ANALYZING TEACHERS' INTERPERSONAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING LEARNING AT UPT SMA NEGERI 6 WAJO

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement for
the degree of education in English Education Department

By:

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2021

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ABSTRACT

ASWAR, KHAIRIL. 2021. *Analysis of Teacher Interpersonal Communication in Learning English at UPT SMA Negeri 6 Wajo*. Thesis Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Maharida Manindar.

This Study aim to determine the types and characteristics of interpersonal communication that teachers do to students during the English learning process. This study use a descriptive method that take two meeting to collect data with observation checklist and video recording. The results of this study indicate that the English teacher of UPT SMA Negeri 6 Wajo carries out English learning well by establishing interpersonal communication with students both verbally and nonverbally. The result of the research is that the teacher satisfies the students' motivation to continue, gives directions, asks questions that have been asked, tells students who answered correctly. However, the results are not good, teachers who do not try to be humorous make the class stiff and make students a little awkward in communicating more broadly and only modestly.

This is what triggers students to be afraid to speak and express their feelings, responses and thoughts optimally in class. In addition, the results of this study indicate that there are five characteristics of interpersonal communication, namely current two-way communication, non-formal atmosphere, immediate feedback, participant communication at close range, and participant communication sending and receiving messages, simultaneously and spontaneously the teacher fulfills well.

Keywords: *Teacher, Interpersonal Communication, Type, Characteristics*

ABSTRAK

ASWAR, KHAIRIL. 2021. *Analisis Komunikasi Interpersonal Guru dalam Pembelajaran Bahasa Inggris di UPT SMA Negeri 6 Wajo*. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Maharida Manindar.

Penelitian ini bertujuan untuk mengetahui jenis dan karakteristik komunikasi interpersonal yang dilakukan guru kepada siswa selama proses pembelajaran bahasa Inggris. Penelitian ini menggunakan metode deskriptif yang membutuhkan waktu dua pertemuan untuk mengumpulkan data dengan observasi checklist dan rekaman video. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris UPT SMA Negeri 6 Wajo telah melaksanakan pembelajaran bahasa Inggris dengan baik dengan menjalin komunikasi interpersonal dengan siswa baik secara verbal maupun nonverbal. Hal ini terlihat dari pemenuhan memotivasi siswa untuk melanjutkan, memberi arahan, mengajukan pertanyaan yang sudah diantisipasi jawabannya, menceritakan siswa yang salah tanggapan yang benar. Namun sayangnya hasil guru yang tidak berusaha untuk humoris membuat kelas menjadi kaku dan membuat siswa sedikit canggung dalam berkomunikasi lebih luas dan hanya menjawab seadanya.

Hal inilah yang memicu siswa takut untuk berbicara dan mengungkapkan perasaan, tanggapan dan pemikirannya secara optimal di kelas. Selain itu, hasil penelitian ini menunjukkan bahwa ada lima karakteristik komunikasi interpersonal, yaitu komunikasi dua arah saat ini, suasana non-formal, umpan balik segera, komunikasi partisipan dalam jarak dekat, dan komunikasi partisipan mengirim dan menerima pesan, secara bersamaan dan spontan guru terpenuhi dengan baik.

Kata Kunci: *Guru, Komunikasi Interpersonal, Tipe, Karakteristik*.

5. My biggest thanks to Maharida Manindar, M.Pd. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

6. My greatest thanks to my parents as a supporting system in all conditions.

7. Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after.

Amin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

December 21ʰ 2021, Makassar

The Researcher

Khairil Aswar

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remember vocabulary, must be able to remember grammar, and must be able to say correctly. Things with good pronunciation.

According to Sugiyono in Firdausi (2014) interpersonal communication is communication where people involved in communication perceive others as personal and not objects identified with objects, and interpersonal communication is a meeting (meeting) between individuals. From some of these opinions it can be concluded that interpersonal communication is the process of delivering and receiving messages by two or more people in a small group directly either verbally using words or nonverbally using non-linguistic cues in which there is a process of mutual influence. Sugiyono in Firdausi (2014) says that interpersonal communication is a social process in which individuals involved in the process will influence each other. The characteristics are: openness, empathy, support, positivity, equality, messaging, face-to-face contact, high feedback, good impact, and creating informal situations. The goals of interpersonal communication are Learning, Connect, Affect, Play, and Assist.

At UPT SMA Negeri 6 Wajo, researchers observed that the Minimum Completeness Criteria (KKM) for English subjects was 72. In fact, some students thought that speaking was difficult to master. Based on the results of the language test on UPT SMA Negeri 6 Wajo students, they lacked vocabulary and had difficulty using words that matched good pronunciation. Students rarely use new vocabulary that they just know. In addition, based on the information obtained from the English teacher, the main difficulties in

E. Scope of The Study

In this research, the researcher focused on the types and characters of Interpersonal communication teachers' used in English language teaching learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher would describe some thesis which is relevant to this thesis to make the thesis arrangement easier, alteration, and to avoid repeating the same research. There are some previous researchers used by the researcher, they are:

A thesis by Darmawan (2010), on the title 'Hubungan Antara Intensitas Komunikasi Interpersonal dengan Kepercayaan Diri Berbahasa Inggris pada Siswa SMA Kelas Imersi'. The result of the research showed that there was correlation between Interpersonal Communication intensify for increase the students' self-confident in English at Immerse Class.

A thesis by Lancouchová (2006) on the title 'Using magazines and newspapers in ELT with interpersonal and intrapersonal types of students' as his bachelor work. This thesis is focused on various possibilities of using newspapers and magazines as authentic or semi-authentic texts for the purpose of teaching English as a foreign language. It was stressed that using newspapers as authentic material and magazines as semi-authentic material is very important for a learner's connection with 'real' English because the Czech Republic is a non-English-speaking environment. Fortunately, it was emphasized that motivation remains one of the most significant factors when working with newspapers and magazines. Possible reading strategies and techniques was also presented, with an emphasis on inference, scanning, and

skimming. Different types of student's personality – with a focus on interpersonal and intrapersonal types – was discussed. Integrating authentic newspapers and semi-authentic magazines into classroom curricula seemed to be very useful for her students and it extended their language knowledge and skills.

Haikal (2015) used the Interpersonal communication model theory as an approach with the students to increase their speaking, because this communication more focused in two directions communicate. The result that the teacher proposed the Interpersonal Communication in accordance with 2 x 40 minutes in order to make English as habitual for the students was proved.

Based on the previous result of the study above, the researcher inspired to conduct the research that focused on the speaking skill. The previous studies was focused on the speaking skill but only used Elicitation technique or only to looked for the effects of Interpersonal Communication Approach in English in their study. However, there was differences in the study that the researcher only analyze the type and characteristic teacher Interpersonal Communication in teaching and learning process.

B.   Some Pertinent Ideas

1. Speaking

Speaking is one of the important skills in learning English that should be mastering by students besides reading, listening, and writing. Speaking has many functions such as to express an idea, feeling, and thought by orally.

Speaking is needed in communication, because speaking as a tool to interact with other people.

There are so many definitions of speaking according to the experts. According to Fulcher (2003), speaking is the verbal use of a language to communicate with others. When we speak something, we provide information to listener. Speaking is the ability to speak fluently and presupposes no only to process information or language directly or 'on the spot', but also the ability to get knowledge of language features. Harmer (2007)

According to Maxom (2009), speaking also as a tool of communication, speaking is an effective way to convey and sharing opinion, ideas, feeling, and even information orally. Therefore, the researcher conclude that speaking is the ability or the way to sharing ideas, feeling, information by orally.

2. Aspects of Speaking

Acording to Brown in Agung (2017) that speaking should fulfil three aspects as follows:

a. Fluency

Fluency is the ability to speak accurately and fluently. Signs of fluency are a reasonably fast speed of speaking and only a small number of pauses. Ellis and Barkhuizen (2005), define fluency as "the production of language in real time without undue pausing or hesitation." To put into simpler words, fluency is the ability to speak, write and read smoothly and effortlessly.

many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

d. Vocabulary refers to the words that used in language. Vocabulary is important in learning English specially speaking, because without words or vocabulary we can't speak at all. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Mastering vocabulary means that we can choose the appropriate diction which is used in communication in any kinds of situations.

e. Accuracy is related to the closeness of a measurement with the true value of the quantity under measurement. In other words, accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness.

f. Comprehension is the ability to understand the speakers' intention and general meaning. It means that if person can answer or express well, it shows that he comprehends or understands well.

Based on the explanation above, there are five aspects of speaking as follows: fluency, grammar, pronunciation, vocabulary and comprehension. For this research, the researcher only focuses in vocabulary and fluency in terms of smoothness.

3. Definition of Communication

Raymond S. Ross in Wiryanto (2004: 6) defines communication as a process of sorting, selecting and transmits symbols in a way that helps the listener evoke meaning or response of mind similar to that intended by the communicator. Gerald in Fauzan (2008: 1) explain that communication occurs when the source sends a message consciously and deliberately to influence the behavior of the recipient. Furthermore, Sugiyono (2005: 1) stating that the communication implies notify and disseminate information, news, messages, knowledge, values, and ideas with the intention to inspire participation among people who give or convey information and those who receive the information.

From some of these opinions can be concluded that the definition communication is a process of formation, delivery, acceptance and the message processing that occurs within a person or between two or more specific purposes. There are two forms of personal communication, namely communication intrapersonal and interpersonal communication. Liliweri (1997: 7). However, in this study which will be further discussed is regarding interpersonal communication.

4. Definition of Interpersonal Communication

Winkel (2006: 242) describes communication interpersonal someone's behavior is a form of verbal and non-verbal sent by one person to another. More Further, the following terms of interpersonal communication according to Sugiyo (2005: 3): "Interpersonal communication is communication in which people involved in the communication perceive others as personal and

not an object identified with the object, and interpersonal communication is a meeting (encounter) among individuals. " From some of these opinions can be concluded that communication interpersonal or interpersonal communication is the process of delivering and receive messages do two or more people in a small group directly either verbally using words and non-verbal using non-linguistic cues which in it there is a process interplay.

Sugiyono in Firdausi (2014) says that the interpersonal communication is the social process which is the individual that include in the process will influence each other. There are the characteristics are; openness, empathy, support, positive sense, equality, message, face to face contact, high feedback, good impact, and create the non-formal situation. The purposes of interpersonal communication are Learning, Connect, Affect, play, and Assist.

5. **Characteristics of Interpersonal Communication**

Suranto (2011: 14) says there are five characteristics of communication interpersonal, here is a summary:

a. The current two-way messaging. Interpersonal communication puts the giver and the recipient in a position parallel to the delivery of the message to follow the two-way flow can switch roles appropriately.

b. Non-formal atmosphere. Interpersonal communication typically takes place in an atmosphere of non-formal so that communication messages are usually oral and not written.

c. Feedback immediately. Interpersonal communication is usually brought communicant with communicators face to face so that the response can be determined by immediately both verbally and non-verbally.

d. The participant communication is in close proximity. Interpersonal communication is a method of communication which demanding communicants and communicators are within close physical and psychologically, which is located in one specific location and intimacy individual relationships.

e. Participants communication send and receive messages, simultaneously and spontaneous, both verbally and non-verbally.

6. **The Purpose of Interpersonal Communication**

De Vito in Sugiyono (2005: 10) argues that the purpose of interpersonal communication or interpersonal communication as follows:

a. Learning

By doing inter-personal communication will be able to expand insight into the events and objects outside world. In other words, interpersonal communication allows us to understand our surroundings better, such as objects, phenomena, and others. We have a lot of information because of interpersonal communication.

b. Connect

By doing inter-personal communication aims to maintain relationships or interaction with other people and to optimize the ability to constantly judging ourselves and others positively. For instance, in daily life people

help each other to solve problems that occur in the process of learning. Other example is given an advice and suggestion to friends who have a hard time and try to solve it.

7. **Types of Interpersonal Communication**

Interpersonal communication process will occur if the sender of the message conveys information such as verbal and non-verbal symbols to recipient of the message.

a. Verbal Communication

Verbal communication is communication using words. How to express the feeling depends on the awareness and acceptance of these feelings. Devito (2013) mention principles of verbal message that consist of 10 principles, such as:

1) Messages are packaged. Your entire being works as a whole—verbally and nonverbally—to express your thoughts and feelings. Both of them occur simultaneously.

2) Meanings are in people. It means that we are not receive meaning, but we create meaning, we construct meaning out of the message based on our experience.

3) Meanings are denotative and connotative. The denotation of a word is its objective definition while the connotation is its subjective or emotional meaning.

4) Messages vary in abstraction. Effective verbal messages include words at many levels of abstraction. At times an

abstract, general term may suit your needs best; at other times a more concrete, a specific term may serve better.

5) Messages vary in politeness. Forms of politeness are responsive to two needs that each person has: each of us wishes to be viewed positively by others, to be thought of favorably; this is referred to as maintaining positive face and each of us desires to be autonomous, to have the right to do as we wish; this is referred to as maintaining negative face.

6) Messages can deceive. Some messages are truthful and some are deceptive. Although we operate in interpersonal communication on the assumption that people tell the truth, some people do lie.

7) Messages can criticize and praise. Throughout your communication experiences, you're expected to criticize, evaluate, and otherwise to render judgment on some person or on something someone did or created. Especially in helping professions such as teaching, nursing, or counseling, criticism is an important and frequently used skill.

8) Messages vary in assertiveness. It is important to know that assertive people speak their minds and welcome others to do likewise but keep in mind that assertiveness is not always the most desirable response. Assertive people are assertive when

they want to be, but they can be nonassertive if the situation calls for it.

9) Messages can confirm and disconfirm. In confirmation, you not only acknowledge the presence of the other person but also indicate your acceptance of this person, of this person's definition of self, and of your relationship as defined or viewed by this other person. Whereas disconfirmation is a communication pattern in which you ignore a person's presence as well as that person's communications.

10) Messages vary in cultural sensitivity. Perhaps the best way to develop nonracist, nonheterosexist, nonageist, and nonsexist language is to examine the preferred cultural identifiers to use in talking to and about members of different groups.

b. Non-verbal Communication

Liliweri (1997: 31) states that in interpersonal communication using the signs verbal and non-verbal information in conveying a message, so the message is delivered can show the close relationship between the communicator and the communicant and the message can be received by the communication opponent well and got proper feedback. Sugiyo (2005: 120) explains that communication is Non-Verbal communication is the use of non-linguistic cues to convey a message to the communicant, for example: eyes, expression, facial expressions, and

pauses in speech, gestures, and so forth. Through the message nonverbal can show the purpose and what their emotional response.

Furthermore, Johnson in Supratiknya (2009: 62) mentions the characteristics of nonverbal behavior is a habit that we seldom realize, serves to reveal the true feelings, for express emotion really felt, meaning that different in different cultural environments and have different meanings also on everyone. From the opinions can be concluded that there is two forms communication in interpersonal communication in the form of communication verbal and non verbal communication. Verbal communication is communication using words directly spoken whereas communication non-verbal communication cues that use non linguistics to convey a message to the communicant so that it can show an emotional response directly.

8. Effectiveness of Interpersonal Communication

Effectiveness in interpersonal communication is very important because if interpersonal communication that do not effectively the goals is not expected to be achieved. Mulyana in L.Tubbs: (2000) said that effective communication requires sensitivity and skill to do after studying the communication and awareness response that occurs when it is communicating. Verderber in L.Tubbs: (2000) said that "communication effective communication in which meanings are stimulated similar or together with the intended communicator, or shared meaning ". De Vito In Sugiyo

(2005: 14) expresses interpersonal communication say effectively in terms of two models:

a. The first model is a model humanistic covering.

   1) Openness.

      At least the quality of openness consists of three aspects, namely:

      a) Between the communicator and the communicant should have a willingness to open convey to each other about something confidential information

      b) Communicators respond spontaneously and without any reason to ongoing communication

      c) The presence of feeling and thinking that what we have revealed comes from ourselves that should be responsible for our speech.

   2) Empathy

      Empathy means the communicator also felt like what communicant feel. The way to increase empathy is to: (1) does not evaluate or label on the behavior of others. (2) try to find out about the other person that would understand the background of what is influence the feelings or behavior of the person. (3) trying to play as the person. Empathy can be done with verbal and non-verbal. Verbally include: reflecting back the feelings of others, avoid interrogative sentence because it will make someone defensive, concludes the message of others who ambiguous, and open up to others. While the nonverbal can be done by through facial expressions, through eye contact, and touch.

3) Support

Effective communication is communication that may encourage or motivating others. Supportive attitude can also be shown in the attitude descriptive rather than evaluative, indicated by spontaneous not a strategy.

4) Positive sense.

Individuals communicate a positive attitude in communication interpersonal with at least two ways of implying a positive attitude and positively encourage others. A positive attitude refers to two aspects of interpersonal communication. First, interpersonal communication achieved if a person has a positive attitude towards themselves. Second, feeling positive about the communication situation, in general, is important for interaction effective.

C. Conceptual Framework

The theoretical framework underlying this research was presented in this following:

English Teaching Process in UPT SMA Negeri 6 Wajo

↓

Observing teachers'
interpersonal communication

↓

Data Analysis

↓

Result
(Type and characteristics of interpersonal communication
used by the teacher in ELT Learning)
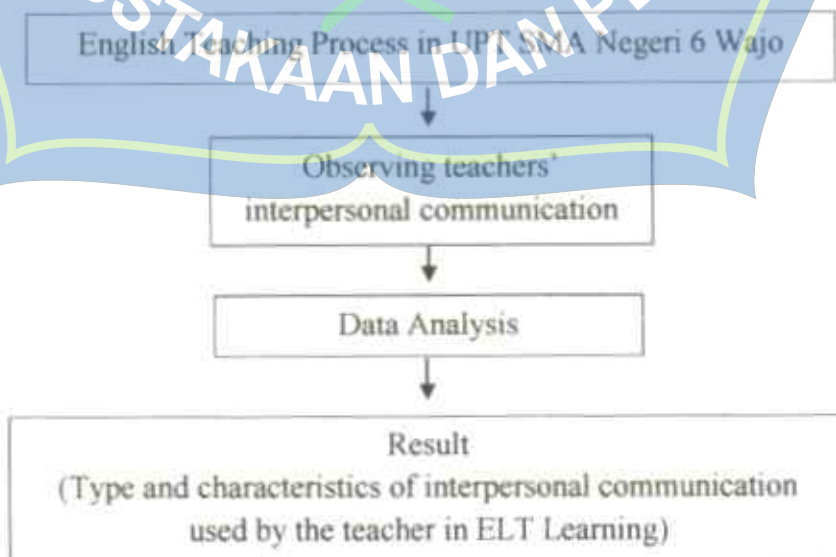
Figure 2.1 Conceptual Frame Work

Based on the conceptual framework above, researchers will examine the types and characteristics of interpersonal communication used by teachers in teaching ELT at UPT SMA Negeri 6 WAJO. There is also a stage to determine the types and characteristics of interpersonal communication used by teachers in teaching ELT at UPT SMA Negeri 6 Wajo is to make observation. Through this observation, the types and characteristics of interpersonal communication used by teachers in teaching ELT at UPT SMA Negeri 6 Wajo.

things that the researcher consider important will be written in the form of a memo due to reading data.

2. Describing Data

After gathering the data from observation, the second is the researcher describing data. In this case, the researcher will give an overview of the data generated in general that can be obtained from reading and scraping data. In this step, the first question will also be answered from the research question about students interpersonal communication in their speaking skills.

3. Classifying Data

The final stage in the analysis of qualitative data is classifying. Classifying data is a grouping of data into more detail than previous data. The researcher transcribes the results, summarizes the findings, and draws some conclusions from such findings. The researcher can conclude data analysis. Besides that, researchers also make implementations and suggestions based on data information.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the result of the study is presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through observation. The discussion deals with the interpretation of the findings in the research.

A. Findings

These findings include the analysis of interpersonal communication data in the teaching and learning process of English. This research was conducted because the mastery of students' speaking skills is still far from successful, which raises the question of whether the teacher applies the right method or technique or not in delivering the lesson. Because the system of applying the right way or technique can affect student learning outcomes. Therefore, this study aims to determine the characteristics and types of teacher interpersonal communication in the classroom. The participants in this study was teachers of class XI UPT SMA Negeri 6 Wajo.

1. **Types of interpersonal communication used by the teachers' in ELT Learning at UPT SMA Negeri 6 Wajo**

   After analyzing the data from the video recordings, several types of interpersonal communication used by the teacher in the classroom was identified. This identification uses an observation checklist, using two symbols, namely x and v, where x means the teacher does not

communicate interpersonally and v means the teacher does interpersonal interaction. They are described as follows:

Table 4.1 Types of Interpersonal Communication

No	Interpersonal Communication Types		Observation	
			1	2
1.	Verbal	Encouraging students to continue	x	V
		Giving direction	v	V
		Asking Question to which the Answer is Anticipated	v	V
		Telling Student who have Made a Mistake the Correct Response	x	V
		Attempting to be Humorous	x	X
2.	Non-Verbal	Eye Contact	v	V
		Gesture	v	V
		Facial Expression	x	X

Description:

x = Teacher does not communicate interpersonally

v = Teacher does interpersonal interaction

This table show the types of interpersonal communication used by the teacher in ELT Learning at class XI MIPA Excellent UPT SMA Negeri 6 Wajo.

a. Verbal Interpersonal Communication used by the teachers'

1) Encouraging students to continue

    T   : *Disinikan subjectnya* she *kalau diubah menjadi* object, she

         adalah ....

    S   : Her

    T   : Her. *Yang mana lagi yang disebut subject pronoun*?

    S   : She, They

    T   : *Apalagi?*

    S   : We

    T   : *Apalagi?*

    S   : I, You

In the first observation the researcher did not find this type, but in the second observation this part was fulfilled, it can be seen from the teacher trying to encourage students to continue to express their knowledge of subject pronouns. The teacher uses this interpersonal communication on the sidelines of the learning process, where the teacher writes the subject pronoun on the blackboard. With the condition that the students was enthusiastic and focused on staring at the blackboard, they answered the teacher's questions, then the teacher wrote down the students' correct answers. The teacher uses simple words that are easy for students to understand so that students continue to express their

answers. The teacher just said "The other one called...." and "What else?" as a way to attract students' attention to reveal the answer.

2) Giving direction

T   : **Please open your book page 25.** Part 8, **fill in the blanks using the expression of opinion in the box below.** *Isilah titik-titik atau yang kosong dengan menggunakan ungkapan pendapat yang ada dalam kotak di bawah ini. Silakan di jawab sekarang, saya kasih waktu 15 menit. Jangan campur catatan dengan buku latihan di*

S   : *Iya, Bu*

T   : *Catatan minggu depan baru Ibu periksa*

In this section, the teacher who has finished explaining all the material, then conducts interpersonal communication with students by giving simple and straightforward directions, while giving examples of these directions. This directive is so that students understand what they are going to do, first they have to open the book to page 25, then do the existing assignments by filling in the blanks or blanks in the questions. In addition, the teacher also gave directions to students not to mix notebooks and student assignment books.

3) Asking Question to which the Answer is Anticipated

T   : *Objectnya She?*

S   : Her

T   : **They?**

S   : Them

T   : **We?**

S   : Us

T   : **He?**

S   : Him

In this section the teacher asks questions to students to see if all students can answer them, understand the material, and see student participation in the learning process. This interpersonal communication takes place when the teacher is writing on the blackboard, by occasionally turning to the students, the students' answers are written on the blackboard as a sign that the answers expressed by students are correct. It is a simple question to ask but it means a lot to the teacher to know how the students are progressing, how easily they understand the material.

4) Telling Student who have Made a Mistake the Correct Response

T   : Present Continous, to be *apa lagi yang dipakai?*

S   : To be + Verb Ing

T   : *Iya, tapi* to be *apa yang digunakan?*

S   : Be

T   : *Iya,* to be *itu kata kerja bantu. Jadi sama dengan yang ini. Jadi apa to be nya?*

S   : Am, is, are

In the first observation the researcher did not find this type, but in the second observation this part was fulfilled, it can be seen from the teacher informs the students who made a mistake with the correct answer in a clue. When the teacher asked, "What else to be used for?", the students gave the wrong answer. Next, the teacher repeats the important part of the question to make students think more about the answer. This interpersonal communication takes place when the learning process is about to end, the teacher who is no longer writing on the board can focus on looking at the students and the teacher asks questions to make sure the students understand the previous lesson. The explanation is an example of interpersonal communication, because the teacher provides an explanation in a good way, so that students easily understand it and do not feel disadvantaged.

5) Attempting to be Humorous

Based on the results of observation made by researchers, it can be said that the interpersonal type of verbal communication that leads to Attempting to be Humorous does not occur in the classroom, which results in the process of learning English in the classroom being monotonous and rigid, even though it continues to run comfortably for students.

b. Non-verbal Interpersonal Communication used by the teachers'

1) Eye Contact

In the learning process, the teacher tries to always make eye contact with students. The eye contact aims to carry out two-way communication when explaining the subject matter. This can be seen from the attitude of the teacher who, even though she wrote on the whiteboard, still turned her head and occasionally looked at the students. In addition, this eye contact also aims to make students feel cared for and heard so that students want to communicate with the teacher. Thus, the teacher's eye contact in the learning process makes the learning situation more comfortable.

2) Gesture

During the learning process the teacher uses gestural messages. The teacher tries to explain the material with the help of hand and head movements. For example, the left hand is pointing at the affirmed words that have been written on the whiteboard, and the right hand is still holding the marker, with his head turned towards the students.

This nonverbal behavior in the form of gestures includes hand movements, which are suitable for teachers to apply to provide reinforcement to students because these movements have a positive effect on students. Likewise with other movements, of course, will have more impact on students. Gestures in the form of head

movements which include tilts are also suitable for teachers to use to accompany verbal behavior when providing reinforcement, because head turns towards students are meaningful as a sign that the teacher wants to talk to the other person (student).

Hand and head movements are also appropriate to be applied by teachers in the context of providing reinforcement to students, because these behaviors accompany verbal speech to further strengthen the meaning of the reinforcement given. The hand and head movements are a combination of hand movements and head movements so that in providing reinforcement, these movements have a greater impact than hand movements alone or head movements alone. However, in terms of implementation, this behavior is more difficult for teachers to implement because it must involve the body and head at the same time.

3) Facial Expression

During the learning process, the researcher could not clearly observe the teacher's facial expressions. This is because the teacher uses a mask and covers most of the teacher's face.

2. Characteristics of interpersonal communication used by the teachers' in ELT Learning at UPT SMA Negeri 6 Wajo

After analyzing the data from the video recordings, some characteristic interpersonal communication used by teacher in the classroom was identified. This identification uses an observation checklist,

using two symbols, namely x and v, where x means that interpersonal characteristics are not met and v means that interpersonal characteristics are met. They are described as follows:

Table 4.2 Characteristic of Interpersonal Communication

No.	Characteristic of Interpesonal Communication	Observation
1.	The current two-way messaging	V
2.	Non-formal atmosphere	V
3.	Feedback immediately	V
4.	The participant communication is in close proximity	
5.	Participants communication send and receive messages, simultaneously and spontaneous.	V

Description:

x = Interpersonal characteristics are not met

v = Interpersonal characteristics are met

This table show the characteristic of interpersonal communication used by the teachers' in ELT Learning at class XI MIPA Excellent UPT SMA Negeri 6 Wajo. This table shows that all the characteristics of interpersonal communication are met by the teacher in learning ELT in class XI MIPA UPT SMA Negeri 6 Wajo.

a. The Current Two-Way Message

In this section it is said to be fulfilled because the question and answer process that occurs during the learning process is carried out not only once, it can be seen where the teacher often conducts question and answer interactions with students and the fulfillment of the Asking Question to which the Answer is Anticipated in the previous Interpersonal Communication Type.

b. The Informal Atmosphere

The second characteristic is said to be fulfilled as evidenced by the establishment of oral communication patterns between students and teachers during the learning process and not only monotonous students focused on writing on the blackboard.

c. Immediate Feedback

This feature can be seen from the pattern of questions and answers given by the teacher who always gets a quick response from students. This can be proven from the fulfillment of several interpersonal types in the previous discussion, such as the telling type of Student who has Made a Mistake the Correct Response, Asking Question to which the Answer is Anticipated and etc.

d. Participants' Communication is in Close Proximity

This is evidenced by the presence of teachers and students in one class. In addition, this can be seen from the movement of the teacher who does not only stand in front of the class, but also walks up to the

students. These two things prove that Participants' Communication is in Close Proximity.

e. Communication Participants Send and Receive Messages, Simultaneously and Spontaneously, Both Verbally and Nonverbally

It has been very clearly proven from the beginning of learning with evidence that an active and conducive learning process has been established.

B. Discussion

There are four conversation quotes that are presented in the research findings to answer the first question about interpersonal communication between teachers in the learning process which is carried out based on the observation checklist that has been filled in previously, and there is one part that is not successfully fulfilled.

In the teacher's conversation, the researcher found some verbal interpersonal communication used by the teacher. They are encourage students to continue, based on the findings, teachers usually encourage students to communicate in the technique of acquiring knowledge of English. He encouraged several students to answer each question. Interpersonal communication that teachers always use to encourage them to answer is "Which else...." and "What else?", simple questions to encourage students to speak, but intended to make them speak during class learning, this is in line with what Brown (2007) also stated that encouragement can help students

with low academic achievement. In addition, encouraging students can build their confidence to speak.

Giving direction is another important thing to make students aware that the teacher cares about them, besides that in good interactions it can facilitate students to improve and explore their language skills through communication with other people. This is as stated by Sugiyono in Firdausi (2014) that interpersonal communication is a social process in which individuals involved in the process will influence each other. They will carve it out themselves, when they are motivated to figure out the way.

The next part that is also important is Asking Questions whose Answers are Anticipated, this verbal interpersonal communication indirectly also serves as a reflection material for students and teachers regarding the learning that has been going on, with students being able to answer the questions given by the teacher correctly, the teacher can ensure that learning what he did was able to make students understand the material he was discussing. This is in accordance with the purpose of interpersonal communication proposed by De Vito in Sugiyono (2005) where the purpose of interpersonal communication is to learn and be able to understand everything.

Furthermore, in the Telling Student who has Made a Mistake the Correct Response section, we can see where the teacher is able to tell the mistakes made by students without having to bring down the students' mentality. This is in accordance with De Vito in Sugiyono (2005), who stated that the purpose of interpersonal communication is to help solve problems

faced by someone, as psychologists do to their clients or teachers who help students.

Then, the one thing that not fullfilled is attempting to be humorous, because of this the classroom being monotonous and akward. In fact, according to De Vito in Sugiono (2005) interpersonal communication is not only intended for knowledge, but also for pleasure to reduce stress and tension. For example, chatting with friends about your weekend activities, discussing sports or dating, telling stories and joking, and generally just passing time is a function of play.

In addition to the four conversations and one type not fullfilled that have been discussed previously, there are also three nonverbal communications that will answer the first problem statement in this study. The first is eye contact, in the previous explanation it has been explained that the teacher makes eye contact with students which makes students feel more comfortable. In addition, there are also teacher gestures, both hand, foot, and head movements. In this gesture section, it can be said that the teacher feels comfortable and has mastered the class in the teaching process, this can be seen from hand gestures that are able to emphasize the words to be explained in detail to students and head movements that are not only focused on the blackboard but also often turned to students. Then the last one is facial expressions, unfortunately with this pandemic condition, teachers are forced to use masks and researchers cannot easily observe teachers' facial expressions. This non-verbal interpersonal communication is not only a

perfunctory movement but also as a form of teacher respect for students as described by De Vito in Sugiyono (2005) where non-verbal communication can be interpreted as a form of empathy.

After all types of interpersonal communication of teachers are explained, then to answer the second problem statement, the researcher makes observation again on how many interpersonal characteristics of teacher communication are met during the teaching and learning process. Based on the data collected, there are five characteristics of interpersonal communication, namely The current two-way messaging, Non-formal atmosphere, Feedback immediately, The participant communication is in close proximity, and Participants communication send and receive messages, simultaneously and spontaneously. These five characteristics of interpersonal communication was put forward by Suranto (2011) where Interpersonal communication puts the giver and receiver in an equal position with the delivery of messages following a two-way flow so that they can exchange roles appropriately. Then, interpersonal communication usually takes place in a non-formal atmosphere so that communication messages are usually verbal and not written. In addition, interpersonal communication is usually carried out by communicators with face-to-face communicators so that responses can be determined immediately both verbally and nonverbally, and interpersonal communication is a method of communication that requires the communicator and communicator to be in physical and psychological proximity, which is located in one particular location, and the intimacy of

individual relationships. By looking at the results of the previous analysis, it can be ascertained that all the characteristics of interpersonal communication carried out by the teacher are fulfilled.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclussions

After describing and reviewing the available information, based on observations of interpersonal communication made by the teacher in the learning process, the researcher can conclude that the English teacher of UPT SMA Negeri 6 Wajo has implemented good English teaching by establishing interpersonal communication, as for the type of interpersonal communication used, teachers are verbal and non-verbal types. But unfortunately the results of the teacher who did not try to be humorous made the class stiff and made the students a little awkward in communicating more breadly and only answered modestly. This is what triggers students to be afraid to speak and express their feelings, responses and thoughts optimally in class.

Furthermore, from the results of the study it was also found that all interpersonal communication characteristics were fulfilled by the teacher, including the current two-way messaging, non-formal atmosphere, feedback immediately, the particioant communication is in close proximity and participants communication send and receive messages, simultaneously and spontaneously.

B. Suggestions

Based on the conclusion above, the researcher recommends some suggestion as follows :

1. For Teacher

   Teachers are encouraged to use interpersonal communication in the teaching process which makes it easier for teachers to dig deeper into the material presented and by using good interpersonal communication teachers will encourage students to achieve various achievements. In addition, it is hoped that the teacher can make the class more comfortable and not akward by attempting to be humourus.

2. For Students

   With teachers using good interpersonal communication, students can freely appreciate what they have to say without being afraid to speak up. They dare to take the opportunity to ask questions or make statements to improve their competence in learning English. Even so, students are expected to be more courageous even though the teacher does not carry out good interpersonal communication..

3. For further researcher

   With this research, it is hoped that future researchers can use it as a reference. In addition, it is hoped that future researchers can focus more on researching other problems that can be caused by the lack or poor interpersonal communication that is built in the classroom.

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APPENDICES

LINK AND BARCODE G-DRIVE VIDEO:

https://bit.ly/3yPkfGT

SCAN ME

INSTRUMENT:

Types of Interpersonal Communication

No	Interpersonal Communication Types		Observation	
			1	2
1.	Verbal	Encouraging students to continue		
		Giving direction		
		Asking Question to which the Answer is Anticipated		
		Telling Student who have Made a Mistake the Correct Response		
		Attempting to be Humorous		
2.	Non-Verbal	Eye Contact		
		Gesture		
		Facial Expression		

Characteristic of Interpersonal Communication

No.	Characteristic of Interpesonal Communication	Observation
1.	The current two-way messaging	
2.	Non-formal atmosphere	
3.	Feedback immediately	
4.	The participant communication is in close proximity	
5.	Participants communication send and receive messages, simultaneously and spontaneous.	

STUDENTS ATTENDANCE LIST:

INSTRUMENT:

Types of Interpersonal Communication

No	Interpersonal Communication Types		Observation	
			1	2
1.	Verbal	Encouraging students to continue	x	v
		Giving direction	v	v
		Asking Question to which the Answer is Anticipated		
		Telling Student who have Made a Mistake the Correct Response	x	v
		Attempting to be Humorous	x	x
2	Non-Verbal	Eye Contact	v	v
		Gesture	v	v
		Facial Expression	x	x

Characteristic of Interpersonal Communication

No.	Characteristic of Interpesonal Communication	Observation
1.	The current two-way messaging	✓
2.	Non-formal atmosphere	✓
3.	Feedback immediately	✓
4.	The participant communication is in close proximity	
5.	Participants communication send and receive messages, simultaneously and spontaneousl.	✓

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No. Stambuk	**10535 645215**
Fakultas	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	**Pendidikan Bahasa Inggris**
Pekerjaan	**Mahasiswa**

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"Analyzing Students' Interpersonal Communication in English Language Teaching Learning at UPT SMA Negeri 6 Wajo"

Yang akan dilaksanakan dari tanggal 11 Agustus 2021 s/d 11 Oktober 2021

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku

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08-21

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Nomor Pokok : 10535645215
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Slt Alauddin No. 259, Makassar

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Yang akan dilaksanakan dari : **10, 11 Agustus s.d 11 Oktober 2021**

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Nama	:	KHAIRIL ASWAR
Nomor Pokok Mahasiswa	:	10535645215
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa S1 Universitas Muhammadiyah Makassar
Alamat	:	Jl. Sultan Alauddin No. 259 Makassar

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Kasubbag TU

HALIDADE, S. Pd.
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doc. Ksp Surat

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PRODI PENDIDIKAN BAHASA INGGRIS

LETTER OF ACCEPTANCE
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Dear KHAIRIL ASWAR

It is our pleasure to inform you that, after reviewing your paper:

ANALYZING TEACHERS' INTERPERSONAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING LEARNING AT UPT SMA NEGERI 6 WAJO

The manuscript ID: 59?

Detail checklist:

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The manuscript according to the limitations or description of the journal	X	
LoI has been submitted by the author		X
The manuscript has followed the existing templates		
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Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION

CURRICULUM VITAE

Khairil Aswar, born in Ballere on May 25, 1997. He is the third of five siblings in his family, from his beloved parents Mr. Muhammad Nawir and Mrs. Masnawati. He has one brother and three sister, Muhammad Musawir, Fauziah N, Nur Auliyah Reski, and Salsah Fitri Ramadhani.

The writer has completed his education at SDN 193 Labawang, SMP Negeri 2 Pitumpanua, and the SMA Negeri 6 Wajo. After graduating from Senior High School in 2014, the author continued his bachelor's degree in English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.