THE PRE-SERVICE TEACHERS' COMMUNICATION ABILITY ANALYSIS AT TEACHER TRAINING AND EDUCATION FACULTY

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Abstract: This study is aimed assessing the English pre-service teachers' communication ability at teacher training and education faculty. It was done at Universitas Kristen Indonesia within 3 months. This study is a quantitative study and the results of the study are reported descriptively to describe the findings obtained. The study involved respondents of 116 students who were taken using the purposive cluster sampling technique. The instrument of the study is a set of questionnaire which was divided in to two parts (demographics and generic skills data). The data was analyzed by inferential statistical analysis. The finding of this study is that there is no significant difference between the level of Communication ability of male and female students, and there is a significant relationship between the level of communication ability and student achievement. Then, it is concluded that the level of confidence in communication ability of education students is at a high level. However, the ability to communicate in English is still at a moderate level that is less satisfactory.
Keywords: *Pre-service teachers; communication; ability; gender.*

INTRODUCTION

Communication plays a huge role in human life. In the socialization process, these skills can help sociologists create social institutions and, in turn, influence culture and social structure (Knowles, 2021). It is because each individual will go through their life journey. Based on the experience will be a lesson to them. The knowledge can then be shared with others to establish communication. For example, during the teaching and learning process in the classroom, teachers and students should practice two-way communication to exchange experiences and knowledge with each other. With these interactions, their experiences and knowledge can be shared and, in turn, benefit them. In order to convey information, communication ability are an essential aspect that needs to be emphasized (Chebab, Moulay & Rabbani, 2021). It is because the message interpreted by the recipient is misinterpreted message due to the presenter or recipients' error in communication. In education, the main pulse in an educational institution is communication ability which is a medium to convey knowledge.

The process of learning and knowledge gained from these institutions will be the input for the formation and change of an individual. In addition, studies have found that in daily human activities, most of the human time is used for communication

purposes (Fishman, 2020). It is because humans are always eager to get new information and interact with each other in most of their daily activities. For students, their daily activities are more concentrated in school. Therefore, teachers should use the space and opportunities available to help form excellent and quality students. After school hours, teachers must also maintain communication with the outside community, especially parents, because the public assesses a teacher's credibility at all times.

Schools are social institutions that strongly emphasize the importance of effective communication in the classroom to create universal social development. Effective learning is an interactive process that provides space for students to interact, help each other, carry out responsibilities, build self-confidence and the like. It is conducted in an exciting and fun atmosphere so that it can be a motivator for students to channel opinions and thoughts effectively. In addition, effective communication also emphasizes the aspect of social skills in order to help students respond to the environment and control themselves in facing challenges to achieve and improve self-excellence. In going through daily life, language skills are an essential aspect as an intermediary medium (Leung & Jenkins, 2020). Teachers with good communication ability in building an exciting and fun teaching

environment will influence students 'interest and behavior in learning. In addition, communicating well can also help teachers apply positive values to improve students' social and emotional skills.

Therefore, a teacher should have seriousness, experience, and interest in the profession entrusted to him. Communication is a process of giving meaning and can influence a person to believe and do something as desired (Coombs, 2020). It is because verbal or non-verbal communication involves transferring knowledge, understanding, or feelings shared through the message (Uleanya, Uleanya, Taiwo, & Shobiye, 2020). In education, teachers who impart knowledge must have various skills, including speaking skills, classroom control, teaching techniques, and practical and orderly communication. It is because communicating in the classroom not only serves to impart knowledge but builds interaction so that the teaching and learning process achieves its goals.

Communication occurs when a teacher conveys his experience and knowledge to his students (Zwozdiak-Myers & Capel, 2019). It is supported by the opinion that teachers with skills in building effective interactions are among the characteristics of effective classroom leadership (Salamondra, 2021). The teaching and learning process is not only limited to communication between teachers and students in sharing knowledge or information but also relates to interaction and social control in the classroom. The social development and teaching quality in an organization are determined by the social relationship mechanisms built into it, such as effective use of language, interaction processes, open communication, and verbal skills (Meulenbroek, Ness, Lemoncello, Byom, MacDonald, O'Neil-Pirozzi & Moore Sohlberg, 2019). The teaching and learning process not only aims to produce students who excel in academics alone but are also involved in the process of personality formation and applying the skills needed to make the student quality. This goal is challenging to implement if there is a communication gap between teachers and students. In addition, the administration, colleagues, parents, and the community also need good interaction to ensure that the development goals of healthy and excellent students are successful.

Usually, in the teaching and learning process, teachers play the role of communicators of information while students play the role of recipients. However, this communication process should not be tied in one way only. A good teaching and learning process should involve a two-way communication process where there are times when teachers need to listen to opinions or feedback from students to encourage students to be active and always think. It can indirectly indicate whether the knowledge imparted by the teacher can be accepted and understood by students. Thus, the effectiveness of this teaching and learning process can be said to depend on the interaction process created by the teacher (Herrera-Pavo, 2021). It is in line with the teacher's teaching goal to ensure that students understand and can apply the information presented during the teaching and learning process. The learning process is successful if the student's knowledge increases with the increased disclosure of information obtained from his teacher. Therefore, teachers play an essential role in producing excellent and quality students. If teachers do not have practical communication ability, the teaching and learning process becomes bland and will ultimately affect students' academic excellence. Therefore, to ensure effectiveness in teaching and learning, teachers should take the initiative by learning, practicing, deepening, and practicing to master these skills well.

Every teacher must always be creative and innovative to create a conducive learning environment to attract students to learn. In addition, teachers also need to be prepared to face all possibilities with patience, efficiency, and optimism in dealing with uncertainties that may occur in the classroom. It is because interactions between teachers and students in the classroom usually occur spontaneously following a limited period. Teachers or students do not have the opportunity to think long or follow the lesson plan one by one as contained in the teaching handbook. It is where the role of teachers, especially in the aspect of communication, ensures that the goals of teaching on the day are achieved even with the various methods chosen. Subsequent positive interactions can guarantee success not only for the teachers but also for the students. If teachers can establish effective communication, they will indirectly be able to identify problems and weaknesses in each student and subsequently try to help solve them. A harmonious classroom atmosphere resulting from an exemplary communication process can motivate students to achieve excellent academic achievement. It is because, in addition to teaching, teachers are also able to influence and be a motivator for students to study hard. As such, students will be more confident and interested in learning. The teaching and learning

process will also be more straightforward when students understand what their teachers are teaching.

The National Philosophy of Education goals emphasize the close relationship and characteristics of effective communication between students and teachers, the administration with teachers, and among peers. Therefore, understanding and applying effective communication is the responsibility of all parties involved in educational institutions. Effective communication is the mainstay in making excellent and quality education. Therefore, the administration should be sensitive to the importance of communication in teaching and learning. Disclosure of the importance of having communication ability should be given to trained teachers or trainee teachers in the hope that their students can absorb the knowledge. The effectiveness of the teaching and learning process will be affected if teachers fail to establish good communication. It will affect the students because the information presented will be challenging to understand and misinterpret. What complicates the situation is if what the student understands is held and applied in his daily life without thinking deeply about the effects of the previous misunderstanding.

The role of teachers is enormous in ensuring that the graduates produced can be a source of energy that meets the needs of employers. Students will experience problems when they graduate later if these skills fail to be applied in education. It is evident when there is feedback from employers who dispute the inconsistency between the level of academic achievement with the level of communication ability among pre-service teachers. What is sadder is that graduates not only have problems communicating in English but also in Indonesia, the national language that has been the medium of instruction for 11 years in their school environment (Lan, 2018). The main reason for a person's failure in his job is their failure to establish a positive interaction with their environment (Petitta, Probst, Ghezzi & Barbaranelli, 2019). In the teacher context, in addition to teaching a predetermined subject, this group is also responsible for being indirectly involved in the formation and development of a good personality, mental and physical, for his students (Tnay, Adruce, Lau, Ting & Sandhu, 2020).

In line with the role played as an agent of change to the self-development and personality of students, teachers should prepare themselves with good mastery in the context of communication before entering the realm of teaching. It prepares teachers to

face the different styles and backgrounds of their students. Factors such as background, attitude, level of education, experience, and exposure will create the diversity of students and gaps among them in a class (Resch & Schrittesser, 2021). Therefore, communicating is necessary to enable them to know each other and share information well. Several studies have shown the dissatisfaction of schools where the pre-service teachers were taken their teaching practice with the level of communication ability and ultimately caused the unemployment rate to increase (Donitsa-Schmidt & Ramot, 2020); Öztekin & Tekel, 2021); then this study was done to see if the same situation occurs among prospective education graduates. Communication ability include listening, reading, writing, and speaking. These four basic skills are essential in facilitating the task when handling the teaching and learning process. A conducive learning environment will encourage student involvement in all activities performed by teachers (Naibaho & Silalahi, 2022). This study is expected to help students prepare not only in academic aspects but also in the context of their social practice with the external environment and as a preparation to enter the world of work later.

The purpose of this study is to a) Identify the level of communication ability among students in semester 7 of the Bachelor of Education Students of Universitas Kristen Indonesia (UKI); b) Study the differences in the level of communication ability between the sexes, and c) Identify the relationship between each communication ability and student academic achievement.

METHOD

This study is a quantitative study conducted by surveying the teacher training and education faculty of UKI. The results of the study are reported descriptively to describe the findings obtained. The study involved respondents of 116 students who were taken using the purposive cluster sampling technique. The students from eight study programs took the field practice course as pre-service teachers at schools within three months. The details of the study program and the samples are in Table 1.

Table 1. *Proportionally stratified samples*

Study Program	Respondents
Counseling Guidance	16
English Language Education	21
Religion Education	24
Mathematics	20

Biology	18
Physics	7
Chemistry	6
Mandarin	4
Total Sample	116

This study uses a communication ability questionnaire instrument adapted previous researcher. To ensure the instrument's reliability, researchers have conducted a pilot study, and the study's findings showed a high-reliability value, with a reliability value of 0.88. The collected questionnaires will be analyzed using SPSS version 20.0 to obtain accurate data. The analysis findings are displayed in tabular form showing the frequency and percentage. The questionnaire is divided into two parts. The first is student Demographics, and the researchers used the mean from descriptive statistical analysis. This data was analyzed according to gender. This analysis only gives a comprehensive picture where from this analysis can be known which gender has a high level of communication ability. The second is the generic skills data; it was analyzed by inferential statistical analysis, that is, using correlation and independent t-test to measure the hypotheses constructed. This inferential analysis was used to look at the differences between communication ability with gender and the relationship between communication ability and Cumulative Grade Point Average (CGPA) results. The level of communication confidence was determined based on the scale range in Table 2.

Table 2. *Range of communication ability scale based on the mean score*

Mean Score	Confidence Level Measures
1.00 – 2.40	Low
2.41 – 3.80	Moderate
3.81 – 5.00	High

RESULTS AND DISCUSSION

Descriptive analysis is used to identify students 'backgrounds according to gender and educational department or study program of the pre-service teachers, analyze data according to parts of the questionnaire, analyze students' perceptions of the level of confidence of generic skills in themselves, and analyze the overall level of confidence of generic skills, analyze the comparison of mean scores of generic skills based on gender. The presentation of research data is presented as follows.
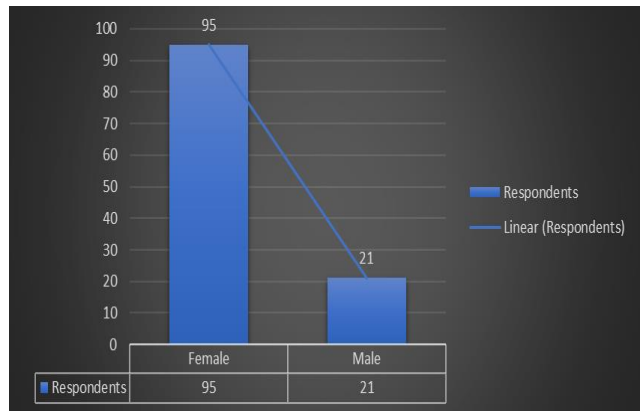

Figure 1. *Female and male respondent based on gender*

Figure 1 shows the frequency distribution of respondents by gender. The total number of respondents for this study was 116 people. The majority of respondents are female respondents, which is 95 people (79%), compared to male respondents, consisting of 21 people with a percentage of only (21%). This difference is very significant, but it is a common phenomenon in higher learning institutions today, where most of the students are women.
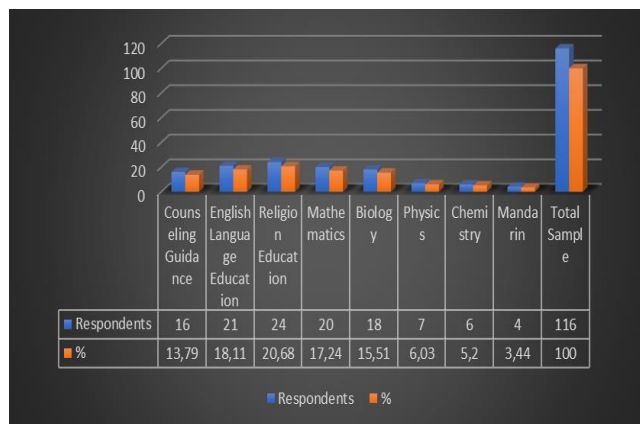

Figure 2. *Pre-service teachers' characteristics based on study program*

Figure 2 shows the frequency distribution of respondents by study program, with the highest number of students taking field training or pre-service teaching courses. The first was 24 students (20.68%) of 116 respondents were from Religion Education. The second was 21 students (18.11%) were from English Language Education. Third, followed by 20 students (17.24%) were from Mathematics Education, 18 students (15.51%) were from Biology Education, then 16 students (13.79%) were from counseling and guidance, then followed by seven students (6.03%) were from physics education, then followed by six students (5.2%) were from

chemistry education, and the last followed by four

students (3.44%) from Mandarin Education.

Table 3. *Distribution of respondents' confidence levels in communication ability*

Statements	Level of Confidence					Mean	SD
	1	2	3	4	5		
Speaking in *Bahasa Indonesia* well			1.2	24.2	74.2	4.72	.473
Speaking English well	0.6	4.5	38.7	44.0	11.7	3.51	.769
Writing in *Bahasa Indonesia* well.		0.6	1.29	36.7	61.1	4.58	.556
Writing the English language well.		4.5	39.4	39.4	16.3	3.67	.801
Conveying information verbally			4.5	54.5	40.0	4.35	.569
Conveying ideas verbally			3.8	60.4	35.4	4.31	.544
Listening to the opinions of others			0.6	49.2	49.2	4.48	.514
Responding to other people's opinions			3.8	58.5	37.4	4.33	.550
Using technology in teaching			4.7	54.5	40.7	4.35	.569
Average						4.26	.403

While the statement "I can speak English well," where the majority of respondents that is 50 people (43.1%) agreed with this statement, followed by 47 people (39.8%) who disagreed with this statement, and a total of 12 people (10.8%) strongly agree they can speak English well. A total of 6 people (5.6%) disagree they can speak English well, and only one person (0.7%) strongly disagrees with this statement, with a mean value of 3.51 and a standard deviation of 0.769. For the statement "I can write in *Bahasa Indonesia* well," 70 people (60.2%) of respondents strongly agree and can write in *Bahasa Indonesia* well, while 43 people or (37.8%) agree with this statement and only two people (1.3%) of respondents disagree with this statement. At the same time, one person (0.7%) of respondents do not agree with this statement. The mean value for this statement is 4.58, and the standard deviation is 0.556. Next to the statement "I can write in English well," there are two statements that give the same value: less agree and agree is 69 respondents (59.5%). It was followed by 42 people (36.4%) who strongly agreed with this statement, and only five respondents (4.1%) who disagreed. The mean value is 3.67, and the standard deviation value is 0.801. For the statement "I can convey information verbally well," a majority of 62 people (53.6%) of respondents agreed with this statement, and 48 people (41.1%) strongly agreed with this statement, while six respondents (5.3%) disagreed they were able to convey information orally well. The mean value is 4.35, and the standard deviation value is 0.569.

Furthermore, with the statement "I can convey ideas verbally well," 71 people (61.5%) agreed with this statement, and 40 people (34.5%) strongly agreed that they were able to convey ideas through word of mouth well. Then only five people (4.0%) agreed

with this statement. The mean value is 4.31, and the standard deviation value is 0.544. For the statement "I can listen to other people's opinions well," 114 people (98.3%) agreed and strongly agreed with this statement, followed by only two persons (1.7%) less who agreed that they could listen to others people's opinions well. The mean value is 4.48, and the standard deviation value is 0.514. In the statement "I can respond to other people's opinions well, " the majority of respondents, 66 people (56.6%), agreed with this statement, while 44 people (38.5%) strongly agreed. Followed by only five people (4.9%) disagreed with this statement. The mean value is 4.33, and the standard deviation value is 0.550.

The last statement was "I can use technology in my presentation" a total of 61 people (52.6%) agreed with this statement, followed by 48 people (41.8%) of the respondents who strongly agreed. A total of six people (5.6%) agreed that they were able to use technology in their presentations. The mean value is 4.35, and the standard deviation value is 0.569. While the average mean value for the entire distribution of this statement is 4.26, and the standard deviation value is 0.403. Overall, the mean score for the statements related to communication ability indicated a high confidence level except for speaking and writing in English, which showed a moderate level. It shows that the main problem of students is that communication is from the aspect of English. It is in line with a study that stated that one of the main factors in graduate unemployment is problems in mastering the English language (Bori, 2021). It is because English is the most widely used language in the world. Along with the current circulation that emphasizes global communication, it is crucial for graduates to have a good command of English to

ensure being able to compete to place themselves in the world of work.

Comparative analysis of mean scores was used to identify confidence levels of communication ability based on gender.

Table 4. *Analysis of communication ability by gender*

Aspect	Gender	N	Mean	Standard Deviation
Communication	Female	95	4.15	.495
	Male	21	4.27	.378

Table 4 shows that the mean score of male students' communication ability level of 4.27 is higher than the mean score of female students of 4.15. It shows that male students are more confident communicating than female students. However, these differences are not significant, as shown in Table 6.

Based on Table 5, it was found that the level of communication confidence for male and female education students did not differ significantly (t = 0.46, p> 005). These results accept Ho1, i.e., there is no significant difference between the levels of communication ability between the sexes.

Table 5. *T-test of communication ability by gender*

	T_{est}	
	df	Sig. (2-tailed)
Communication 0.462	148	0.645

Correlation tests showed that communication ability had a very low but significant positive relationship (r = 0.07, p = 0.004). The results of this test reject H_0 and accept H_1 that there is a significant relationship between the level of communication ability with student achievement even at a low rate (r = 0.07). However, the value of r^2 = 0.005 indicates that although the relationship between communication ability and student achievement is weak, communication ability accounted for 0.49% of the variance related to student achievement. It means that the communication factor becomes one of the factors that contribute to excellent academic achievement.

Table 6. *Correlation analysis between communication ability and student achievement*

		Communication
	CGPA	0.065
Spearman's rho	Sig. (2-tailed)	0.004(**)
	N	116

A university needs not only to produce graduates who excel in academic knowledge but also to be equipped with soft skills, especially in communication (Baird & Parayitam, 2019).

Graduates are now more exposed to the importance of technical knowledge, so they are less concerned with soft skills throughout their study period. This statement is supported by a study that stated that the graduates' failure causes to get a job is a lack of skills in communication and interpersonal (Prikshat, Montague, Connell & Burgess, 2020). The academic qualification in higher education institutions cannot be promised in the job market, and this is because the ability of graduates will be affected if only tied to one ability or not have soft skills, especially communication ability (Naibaho, 2021). For the level of communication ability, it was found that the highest mean score obtained was for the first statement, "I can speak *Bahasa Indonesia* well." The mean obtained is 4.73 and is categorized as high. It is because most of the respondents are Indonesian students and among the conditions for admission to UKI is that they must pass the subject of *Bahasa Indonesia*. The statement "I can speak English well" with a mean of 3.62. Although the mean is at a high level, this statement shows the lowest mean value compared to the other eight communication items. This situation occurs because most of the teaching in the UKI is using *Bahasa Indonesia*. However, proficiency in English is significant nowadays. Many Indonesian university graduates fail to get jobs due to failure to speak English well (Poedjiastutie, Amrin & Setiawan, 2018).

From the evaluation made from the results of this study, it was found that the students can master the skills of communicating orally and in writing in *Bahasa Indonesia* well. Mastery of communication ability is an essential skill required in any employment field (Coffelt, Grauman & Smith, 2019). It is fundamental in every relationship and is the key to success. Nevertheless, speaking skills in English got the lowest mean score in communication ability. Although the mean obtained is high, it clearly shows that the skills involving speaking and writing in the language of the world are still not fully mastered by the students of the UKI. It is in line with the statement that speaking and writing in English is the lowest matter compared to other communications (Naibaho, 2019). This opinion is also supported by the opinion that students are less able to write and speak fluently and clearly in English (Aizawa, Rose, Thompson & Curle, 2020).

Many skills need to be improved to produce strong and quality graduates. Among the skills identified are communication ability in English. In addition, based on a study conducted on students

found that the application of communication ability in line with the current circulation and successfully mastering it well will contribute to the ability to lead, encourage, negotiate, resolve conflicts, solve problems as well as create a healthy relationship (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020). Based on the findings of this study, the mean score of communication ability level of male students, which is 4.30, is higher compared to the mean score of female students, which is 4.26. It shows that male students are slightly more confident communicating than female students. However, only a slight difference (0.04) distinguished the confidence level between male and female students. Overall all students, regardless of gender, showed a high level of communication confidence. The findings of this study are in line with a study that showed that women were more anxious and afraid to communicate compared to men, especially in the context of public speaking (Tsang, 2020). It is because a woman's nature is shyer than men's. In other words, female students are more afraid to make public speeches than male students. However, another study found that gender did not affect students' communication confidence levels (Willis, Hunt, Wodika, Rhodes, Goodman & Jozkowski, 2019). It is in line with the current circulation, which shows that women are more dominant in public universities and eventually venture into various careers.

The findings of this study also showed a low positive relationship between academic achievement and communication ability (r = 0.07). A similar study was also conducted on 320 students for eight years. His study showed a significant association between communication ability and academic achievement despite having a weak relationship or r = 0.11 (Zhang, Jiang, Ming, Ren, Wang & Huang, 2020). It indicates that communication ability indirectly affect academic achievement. The graduates are now more theoretical than practical. The university-produced graduates now fall short of the standards set by employers in the hiring process (Altbach, Reisberg & Rumbley, 2019). It is in line with a study that found that many graduates have excellent academic achievements but are still unemployed because they did not pass the interview session due to a lack of communication ability (Tang, 2019). The number of graduates possessing various skills such as communication and academic excellence is still low. It shows that although communication ability can impact, they are not a significant factor influencing academic achievement.

In addition, a study showed a significant negative relationship between the level of communication confidence and academic achievement (Zhang, 2020). The findings of this study are consistent with previous studies that found that students with communication anxiety obtained less satisfactory academic results than students who reported otherwise (Beghoura, 2020). Stressing that communication anxiety is a determinant of students' academic achievement. Another study also found a significant relationship between communication anxiety and academic achievement (Weda & Sakti, 2018). In addition, in the context of student academic achievement, learning should focus more on learning style and emotional intelligence. It is because these two aspects have a significant influence on the level of academic performance of students. However, communication ability are a medium in the delivery of knowledge. It means that it also plays a role in forming learning styles and emotional intelligence (Regueig, 2021; Naibaho, 2021). For example, communication ability need to be mastered by students to enable them to exchange ideas through discussion. In the current education system, communication ability need to be mastered for communication and learning because the teaching-learning pattern now emphasizes students submitting their opinions more (Moşteanu, 2021). It will indirectly affect students 'academic achievement. Overall, this study answers the research questions and research hypotheses as stated. The level of communication ability showed a high mean score of 4.27. In addition, there is no difference between the sexes. As for the relationship with student achievement, communication ability showed a positive relationship with student achievement.

CONCLUSION
Overall, the results of the analysis show that the level of confidence in communication ability of education students is at a high level. However, the ability to communicate in English is still at a moderate level that is less satisfactory. Every teacher should master communication ability. Being able to communicate in multiple languages is a bonus to individuals. In some diverse classrooms, students will create varying communication ability. Therefore, every teacher should strive to identify the strengths and weaknesses of each student so that teachers can plan better Teaching and learning process activities and organize and involve two-way communication. Therefore, teachers must think and adopt the best methods to

encourage their students to communicate effectively. Directive and expressive communication are the methods to build good interaction between teachers and students during the teaching and learning process in the classroom. Therefore, it can be concluded that communication ability influence teaching effectiveness because communication is the basis of the relationship between teachers and students. In conclusion, it is hoped that all parties encourage students to master communication ability, especially English. In addition, all parties involved must also pay attention and take effective measures in efforts to develop student's communication ability, especially in public universities, to provide a workforce that meets the needs of the current and future job market to ensure the country continues to develop and be able to compete internationally.

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