

**THE ANALYSIS OF COMMUNICATION BARRIERS TOWARD  
DISTANCE LEARNING DURING COVID-19:  
PERSPECTIVES OF FIFTH SEMESTER STUDENTS OF ENGLISH  
EDUCATION SRIWIJAYA UNIVERSITY**

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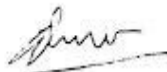
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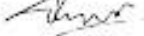
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## DECLARATION

I, the undersigned

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Certify that thesis entitled " The Analysis of Communication Barriers toward Distance Learning during COVID-19: Perspectives from fifth-Semester Students of English Education Sriwijaya University" is my own work, and i did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Republic Number 17,2010 regarding plagiarism in higher education. Therefore, i deserve to face the court if i find to have plagiarized this work.

Palembang, December 2021



The Undersigned,

Nurtania Afifah

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## **DEDICATION AND MOTTO**

### **This thesis is dedicated to:**

The almighty god, Allah SWT who has blessed and mercy in our lives. My beloved parents, Kol Purn Oktobrata Bangkana, S.H.,M.AP. and Nurmala Hoiri, S.E who are always beside me. Thank you so much for your unconditional love, support, and continuous prayer for me all the time. You are mean the world to me. Also thankyou so much for My beloved brothers, (Habib Rahman Nugraha, S.Sos.) and (Ahmad Sobri Santoso ) who always encourage me not to give up and being stress out in finish this thesis.

### **Motto:**

“My success comes only through Allah. In Allah I trust and to Allah i turn”

Hud (Quran :11:88 )

“ Humans can successful only that for which they make effort”

Najm( Quran 53:39)

“ Respect your parents because they are the one who will never let you down “

(Anisha Upadhyay)

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The Writer,

Nurtania Afifah

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**ABSTRACT**

Distance learning it self can not be avoided but there were communication barriers like technological barrier, semantic barrier, and individual barrier that cause ineffective communication. This study aimed to find out (1) the perspectives of fifth-semester students of the English Education Study Program, Sriwijaya University toward communication barriers in distance learning during COVID-19, (2) The way(s) of the fifth-semester students of the English Education Study Program, Sriwijaya University to reduce communication barriers toward distance learning during COVID-19. Data collection were done through obsevation, interview, and documentation. There were 16 students who took part in this study. Qualitative descriptive research was considered an appropriate approach as this type of research. The results of the study revealed that the most communication barrier that occur in distance learning was technical barrier. There were 2 ways for parents including; parents should teach good attitudes for students and provide what students need. There were 6 ways for lecturers including; first lecturers should prepare about device and good place, second lectures can tell students to prepare, third lecturers can give some informations in whatsapp, fourth lecturers can ask students to ask, fifth lecturers ask students to on camera, and the sixth lecturers can tolerance students about bad connection and give them alternatives. There were 4 ways for students including; first students can prepare device before class, second students can borrow hotspot or search good place when connection is bad or blackout. Third Students should have self aware to give attention in learning process. Fourth students must be active to ask questions if they dont understand.

**Keywords:** *Distance learning, Communication Barrier, ineffective communication*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents; (1) the background of the study, (2) problems of the study, (3) objectives of the study, and (4) the significance of the study.

#### **1.1 Background of the Study**

The consequence of the Covid-19 pandemic is not only on the health area but also the system delivering education. On March 12th, 2020, the World Health Organization (WHO) announced that the eruption of coronavirus disease (COVID-19), which is affected by the SARS-CoV-2 virus and which was first investigated in Wuhan, China, had achieved the level of a global pandemic (WHO, 2020). Less than one week later, on March 18th, 2020, UNESCO recorded that a total of 107 nations had closed all schools due to the pandemic (United Nations Educational, Scientific and Cultural Organization, 2020). To avoid the virus from circulating more widely, the government publish a change to-face teaching and learning to online teaching and learning from elementary school to university levels to obtain educational objectives (Bubb & Jones, 2020). Relating to The Ministry of Education and Culture's circular letter No. 3 of 2020 on the prevention of COVID-19 on the education unit and the number 36962/MPK A/HK/2020, the teaching and learning activities are performed online to avoid the spread of corona-virus disease (The Ministry of Education and Culture of Indonesia, 2020).

Distance learning is the best procedure during this pandemic COVID-19 condition(Pravat,2020). Distance learning represents“learning experiences using different devices with internet access. In these atmospheres, students can be anywhere (independent) to learn and interact with educators and other students” (Dhawan, 2020,p. 7). Stem (2019) clarified that distance learning is the education that takes place over the internet. Internet assists the chance of virtual classrooms which is a web-based atmosphere that helps students to contribute in a class without the need to travel. Today with the outcome of technology, traditional

teaching methods gave their parts to technology-based teaching as known e-learning or distance learning. Distance learning is a new model in education that stimulates everyone to get educated and gives alternatives to learn better under the constructivist approach. Using these atmospheres, students can learn and interact with the educators and other students from anywhere and anytime (Singh & Thurman 2019).

Luthra and Mackenzie (2020) state that through the pandemic era technology play a key position in educating prospective generations. During distance learning, students and lecturers are asked to operate learning activities using technology such as video conferencing applications, e-mail, and online social media (Kurniasih et al., 2018). Technology transformed the way we communicate. Many digital platforms are approved to carry out teaching and learning, and educators must adapt to the use of Information and Communication Technology (König et al., 2020). Several media can be used to support online learning, for example, online learning using Google Classroom, Edmodo, Schoology, Zoom, and many more (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp .

One of the barriers refers to communication barriers (Galusha, 2001). Communication barriers can happen at all stages of the distance education process: in the structure, outcome, delivery, or performance of distance learning classes. There is certainly no perfect communication; creating a capable communication process is needed to build permanent understanding primarily in teaching the learning process and creating rational communication promotes meaningful learning of the students. Therefore, it does not mean that people can communicate without encountering any barriers to distance learning. Ineffective communication is at least a partial cause of most of these barriers to teaching and learning at a distance (Ozelkan & Galambosi, 2012).

This research focuses on communication barriers in the context of distance learning. Communication barriers are something that creates communication ineffective. The problems that hinder effective communication may start with technical problems, but as telecommunication systems improve, many other kinds

of communication barriers are enhanced (Isman & Altinay, 2005). Wursanto (2005) summarizes communication barriers containing three types, namely: Technical barriers, semantic barriers, and individual barriers. The Internet fixed many of the challenges experienced by students in correspondence and communication media-based courses, albeit with the expected, a large number of technical problems early on. The early days of the Internet saw a lot of frustration from participants due to such things as unstableness across the telecommunication systems, difficult user interfaces or navigational issues, and disjointed online communication (Rohleder, Bozalek, Carolissen, Leibowitz, & Swartz 2008), inability to access needed resources (O'Hanlon, 2001) and the validity of a user base with few online abilities, integrated with a lack of technical assistance. Even as the Internet greatly decreased the problems in correspondence and communication delivery systems for distance learning, some anxieties existed that the worldwide telecommunication network would be powerless to accommodate the rapid expansion of the Internet (Galusha, 1997).

Building effective communication among people and establishing contacts are the survival needs of people. People can not live without communicating. As Myers mentioned that people should get the skills of communication by being aware of effective forms of communication and its media. To Inyang et al (2003), communication is considered effective "when the message is transmitted and received in an atmosphere of excellent interpersonal relations, mutual trust, and safety and the messages are unhindered and understood as contracted. Communication is a learned activity and is provided by the media which forms a bridge between the sender and the receiver (Dimbleby, et al., 1992). Organization, schools should handle way of effective communication to increase productivity at their works. (Kisman A, 2003). Still, researching and diagnosing communication barriers (Kurubacak, 2007) can lead to significant clues to how to design and implement courses that reduce potential communication problems. Primarily in education that is a tool for the good of society to make people socialized, communication is needed to bring people as doing wished behaviors. Because of these reasons, a more clarified field of experience between sender and receiver is

necessary which means preventing the barriers in communicating. For the development of access into division effective communication skills are very important. There square measure some variations among the communication altogether distance learning from classroom-based learning. therefore removing communication barriers is that the most vital and therefore the main step to induce qualified, and effective distance learning.

Analyzing communicatory barriers to distance learning is that the main step to beat all complications and it's vital to induce effective and meaningful communication for editing the structure and affectivity of distance learning. to beat the communication barriers raised by the associate asynchronous text-based methodology of instruction factors square measure important (Hara, 1998). As a result of its uncommon action at universities and it's acquainted with possessing some styles of barriers significantly communication barriers. A tangle in any one of those parts will scale back communication effectiveness (Keyton, 2011). The most concern is to be evaluated that removing communication barriers ought to be regulated to make effective and qualified distance learning and it's the elemental step to determine communication barriers as being survival requirements of learners and educators like social communication procedure. Effective communication is associate art that has to be applied effectively within the category instead of her the action of the goals of a company, (Sanchezand Guo, 2005).Communication barriers establish a negative proportion to the communication procedure that forestalls the quality of the communication procedure. Because of this reason, process the communication barriers on distance learning could be statement precedence of this analysis study.

## **1.2Research Questions**

The research questions were formulated in the following questions:

- 1.What are fifth-semester students' perspectives of the English Education Study Program, Sriwijaya University toward communication barriers in distance learning during COVID-19?
- 2.How do the fifth-semester students of the English Education Study Program,



Sriwijaya University reduce communication barriers in distance learning during COVID-19?

### **1.3 Research objectives**

Based on the research questions, the objectives of the study were:

1. The perspectives of fifth-semester students of the English Education Study Program, Sriwijaya University toward communication barriers toward distance learning during COVID-19.
2. The way(s) of the fifth-semester students of the English Education Study Program, Sriwijaya University to reduce communication barriers toward distance learning during COVID-19.

### **1.4 Significance of the Study**

By conducting this study, hopefully, this analysis study can be student's reference to know about causes of communication barriers toward distance learning during COVID-19 and how to avoid it. For teachers and lectures, hopefully, this study can give an insight into communication barriers and provide some useful suggestions in avoiding communication barriers toward distance learning during COVID-19. For future researchers, hopefully, the result of this study will give a lot of about communication barriers toward distance learning during COVID-19 that can be useful as a reference for researching the same topic to find the best solutions to avoid communication barriers toward distance learning during COVID-19.

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