication between with their friends in the classroom is medium.

Table 7: the students' on how often do you practice their interpersonal communication skill in the classroom.

No	Item	Alternative	Respondent in number	In percent%
7	How often do you practice your interpersonal communication in the classroom?	Sometimes	5	42%
		Always	3	25%
		Rarely	4	33%
		Almost never	0	0%
		Total	12	100%

As we can see from above the table 7, 42% of the students responded that, they had practice sometimes their interpersonal communication skill in the classroom. 25% of students responded that they had practice always their interpersonal communication skill in the classroom and 33% of the students listed down response; we practice rarely their interpersonal communication skill in the classroom. From the above table the researcher observed that students are not completely stop their Communication practice, because practice is necessary for all students, researcher observed that from their responses most of the students practice sometimes rather than always So, that the researcher understood, some of the students' pay less attention for a practice, so it is not good to develop their interpersonal communication skill.

Table 8: the students' response on how often do teacher arrange us group and let you discuss on some issue in English.

No	Item	alternative	Respondent in number	In percent%
8	How often do you teachers arrange us a group and let you discussed on some issue	Once a week	6	50%
		Twice a week	4	33%
		Always	1	8%

	In English	Never	1	8%
		Total	12	100%

As indicate in the table 8, 50%of the students responded that, once a week their teachers arrange us a group and let discussed on some issue in English. 33%of the students the answered that, twice a week their teachers arrange us a group and let to discussed on some issue in English. The other remains 8%of the students responded that, always their teachers

Arranged us the discussed on some issue in English and 8% of the students responded that, never their teachers arranged us a group and let discussed on some issue in English. As the researcher observed from above table, most of students discussed once a week, so it shows there is lack of interest to discuss in English. As a result, some students gave a low value for their teachers because teachers have a great role to help students. Generally, the researcher understood teachers are not always arrange group for students todiscuss on some issue in English, but this is not good to build interpersonal communication between students.

INSTRUCTION IITable 9:The students’ response on gender issue affect interpersonal communication Questionnaire prepared by form of yes or no.

No	Item	Alternative	Respondent in number	In percent%
9	Is there gender issue affect your interpersonal communication?	Yes	9	75%
		No	3	25%
		Total	12	100%

The list of reasons which gave by respondents here would be shown on the paper.

Reasons for 'yes'

“Because gender is the basic thing that affect our interpersonal communication at the time of the conversation .The others said that cultural influence is one basic affect our interpersonal communication. The others responded that male and female speak in different style; therefore, we cannot express as we want it is one factor to affect our interpersonal communication.”

Reason for “no” because interpersonal needs sharing ideas to develop speaking ability; therefore, gender does not affect our interpersonal communication and an others responded that never ever affect gender issue our interpersonal communication.”

From above idea the researcher understood that gender issue could affect students their interpersonal communication.

As it listed in the above table 9, 75%of students’respondents, gender issue affect interpersonal communication and 25% of the students respond that, gender issue doesn’t affect interpersonal communication. Because gender issues more skill From above table the researchers observed that major students believed or responded that gender issue does affect their interpersonal communication. So that the researcher observed gender issue is more affected interpersonal communication.

Table 10:The student’s response on factor that affect their interpersonal communication.

No	Item	alternative	Respondent in number	In percent%
10	Is there any factor that affects your interpersonal communication?	Yes	10	80%
		No	2	20%
		Total	12	100%

Here open ended answers would be listed by respondents: “yes” because “culture influence , language difference ,frustration , lack of interest , the others like gender issue different living society variety of language , lack of confidence and so on can be affect our interpersonal communication .”

From above answers researcher observed that the problem students faced in their living life.

As indicated in the table 10, clearly, 83%of students responded that, there is factor affect that their interpersonal communication and 17% of the students responded that there is no factor that affects their interpersonal communication.

From above table the researcher understood, most of the students believe that, there is factor effect on our interpersonal communication .Therefore, researcher tried to reduce factor that affect student’s interpersonal communication.

Table 11:The response on using English language rather than mother tongue affect their interpersonal communication

No	Item	Alternative	Respondent in number	In percent%
11	Does using English language rather than mother tongue affect your interpersonal communication?	Yes	5	42%
		No	7	58%
		Total	12	100%

Respondents answered open ended questions : response on “ yes “ because “I may be for get my mother tongue ,others I may be for get my culture some of students said 'no' because using English language doesn't affect interpersonal communication it making relationship with others” . Here most of the students repeated the same ideas; therefore the researcher understood from students’ response using English language rather than mother tongue doesn't affect their interpersonal communication.

As shown in the above table 3, 42 of the students responded that , using English language rather than mother tongue affect their interpersonal communication skill .The remain one 58% of the students Said that, there is no anyone affected by using English language rather than mother tongue .Because using English language is important for all students.

From the above table the researcher observed that; major students have more interest to learn English language rather than mother tongue. Because it makes mutual relationship among students. Some of students responded that, using English language rather than mother tongue is highly influence our interpersonal communication. Therefore, using mother tongue is important to make agreement within others. But researcher concluded, learning all language is very crucial for students as well as for societies.

Table 12: The students response on make practice during doing assignment or group discussion

No	Item	Alternative	Respondent in number	In percent%
12	Do you make practice doing your assignments or group discussion?	Yes	4	33%
		No	8	67%

		Total	12	100%
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As indicated in the above table 12, clearly shown that, 33% of the students said that, we make practice during doing assignment Or group discussion. Because we make presentation by English language in the classroom; therefore, we practice more and more in order to improve interpersonal communication. 67% of the students answered that, we do not practiced when they doing assignment Or group discussion.

From the above table the researcher observed that, most of the students 'cannot responses "yes" because after doing our assignment we have prepare ourselves for presentation; therefore, we are communicate in English "NO" because it takes a lot time to express our feeling as they wants, so that we cannot communicate in English when we doing our assignment. Some students answered From this table the researcher understood that, most of the students haven't interest to communicate in English language. So that the researcher understood the students are not pay attention to practice doing assignment or group dissection

Table 13: The student's response on the students have interest to communicate and meet with each other to speaking English language.

No	Items	Alternative	Respondent in number	In percent%
13	Do the students have interest to communicate and meet with each other to speak English language?	Yes	5	42%
		No	7	58%
		Total	12	100%

..

As item 13, indicated in the above table, 42% of the students' responded that, we have interest to communicate and meet with each other to speak English language. And 58% of the respondents said that, we not have interest to communicate and meet with Each other to communicate English language.

From the above table clearly shown that, the researcher understood that depend on their answers, most of the students do not have interest to communicate English language. Because they do not express their feelings us they want. Therefore, all teachers are should

have try to encourage their students us they become to participate to speak English language elsewhere.

4.2 Analysis of interview results

The major challenges that students faced in their interpersonal communication. According to the interviews .most of the students' have interested to learn English language and literature communication skill and develop their communication activities, specially their interpersonal communication .As the respondents responded that, interpersonal communication more important and attractive. It is one way of to make relationship with others. Respondents said that, interpersonal communication is easy to communicate and make to agreement with any individual person than any types of communication skills. However, they said that, “there are some factors which hindered their interpersonal communication as well as their relationships. For instance, there are some factors like noise, language difference, cultural influence, power, technology, gender issue and so on”. And also another like lack of confidence frustration, feel fear etc. As respondents responded that, all above we tried listed is a big problem to influence students' communication skill. In this case, someone dominated by others; therefore, disagreement occurred among them. Due to this,

Someone can act over the other one, respect his / her culture, language and one culture become too superior to an others. As a result of this, they achieved to effective interpersonal communication and relationship among themselves.

- The strategies that students' apply during their interpersonal communication in the classroom . According to the students responded that, the interview argues the students that the students apply their strategies in the class room during their interpersonal communication in order to improve their communication skill. The students said that “we have to focus on the message and through listen actively others to improve our communication skill. And also, magnify the speaker’s message in order to become effective communicator. “In addition to this, the respondents responded that, they try to develop their level of interpersonal communication skill activities from medium to high. The students said that, we should have practice more and more in order to develop our communication skill and to create mutual relationship with an others. From the respondents response the researcher observed that , most of the students affected by lack of experience , lack of background knowledge ,lack of frustration or fear another person’s; thus, all are students interpersonal communication . Therefore, students should have make practice in the class and out of the class in English language. This make them related to perfect.
- The problem that the students' faced due to variety of language in your interpersonal

Communication. The students said that, variety of language have factor affect our interpersonal communication skill. Because of this we faced so many problems, such as miss understanding about information and they cannot understand others very well. From this response the researcher understood that, variety of language surely affect their interpersonal communication skill. Therefore, most of students cannot share enough information among themselves. Because of this, their interpersonal communication became to fail.

- The variety of language affects their interpersonal communication.

Students responded that, variety of language affected our interpersonal communication. Because students came from different background of area; therefore, We cannot make mutual relationship at once so that we cannot express our feeling by ourselves. Due to this, variety of language is one the factor that affect our interpersonal communication skill.

4.3 Observation

Table 14: Analysis of class observation check list

		Y e s	N o
1	Are the students motivated to communicate in English language?	x	
2	Is there student's interpersonal communication hindered due to variety of language?		x
3	Is there major factor problems that students faced in their interpersonal communication?	X	
4	Is there student's interpersonal communication affect by noise?	X	
5	Do the students have an effective interpersonal communication?	x	
6	Do the students have a good strategies to improve their interpersonal communication?	x	

The researcher has observed each students two times for 20 minutes. According item number one in the above table, major students have interest to improve their communication ability. The researcher observed from students' activities, most of the students have interest to make mutual relationships. But there are many factors that affect their interpersonal communication. For example , gender issue , language variety , power ,noise , cultural influence ,frustration and so on .According table two shown that , most of the students cannot express as they want because variety of language are affect their interpersonal communication skill .As clearly shown above table item number three , some of students shown that, lack of confidence , lack of interest and lack of practice affect their interpersonal communication .

According to question number four noise surely affect students' interpersonal communication. Because when the teacher teaching in the classroom some students cannot pay attention during at that time miscommunication can be hindered among students. According question number five students cannot be effective in their interpersonal communication, because most of the students haven't confidence to express their feelings in the classroom. According item number six the major numbers of students

have interest to improve their interpersonal communication. But there were uncomfortable situation faced to them in their interpersonal communication and so on.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The researcher has investigated the factor that affect students' interpersonal communication ability of Based WillkieUniversity second year English language and literature student. Detailed analysis and discussion were presented in chapter four. There is only importance and major finding are presented by considering what has been discussed in chapter four. Those major finding are student are motivated to develop their interpersonal communication ability through English language andstudents, are motivated to makemutual relationship with others; Also the students have interest to practice individual and group in order to improve their interpersonal communication .However, there are many obstacles to influence student's interpersonal communication. Those are language difference, gender issue, cultural influence, power, technology, and also students have lack of confidence, frustration and lack of experience, lack of grammar and vocabulary, lack of interest and so on. Generally, researcher observed that students do not use English language when they meet with each other, and student's ability to communicate with their friends through English language is medium.

5.2 Recommendations

- ❖ The researcher recommended that, some points applied by teachers and students are forwarded as follows:
- ❖ -By eliminating the factors that affect students' interpersonal communication and the students should develop smooth interpersonal relationships through the interpersonal communication.
- ❖ The teachers should encourage their students as to communicate with each others'
- ❖ Students are interested to communicate with each other in interpersonal communication than other types of communication, 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.
- ❖ The teachers should give chance to the students to ask, answer and communicate with eachother's.
- ❖ Students should try to overcome these all challenges; by make unity and mutual relationship with each other withoutmaking any separation.
English department should have prepare training area for English language and literatures students.

Willkie University should have responsibility to make students more advanced in their ability to take more students spatially in the English language

- and literature department.

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Appendix A
Wolkite University

College of social scienceandhumanities

Department of English language and literature

Questionnaire for second year English language and literature students at Wolkite University

Dear: students this questionnaire is for you which is prepared by the researcher. This questionnaire is designed to collect data for a researcher on factor that affect students' interpersonal communication. It is believed that you genius response to each of items is helpful the success of this study. So you are kindly requested to provide your genius response.

Instructions: I

Questionnaire analysis check list

Choice the best answers for following alternatives.

1. Which one is affect your interpersonal communication?
A/ cultural influence B/ power C/ noise D/ technology E /language difference
F/ gender
2. What is your benefit of your interpersonal communication?
A/ I understanding others very well B/ I improving communication skill
C / I developing speaking skill of English language D/ I making mutual relationship
- 3 Which one do you apply during your interpersonal communication in the class and out of the class interaction and discussion?
A / overlooking listening actively B/ magnify listener attention C / by focusing on the message
D / by others ways
4. If you speak politely and directly, what is your result of interpersonal communication?
A/ I getting detail information B / I getting major product C / I getting meetings D / I getting donor relation
5. Which one have major impact on your interpersonal communication?
A/ noise B/ gender issue C / cultural influence D / language difference
6. What does your interpersonal levels in the classroom and out of classroom looks like?
A/ high B / medium C/ low
7. How often do you practice your interpersonal communication in the class and out of class?
A / sometimes B / always C / rarely D almost never
8. How often do your teachers arrange us a group and let to discuss on issue in English?
A/ once a week B/ twice a week C / always D / never

Yes or no questions

Put your correct answer by using tick sign () and fulfill black space.

1. Does gender issue affect your interpersonal communication?

A / yes

B / no

If your answers yes how? -----

If your answers no how? -----

2. Is there any factor that affect your interpersonal communication?

A/ yes

B/ no

If your answers yes what are the factors? -----

If your answers no why? -----

3. Does using English language rather than mother tongue affect your interpersonal communication?

A/ yes

B/ no

If your answers yes how? -----

If your answers no how? -----

4. Do you make practice during doing your assignment or group discussion?

A/ yes

B/ no

If your answer is yes when? -----

If your answer is no why? -----

5. Do the students have interest to communicate and meet with each other to speak English?

A/ yes

B/ no

If your answer is yes how? -----

If your answer is no why? -----

Appendix B
Wolkite University
College of Social Science And Humanities

Department Of English Language And Literature

II INSTRUCTIONS: Analysis of interview questions

1. What are the major challenges that faced your interpersonal communication?
2. What are strategies do you apply during doing your assignments?
3. What are the problems that you face due to variety of language in your interpersonal communication?
4. How varieties of language affect your interpersonal communication?

Appendix C

Wolkite University

College Of Social Science And Humanities

Department Of English Language And Literature

INSTRUCTIN III: Observation check list

1	Are students motivated to communicate only in English language among them?		
2	Is students' interpersonal hindered due to variety of language?		
3	Is there a major problem that students face in their interpersonal communication?		
4	Is there students' interpersonal communication noise?		
5	Does English language have role play in students' interpersonal communication rather than mother tongue?		
6	Do the students' have an effective interpersonal communication skill?		