Analysis of Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability at Eleventh Grade of SMA 1 Muhammadiyah Makassar

(Descriptive Research)

A THESIS

Submitted to the faculty of Teacher Training and Education Makassar Muhammadiyah University in part Fulfillment of the Requirement for the degree of education in English Department

SISKA INDRIMONIKA
10535581914

ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **SISKA INDRIMONIKA**, NIM **10535 5819 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, $\frac{\text{26 Jumadil Awal 1440 H}}{\text{01 Februari 2019 M}}$

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....................)

3. Sekretaris : Dr. Baharullah, M.Pd. (.....................)

4. Dosen Penguji : 1. Dr. St. Asriati AM., S.Pd., M.Hum. (.....................)

2. Dra. Hasnawati Latief, M.Pd. (.....................)

3. Dr. Ratna Dewi, S.S., M.Hum. (.....................)

4. Dra. Radiah Hamid, M.Pd. (.....................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

ii

بســـم اللـه الرحمن الرحيــم

APPROVAL SHEET

Title : **Analysis of Management Interpersonal Communication between Teacher and Students toward Students Speaking Ability at Eleventh Grade of SMA Muhammadiyah 1 Makassar**

Name : **SISKA INDRI MONIKA**

Reg. Number : 10535 5819 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar,   Februari 2019

Approved by:

Consultant I

Dra. Hasnawati Latief, M.Pd.

Consultant II

Dra. Radiah Hamid, M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of English
Education Department

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

iii

Terakreditasi Institusi
BAN-PT

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

   Nama   : Siska Indrimonika

   NIM   : 10535581914

   Jurusan   : Pendidikan Bahasa Inggris

   Judul Skripsi   : Analysis of Management Interpersonal Communication
                       Between Teacher and Students Toward Students Speaking
                       Ability at Eleventh Grade of SMA 1 Muhammdiyah
                       Makassar

Dengan ini menyatakan perjanjian sebagai berikut :

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini ,
   saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun)
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan
   pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan
   skripsi ini.
4. Apabila saya melanggar perjanjian padabutir 1,2,3, saya bersedia
   menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

                                         Makassar,   Desember 2018

                                         Yang Membuat Pernyataan

                                         (**Siska Indrimonika**)

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

    Nama   : Siska Indrimonika

    NIM   : 10535581914

    Jurusan   : Pendidikan Bahasa Inggris

    Judul Skripsi : Analysis of Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability at Eleventh Grade of SMA 1 Muhammdiyah Makassar

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar,   Desember 2018

Yang Membuat Pernyataan

(**Siska Indrimonika**)

ABSTRACT

SISKA INDRIMONIKA, 2018. *Analysis of Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability at Grade Eleventh of SMA 1 Muhammadiyah Makassar*.**A Thesis, Faculty of Education and Teachers Training, Muhammadiyah University of Makassar, Supervised by HasnawatiLatief and Radiah Hamid.**

The research aim were to found how teacher management interpersonal communication towards students speaking ability and also to found how students management interpersonal communication toward students speaking ability at Eleventh Grade of SMA 1 Muhammadiyah Makassar.

The researcher applied Descriptive Method as design method because it was comparable to collected the data of Management Interpersonal Communication between teacher and student at Eleventh Grade of SMA 1 Muhammadiyah Makassar. Given questionnaire and speaking test to collected the data . Population of this research was Eleventh Grade of SMA 1 Muhammadiyah Makassar that consisted of 43 students and 2 English Teachers. The samples of this research were 22 students and 2 English Teachers taken by accidently sampling technique. In analyzed the collected data, the researcher used SPPS v.24 program.

The research findings showed that there was influence of management interpersonal communication between teacher and students toward students speaking ability for students management interpersonal communication consisted of 8,36 mean score for speaking and 35,15 for management interpersonal communication in IPA class and 11,35 mean score for speaking and 36,60 for management interpersonal communication in IPS class and the result of teacher in management interpersonal communication, for teacher that teaching in IPA class in mean rate 24,5 and IPS 16,6 indicated difficult to implemented management interpersonal communication. Therefore, it could be concluded that management interpersonal communication in Eleventh Grade of SMA 1 Muhammddiyah Makassar in good classification although the teacher still difficult to implemented all of management interpersonal communication items well.

Keyword :*Management Interpersonal Communication, Speaking Ability.*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdullilah Robbil 'Alamin, thanks giving to Allah SWT for grace in writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life from the darkness to the lightness.

The writer received advice and guidance from a number of people from various participations in the process of preparation and completion of this thesis. The writer wants to say the greatest thanks to her parents (Sugiantoro and Suparmi) who give the best support, prayers, and sacrifices during her life. My greatest thanks toDra. Hasnawati Latief M.pd, as my first consultant and Dra. Radiah Hamid, M. Pd as my second consultant who has guided me patiently and gave valuable suggestion, encouragement, and correction for the completenessof this thesis. The writer realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. Dr. H Abd Rahman Rahim, SE., MM. The Rector of the Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd, M.Pd, the Dean of Teacher Training and Education Faculty (FKIP).
3. Ummi Khaerati Syam, S. Pd., M. Pd the Head of English Education Department of FKIP UNISMUH Makassar.
4. My heartful thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of my study.

5. My deep appreciation for the Headmaster, English Teacher, and all the Students of SMA 1 Muhammadiyah Makassar who have spared their time and activities for being subject of this research.

6. Special thanks to the examiners who have taken an important role in finishing my study.

7. I would like to express my deepest and affectionate thank to my beloved parent, Sugiantor(my father) and Suparmi (my mother), my beloved brother and sister for their prayers, unfailing love, sacrifice and continual understanding.

8. Thanks to all of my friends in LKIM PENA,B class (Brave), all of Magang 3 friends, P2K friends and the others. You have taught me the meaning of togetherness.

9. Thank to Roberts and Ny, one of my supporting system that always company, and guiding me to finishing one of my my big effort. See you on the TOP.

Makassar,   20….

The Writer

TABLE OF CONTENT

LIST OF FIGURE

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

In the contemporary world, English proficiency is vital for citizens in countries that seek to participate actively in the global economy, and require access to information and knowledge for social and economic development (Burns & Richards, 2009). In responding to the increasing need for English proficiency in this global era, Indonesia, as a developing country, has introduced English as a compulsory subject for teaching in junior and senior secondary schools, as well as at tertiary levels of education and it has been considered as foreign language.

In foreign language teaching and learning, ability to speak is the most essential since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learner's lack of exposure to authentic English language environments that allow then to use English for communication and expression. Furthermore, learners are not exposed the cultures of the native English speakers. Speaking is the most important and essential skill. Reference started that mastery of this skill illustrates that speaker possesses precise knowledge of language (Oradee,2012:533).

The teaching and learning of speaking are a vital part of any language education classroom, not only does the spoken language offer 'affordances' for

learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking. Some of the essential elements that comprise speaking competence and offer a teaching-speaking cycle designed to address the teaching of speaking systematically.

Hendriwanto (2014:86) states that especially at the first grade year students have difficulties in English, Generally, there are still some other problems which might occur in the speaking activities as follows: first, the students are often inhibited about thing to express things in a foreign language in a classroom. They are worried about making mistakes, fearful critics or to get his fellow attention. Second, even if they are not inhibited, learners complain that they cannot of anything to say. They have no motivation to express themselves that they should be delivering. Third, sometimes the session has low or no participant at all. This problem is compounded by the tendency of some learners to dominate while other speaks very little or not at all. Fourth, they are some students who still find some difficulties in English such as in pronunciation and vocabulary.

According to the statement above, an urgent problem is the difficulties to communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Management communication is a

component that strongly supports the quality of a person while talking. It requires confidence when confidence issues are present, more brain power goes toward worrying about mistakes than successfully navigating the issues. Even the best management communication reasoning abilities varies,

One of management communication in teaching speaking is interpersonal communication. Interpersonal communication using natural strategies for language acquisition, and this will allow them to learn to use the language in different contexts. A strategy that complements this method is cooperative learning. Through this strategy students learn from each other and from having to explain and share their ideas with others. It also promotes good relationships and communication among students. Beside that dimensions and components of management interpersonal communication are complete such skills as talking, well guiding and ordering, requesting , proper treatment with critics, nonverbal, examining individual's conception, cross-social skills and sympathy, convincing, openness, supporting, positivism. It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effective of the language learning.

The researcher had made a preliminary observation before doing research on two different classes with each of the 15 informants in SMA Muhammadiyah 1 Makassar Grade Eleventh. There are 11 students passive in speaking class and 4 active in speaking class. The result is : students who passive in speaking class

more like to read, quite, only open to friends only, do not want to express their ideas, do not like share their opinion. The obstacles encountered while talking, among others, lack of vocabulary, difficult to speak spontaneously.

Difference from the previous class, in the next class it's more dominated by 8 students as active in speaking class, and 7 students as passive in speaking class. The results show that passive students will feel nervous when appearing in front of the crowd, afraid of mispronunciation. It is difficult to learn for themselves, they are know that the important point in speaking learning is always doing communication between students and students or students and teacher, but difficult for them to implemented that. Based on baground above, the researcher would like to conduct a research : " *Analysis of Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability at SMA 1 Muhammadiyah Makassar Grade Eleventh* ".

B. Problem Statement

Based on the background above, the researcher formulated the following questions.

1. How are management interpersonal communication between teacher and students in the classroom toward students speaking ability at Eleventh Grade of SMA Muhammadiyah1 ?

2. What are difficulties faced by teacher and students to implemented management interpersonal communicate between teacher and students in the classroom toward students speaking ability at Eleventh Grade of SMA Muhammadiyah1 ?

C. Objective of the Research

Related the problem statement above, the objective of this research are

1. To find out the management interpersonal communication between teacher and students in the classroom toward students speaking ability at Eleventh Grade of SMA Muhammadiyah 1.

2. To find out the difficulties are faced by teacher and students to implemented management interpersonal communication between teacher and students in the classroom toward students speaking ability at Eleventh Grade of SMA Muhammadiyah 1.

D. Significances of the Research

The significances of this research are theoretically, for researcher can be as reference to makes relate research. Practically, for the teachers the result of this study can give contribution to enrich their management communication in the classroom especially interpersonal communication. For the students this study can give them an effective learning process because they get a good communication with teacher especially interpersonal communication that also toward their speaking ability.

E. Scope of The Research

It is very impossible to explain all of the kinds of management communication, so the writer has to limit this problem especially focus on management interpersonal communication of students speaking particularly in fluency especially at Eleventh Grade Students of SMA 1 Muhammadiyah Makassar

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Research Related Findings**

There are some research findings about management interpersonal communication between teacher and students, toward students speaking ability that related the research undertaken, as follow :

1. Duhita (2017), *Relationship Between Teachers' Interpersonal Communication Skills and Students' Achievement in Science at Muhammadiyah Primary Schools in Sidoarjo District* found that the achievement of science subjects PS Sidoarjo has an average of 81,12. And there are three students who score below 75The results of this study also indicate that there is no problem inImplemented management interpersonal communication in the classroom

2. Sibel (2007),*Students' Perceptions of Science Teachers' Interpersonal Behavior in Secondary Schools : Development of a Turkish version of the Questionnaire Teacher Interaction :*show that Turkish teachers on average, were perceived as moderately dominant and very cooperative. They were perceived 0,38 on average on the influence dimension, which is comparable to science teachers from The Netherlands and Brunei, but lower than teachers from the USA, Australia, India or Singapore.

3. Fredson (2015), The Relationship between Teachers and Students in the Classroom: *Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning* "Found that very

between 50% of students surveyed indicating they have a good relationship with their teachers and 38% that think that the relationship they hold with their teachers help them to improve their confidence in speaking, help them to interact with their teachers, and encourage their to ask teachers for help and support whenever they need, and 42% said that their teachers always hold a supportive relationship with the students. From this point of view, 61% of the participants surveyed said that they feel comfortable and more motivated to participate in class in class when the approach used is the communicative language teaching.

4. Broks and Perry (2005). *The Effect of Teacher Interpersonal Behavior on Students' Subject-Specific Motivation.* Show that for all of the discerned subject related attitude variables pleasure, relevance, confidence, and effort, a positive and strong effect was found for teacher Proximity, for three of the outcome variables pleasure, relevance, confidence, and effort influence also had a positive effect. Overall, however, proximity seemed to be of greater importance than teacher influence. The result demonstrate the significant role of teacher interpersonal behavior in student motivation and the importance of combining insights from various educational research disciplines.

Based on the researches above, the researcher would like to conclude that there are similarity between research above with this study, that discuss about management interpersonal communication among students and teacher but many recent researcher have focus only relationship between

teachers' interpersonal communication and students perception about interpersonal communication between students and teacher, it is difference with this study, this have not only focus with management interpersonal communication but how management interpersonal communication involve speaking students ability, It makes the researcher interest to find out the analysis of management interpersonal ability.

B. Some Partinent Ideas

1. Concept of Speaking

a. The Meaning of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and

appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. In other words they are required to show mastery of the following sub competencies or skills:

1). Linguistic competence:This includes the following skills: Using intelligible pronunciation. Following grammatical rules accurately.Using relevant, adequate and appropriate range of vocabulary.

2). Discourse competence:This includes the following skills: Structuring discourse coherently and cohesively Managing conversation and interacting effectively to keep the conversation going.

3). Pragmatic competence:This includes the following skill: Expressing a range of functions effectively and appropriately according to the context and register.

4). Fluency:This means speaking fluently demonstrating a reasonable rate of speech.

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously

a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153).

Eckard& Kearny (1981), define speaking as a two–way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units.

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). Speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language. For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills (Regina, 1997).

Florez (1999) highlights the following skills underlying speaking:

- Using grammar structures accurately

- Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives

- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs

- Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension

- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

b. **Defining Speaking Fluency**

Richards (2009 : 14) mentions brave definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". The definition of fluency has the Latin origin meaning as "flow". It can be the same as other language define about fluency as flow or fluidity.

Definition of fluency closer to simple definition of the term in applied linguistics also seem to share at least one feature resembling "fluidity". Identifies four abilities that might be subsumed under the term fluency as follows:

"…the ability to fill time with talk…the ability to talk in coherent, reasoned and semantically dense sentences" showing "a mastery of the semantic and syntactic resources of the language"; "the ability to have appropriate things to say in a wide range of contexts"; and the ability to "be creative and imaginative…in language use." Fillmore (in Richards, 1990: 75).

The more present study about fluency that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity of syntax which are associated with linguistic knowledge of accuracy. (Jamatlou: 2011: 11).

Speaking fluency is developed by many variables: the interaction in problem solving tasks, the negotiation of meaning in pair work and the use of communication strategies. The language learners are supposed not to make pauses, instead speaking meaningfully and naturally, with no excessive repetition. Whereas teacher's role is to correct the students' misunderstandings and guide them avoiding communication breakdowns (Richards, 2006).

Based on Fillmore's (1979) definition of speaking fluency: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; have appropriate expressions in a wide range of contexts; language use should be creative and imaginative. further stated that speaking fluency is in line with: the coherent response

within the turns of communication, appropriate use of linking different devices;, intelligible pronunciation and proper intonation. In addition, the reason why insisted on the importance of fluency development is that focusing on the speaking fluency creates a comfortable feeling and cultivates learners' self-confidence through CLT. For six adult learners observe the improvements in speaking fluency, grammar accuracy and control of the content after a short period of time in his study. The practice of the speaking fluency is not conflict with the form-focused instruction instead strongly enhances its grammar accuracy. (Maurice, 1983).

Fluency improvement in learning a second language with the 4/3/2 activity illustrated the students' performance was dramatically high. Their research analyzed the amount of words articulated per minute and the average pauses between the different syllables when speaking and these two variables were improved. Developing fluency in language use should share one quarter of class time and claimed the fluency activity aims to develop the listening speaking reading and writing skills in general on account of these four skills are internal related and affected in the communicative language teaching. Arevart (1991)

Along the same line, has attempted to explore the measures and perceptions of fluency for the second language learners. They found speech rate, mean length of runs, phonation-time ratio, pace which refers to the number of stressed words pronounced per minute, are the

predictors of speaking fluency. Did not find the numbers of filled and unfilled pauses that influence the speaking fluency, but they concluded the concept of speaking fluency is best described as smoothness, speed, pace and accurate production of a language. Kormos (2004)

Under these conditions, the accuracy is an essential component in speaking fluency since they believe accuracy and speaking speed are positively interacted. They set up two groups: one repeated the same topic and the other changed into different topics in the three sessions in the activity. Results indicated that the speaking fluency is improved by both groups, but the participants in the repeated group repeated more words, but not closely related to the topic of conversation. Activity not only develops speaking fluency which transfers to new topics after training, but also changes the processing of language knowledge due to proceduralization which enables fluent production pausing less and filling more in the speech. (Denes 2004)

c. **The Importance of Speaking Ability**

Brumfit (1984) considered ability as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. The strand of fluency is a measurement of one's communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence,

eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker.

Based on Fillmore's (1979) definition of speaking ability:

- the ability to talk at length with few pauses

- be able to produce sentences coherently, reasoned and semantically

- have appropriate expressions in a wide range of contexts

- language use should be creative and imaginative. Hedge (2000) further stated that speaking fluency is in line with: the coherent response within the turns of communication, appropriate use of linking different devices, intelligible pronunciation and proper intonation. In addition, the reason why insisted on the importance of fluency development is that focusing on the speaking fluency creates a comfortable feeling and cultivates learners' self-confidence.

d. The Concept of Management Interpersonal Communication

a. Management Interpersonal Communication is defined

Management Interpersonal Communication has been defines by communication experts as cited in the following Brooks (1993: 7) defines management interpersonal communication as "the process by which information, meanings and feelings are shared by persons through the exchange of verbal and nonverbal messages."

Wood (2010: 17) states that the best way to define management interpersonal communication is by focusing on what happens between

people, not where they are or how many are present that management interpersonal communication is a distinct type of interaction between people. Management interpersonal communication ‟refers more specifically to communication that occurs between people and creates a personal bond between them.

DeVito (2013:5) defines management Interpersonal communication as the verbal and nonverbal interaction between two (or sometimes more than two) interdependent people. It is the communication the communication that takes place between people who are in some way "connected." Management interpersonal communication as "a dynamic form of communication between two (or more) people in which the messages exchanged significantly influence their thoughts, emotions, behaviors, and relationships."

PantelimonGolu (2006) defines management interpersonal relationship as a 'conscious, direct, psychic union, based on a complex reverse connection – union comprising at least two people. Moreover, management interpersonal communication refers to a strong association between people sharing common interests and goals. ConstantinNoica noted that the interpersonal act is not limited to the emotional attraction-repulsion dimension. It is always a mixture of perceptions, sympathetic and communicative acts.

Management Interpersonal communication skills have been defined as ability to work well with people, and involve your acceptance of others,

without prejudice. This does not always mean that you like the person, but you are able to overcome your dislike in order to achieve your tasks. Management Interpersonal communication skills are ability to respond to staff's needs positively, fostering a non-discriminatory work environment where staff can develop to their full personal potentials, and delegating authority (Avkiran, 2000 :656).

One way that interpersonal communication skills may impact on the subjective wellbeing of the individual, is through the role communication plays in securing positive relationships with others. In a study of social skills, psychological well-being and positive relationships, positive relationships mediated the association between social skills and psychological well-being. Adults complete a questionnaire with measures of social skills, psychological well-being and positive relationships. Results from the study showed that social skills were associated with measures of psychological well-being, including greater life satisfaction, environmental mastery, self-efficacy in social situations, hope, happiness, and quality of life. (Segrin and Taylor 2007),

b. System of Management Interpersonal Communication Theory

Management Interpersonal communication is a process mediated by communication. Communication is the main manifestation of the psychosocial interaction, because all the interpersonal effects (perceptive, sympathetic or functional) are transmitted through communication. The essential element of the message is attracting the receiver's attention to the

reference object and its characteristics. Teachers communicate during their classes. They need a good preparation in order to send correct, up-to-date messages. This would be intentional communication. But the preparation should be doubled by an adequate way of expressing ideas, thoughts, and feelings. Non-verbal and sometimes non intentional communication is also important, although the message is received unconsciously. The presentation skills should be continually improved as we think of them as a key medium through which learning occurs. Teachers must learn to be aware of not only *what* content they are delivering, but also *how* they are delivering it.

For practical implication in classroom context, management interpersonal communication refers, in the writer's point of view, more specifically to communication that occurs among teachers/lecturers - students, and students-students which allows them to communicate both verbally and nonverbally in an effort to generate shared meanings and accomplish academic and social goals which creates a personal bond among them in terms of socially and psychologically perceived appropriate distance. However, not all cultures respond in the same way to verbal and nonverbal messages. In classroom context, like in other social contexts, not all students respond in the same way to lecturers' verbal and nonverbal messages.

McCormack (2010:182) defines verbal communication as "the exchange of spoken language with others during interaction." Verbal messages are those sent with words which may consist of both oral and written words. And defined nonverbal communication as "the intentional or unintentional

transmission of meaning through an individual's non-spoken physical and behavioral cues." Nonverbal messages are communicated through a variety of channels and their meanings will be greatly influenced by culture.

Amelsvoort (2009) states that the writers' teaching experiences in Indonesian university context, lecturers communicate in two modes of interpersonal communication, namely :

(a). Verbal management Interpersonal Communication (VIC) which refers to stylistic verbal expressions (explicit messages) in delivering messages of knowledge, skills and attitudes to students (such as saying greeting when entering the class, praying before starting and ending the class , taking the register, giving advice to motivate students to study, calling on students by name when talking to them, and giving feedback to students),

(b). Nonverbal management Interpersonal Communication (NVIC) which refers to implicit messages which are mediated by lecturers' actions such as eye gaze, facial, expressions, gestures, body positioning, physical proximity, personal touch, and body movement.

Management interpersonal communication competence consists of a set of skills, knowledge about communication, and self-evaluation. Competent management interpersonal communication skills include self disclosure, owned feelings and thoughts, and descriptiveness and support, a large number of studies and synthesized the interpersonal skills that surfaced on most lists .Most of these skills belong to three categories – leadership, the process of communication and motivation .Interpersonal skills under leadership relate to

leadership style, handling conflicts, running meetings, team building and promoting change. The process of communication includes sending messages, listening and providing feedback .Similarly, motivating is broken down into goal setting, clarifying expectations, persuading and empowering . Other interpersonal skill include negotiating (Robinson, 2006: 1).

Psychologist Schutz (1966) developes interpersonal needs theory, which asserts that our tendency to create and sustain relationships depends on how well they meet three basic needs. The first need is for affection, the desire to give and receive love and liking. The second need is for inclusion, the desire to be social and to be included in groups. The third need is for control, which is a desire to influence the people and events in our lives.

c. **Models of InterpersonalCommunication**

Early models of management interpersonal communication were simplistic, so we will discuss them very briefly. We'll look more closely at a current model that offers sophisticated insight into the process of interpersonal communication. The first model of interpersonal communication depicted communication as a linear, or one-way, process in which one person acts on another person. (Laswell, 1948).

Warren Weaver (1949) offers a revised model that added the feature of noise. Noiseis anything that causes a loss of information as the information flows from source to destination. Noise might be spam in online communication, regional accents, or background conversations in the workplace.   These early linear modelshad serious shortcomings. They

portrayed communication as flowing in only one direction from a sender to a passive receiver. This implies that listeners never send messages and that they absorb only passively what speakers say. But this isn't how communication really occurs. Listeners nod, frown, smile, look bored or interested, and so forth, and they actively work to make sense of others' messages.

Linear models also erred by representing communication as a sequence of actions in which one step (listening) follows an earlier step (talking). In actual interaction, however, speaking and listening often occur simultaneously or they overlap. On the job, co-workers exchange ideas, and each listens and responds as one person speaks; those who are speaking are also listening for cues from others. Online, as we compose our messages, instant messages (IMs) pop up on our screens. At any moment in the process of interpersonal communication, participants are simultaneously sending and receiving messages and adapting to one another.

Beside that another models of management interpersonal communication is interactive models portrayed communication as a process in which listeners give feedback, which is response to a message. In addition, interactive models recognize that communicators create and interpret messages within personal fields of experience. The more communicators' fields of experience overlap, the better they can understand each other. When fields of experience don't overlap enough, misunderstandings may occur. Lori Ann's commentary gives an example of this type of misunderstanding.

Although the interactive model is an improvement over the linear model, it still portrays communication as a sequential process in which one person is a sender and another is a receiver. In reality, everyone who is involved in communication both sends and receives messages. Interactive models also fail to capture the dynamic nature of management interpersonal communication and the ways it changes over time. For example, two people communicate more openly after months of exchanging email messages than they did the first time they met in a chat room. Two co-workers communicate more easily and effectively after months of working together on a project

C. **Conceptual Framework**

Figure 2.1 : Conceptual Frame Work
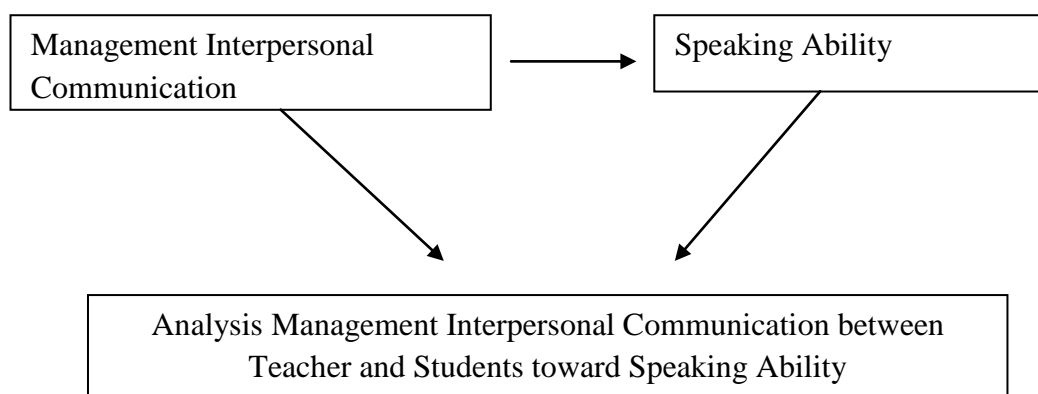
The conceptual framework above explains the process of doing and the result. The input of the research are two independent variable that Management Interpersonal communication, independent field is the students speaking ability. At the end, the researchers finally get the result about the analysis management interpersonal communication between teacher and students toward speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the researcher explain about research design, population and sample, instrument of the research, data collection method, and technique of data analysis

A. Research Design

The researcher used Descriptive Research Design. According to Gay (2012:204) Descriptive research involved collected data to determined whether, and to what degree, a relationship existed between two or more quantifiable variables. The basic descriptive research designed was not complicated. Score for two (or more) variables or interested are obtained for each member of the sample, and the pair scores were than correlated.

B. Population and Sample

1. Population

The population of this research was SMA 1 Muhammadiyah Makassar at Eleventh Grade. It consisted by two classes. Total populations in this research were 45 students and 5 English teachers.

2. Sample

The researcher used accidental sampling in this research. It selected to the sample from the population. According to Sugiyono (2016) accidental sampling was a sample determination technique chance, if anyone who meets with the researcher can be used as a sample,

when view by the researcher, the person is suitable as a data source. The total samples of this research are 22 students and 2 English teachers.

C. Research Variables and Indicators

There are two variables in this research, they are independent variable and dependent variable:

1. Independent variable (X)

   Management Interpersonal Communication as independent variable used to improve speaking skill.

2. Dependent variable (Y)

   The dependent variable in this research is students speaking ability particularly in fluency .

3. Indicators

   The indicator of this research is ideas. The indicator of idea is how to manage management interpersonal between teacher and students' fluency especially their self confidence in speaking

D. Instrument of the Research

To meet the purpose of the study, the researchers following instruments :

1. Questionnaire on Teacher Interaction (QTI) AmericanVersion

   QTI American Version to know typical item for students management interpersonal communication

   Table 3.1. Number of items and typical item for American versions of the QTI

Scale	Score	Typical Item
Leadership	7	She/ He is a good leader

Helpful or Friendly	8	She/ He is someone we can depend on
Understanding	8	If we have something to say She/ He will listen
Students freedom	8	She/ He gives us a lot of free time in class
Uncertain	7	She/ He seems uncertain
Dissatisfied	9	She/ He is suspicions
Admonishing	8	She/ He gets angry
Strict	9	She/ He is strict

2. Using QTI Australian Version

   QTI Australian Version to know unsatisfying quality of teacher

Table 3.2. Number of items with unsatisfying quality, remaining number of items of the original QTI and (newly creates) sample items for the Australian version.

Concept	Dimension	
Interpersonal communication skills	Leadership	Leadership style Handling conflict Running meeting Team building Promoting change
	Process of communication	Sending message Listening Providing feedback
	Motivation	Goal setting Clarifying expectations Persuading Empowering
		Negotiating

Source : 2007, Test for Unsatisfying of Management Interpersonal Communication by Using QTI Australian Version, publish by Learning Environ Res.

3. Speaking Test.

    The researcher was used speaking test to know students speaking ability. The researcher was record when students do speaking test. it made researcher easy to college the data and given score to students. The researcher was given students score by scoring rubric bellow.

The Scoring Rubric of Speaking, Madsen in Nurkasih (2010)

Table 3.3. Table Scoring of Fluency

Score	Indicator
21-25	Fluent communication
16-20	Good communication
11-15	Satisfactory
6-10	Communication hesitant
0-5	Communication minimal

Table 3.4. Table Scoring of Vocabulary

Score	Indicator
21-25	Wholly appropriate
16-20	Few limitation
11-15	Sometimes limited
6-10	Limitation affected the task
0-5	In adequate for the task

E. Data Collection Technique

    In collecting the data of this researcher, the researcher analyzing the data start from the researcher collecting data from questionnaire and the speaking task of the students.

    In collecting data there are some steps that conducting by the researcher. This steps are presenting as follows :

1. The researcher made observation in the classroom to know management interpersonal communication between teacher and students.

2. The researchers collected data about management interpersonal communication between teacher and students used table of conceptualization of management interpersonal communication skills..

3. The researchers gave questionnaire for teachers and students to know interpersonal communication between teacher and students.

4. The researchers also collected the data from students speaking task, then record it.

5. The researchers had checked them and gave speaking score to the student based on answer.

6. The researchers analyzed that data then made sure about the result of students speaking ability.

F. Data Analysis Technique

This research used SPSS software for statistical analysis and used main techniques are respectively descriptive statistic: their management interpersonal communication between teacher and students and also the influence in speaking ability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answer of problem statement in the previous chapter and consist of findings and discussion. Findings shows description of result from the data that had be collected through questionnaire and interview which are described in table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion the researcher used their own word to explain.

A. Findings

As mentioned before in previous chapter, the researcher conducted, the researcher used three instruments, that are : Questionnaire on Teacher Interaction (QTI) in American, Questionnaire Teacher Interaction (QTI) Australian Version by Wubbles, And Speaking Task.

Researchers have applied the three instruments above. First the researcher used Questionnaire on Teacher Interaction (QTI) in American versionto saw typical items of teacher interaction the class room especially related with management interpersonal communication between teacher and students. The sample that researchers have determined as many as 22 students, and 2 English Teachers. Next, to found out what the difficulties are faced by teacher to implemented management interpersonal communication in the class room the researcher used Questionnaire Teacher Interaction typical item with unsatisfying quality management interpersonal communication through the 8 questions took from the Questionnaire on Teacher Interaction (QTI) in

Australian version, the researcher have analyzed the results of the students' answers through a record that has used to know the speaking score.

1. **Students Management Interpersonal Communication Toward Students' Speaking Ability**

     After the researcher conducted the research for the influence of management interpersonal communication toward students speaking ability, the result as bellow :

Table 4.1. The Result of Management Interpersonal Communication Toward Students Speaking Ability

	Statistic				
	Sample	Range	Min	Max	Mean
Students speaking (IPA)	12	13	4	17	8,35
Students Speaking (IPS)	10	19	3	22	11,35
Management Interpersonal Communication (IPA)	12	56	14	70	34,15
Management Interpersonal Communication (IPS)	10	60	9	59	36,60

After the researcher got the students speaking ability, the researcher knew influence of management interpersonal communication toward students speaking ability. Based on the table above, the IPA class got minimum score for speaking was 4 and management interpersonal communication was 14, then

speaking maximum score was 17 and for management interpersonal communication was 70. There was 13 for speaking range and 56 for management interpersonal communication. So, the mean of speaking score was 8,36 and 35,15 for management interpersonal communication. It was difference from IPS class score side. The students got minimum score for speaking was 3 and management interpersonal communication was 9, then speaking maximum score was 22 and for management interpersonal communication was 59. There was 19 for speaking range score and 60 for management interpersonal communication. So, the mean of speaking score was 11,35 and 36,60 for management interpersonal communication.

2. **Result Data of Teacher Management Interpersonal Communication Toward Students Speaking Vocabulary.**

There were 3 indicators in this Questionnaire Teacher Interaction by Australian version. These indicators included 12 items. After the researcher conclude the data the researcher found that from two teacher in SMA 1 Muhammadiyah Makassar had different rate point in implemented management interpersonal communication, it because each teacher had different item problem. The result of that test would be illustrated as follows:

Table 4.2. The Result of Difficulties are Face by Teacher in Implemented Management Interpersonal Communication

	Statistic				
	Sample	Range	Min	Max	Mean
Teacher in IPA Class	1	10	4	20	24,5

Teacher in IPS Class	1	6	9	12	16,6

Based on the table above, Teacher in IPA class, the researcher got for the minimum score was 4, maximum score was 20, range was 10, so the mean score was 24,5. Then, Teacher in IPS class, the researcher got for the minimum score was 9, maximum score was 12, range was 6 and the mean score was 16,6.

B. Discussion

Discussion contains explanation of findings which reflect to the result of the data. In this discussion the researcher used their own world to explain.

1. Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability

To know management interpersonal communication between teacher and students toward students speaking ability, the researcher calculated the mean score of management interpersonal communication between teacher and students was indicated from three tests namely Questionnaire Teacher Interaction (QTI) in American, Questionnaire Teacher Interaction (QTI) Australian version, and Speaking Test

The result of the research, that Management interpersonal communication between teacher and students toward students speaking ability at Eleventh Grade of SMA 1 MuhammadiyahMakassar categorized as good classification, It shows that more than 50% management interpersonal communication in the classroom was

implemented, and the relationship with students and teacher in the classroom help to improve students speaking ability.

The researcher analyzed management interpersonal communication as classroom management toward students speaking ability in fluency. The researcher corrected the teacher management interpersonal communication and students respond by focusing on the aspect of management interpersonal communication which was how manage students speaking ability based on the component of speaking fluency. These component also were a guideline of researcher in scoring the students' speaking test.

By looking at the test finding, form the data provided in classification table based on the component of speaking fluency, clearly to see that students speaking score on the rate mean 8,35 for IPA and IPS, and management interpersonal communication on the rate mean 36,60 for IPA and IPS students. The researcher conclude that management interpersonal communication between teacher and students help students to improve their speaking ability.

2. **Difficulties are Faced by Teacher in Implemented Management Interpersonal Communication**

In connection with the finding in the questionnaire for teacher and researcher observation in the classroom to know what is the difficulties are faced by teacher in implemented management interpersonal communication, the researcher conclude that there were some of

problems faced by teacher inImplemented management interpersonal communication in the classroom. The researcher found that a lot items in implemented management interpersonal communication are faced by teacher in the classroom. For teacher that teaching in IPA class mean score on the rate 24,5 indicated difficult and the IPS score was 16,6. It means that still more that 50% items of management interpersonal communication are difficult to implemented by teacher.

The researcher concluded that there are ten items from 25 items in management interpersonal communication difficult for teacher to implemented, are inserting humor in teaching, calling on the students by name when talking to them, asking students to tell their most impressive learning English experience, asking the students how they feel about their lessons and assignment given, starting and ending the lesson on time, nodding along students' responses, allowing students to have individual and group consultation, allowing students to call her by her first name, coming closer to students name, walking from back to the front and side to side between rows when teaching (moving around the class when teaching). and shaking hand with students.

Based on data above it shows that teacher just can implemented 15 items in management interpersonal communication, it means that the teacher still difficult to implemented management interpersonal communication with perfectly because 50% important item still can't implemented well

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

In regard with the analysis of management interpersonal communication between teacher and students toward students speaking ability at Eleventh Grade of SMA 1 MuhammadiyahMakassar , based on the research finding and discussion in previous chapter

1. Based on that data the researcher can conclude management interpersonal communication between teacher and students in SMA 1 Muhammadiyah Makassar indicated in good classification with percentage score 50%, it because they have a good relationship with their teachers and by that relationship can help them to improve their confidence in speaking, help them to interact with their teachers, and encourage their to ask teachers for help and support whenever they need.

2. The researcher found that there are some problems are faced by teacher in implemented management interpersonal communication in the classroom. The teachers that teaching in IPA indicated that 24,5% and IPS class got was 16,6%. It because that there are some of tools in management interpersonal communication are difficult to implemented by teacher. From 15 items of management interpersonal communication the teacher just can implemented 10 items. It means that the teacher still in difficult to implemented management interpersonal communication well.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion, that will be listed as follows:

1. For the students at Eleventh Grade of SMA 1 Muhammadiyah Makassar should give attention to their communication with teacher or each students in the classroom or outside, because by hold the communication will help students to improve their communication skill and automatically their confidents. If all of students already have a good management communication and high confidents it will easy to them to speaking English.

2. For the English teacher of SMA 1 Muhammadiyah Makassar should be more creative in implemented management interpersonal communication in the classroom because relationship between students and teacher are very important. And also should give more encouragement to the students to know about the important of their speaking ability and interaction with their teacher in the learning process.Although there are some difficulties are faced by teacher in implemented management interpersonal communication in the class room but teacher should always try to upgrade the knowledge because teacher is the mind character to build students in the classroom.

3. For another research use this thesis as an additional reference.

BIBLIOGRAPHY

Avkiran. 2000. *Meeting the Communication needs of the Adult Learner. Communication Education..* Jakarta: PT. Melton Putra.

Arevant. 1991. *Spoken Language : What it is and how to Teach it ?.* Journal of Quality Assurance in Education,(online).Vol.4 No.1,pp.12-20 (http//www.AssociatedContent.com). accessed on June 04st 2018.

Brooks and Ferry. 2005. *The Effect of Teacher Interpersonal Behaviour on Students' Subject-Specific Motivation*. London: Kogan Page

Brooks. 1993. *Relationship Between Interpersonal Communication Skills and Organizational Commitment*.Romanian Journal of Experimental Applied Psychology, (Online), Vol. 2, No.3, (http://www.rjeap.ro/files/vol2no3/3art2.pdf, accessed on June02[st] 2018).

Bruwfit. 1984. *A comparison of Interpersonal Communication Behavior of Dutch American Teachers*, published by Insight Assessment.

Burns &Joyee. 1997. *Incorporating the Facilitative Feedback Strategies Together With the Process Approach to Improve Students' Speaking Ability*. English Department Faculty of Language : University of Tripoli, Libya.

Burns &Jule. 1997. *Teaching Conversation Skills in ELF : An Argument For Natural Communication And Practices In The Romanian EFLClassroom*.OpenJournal Nursing, (Online), Vol.3, No.1, (http://file.scirp.org/pdf/OJN_2013112715261760.pdf, Accessed May 25th 2018).

Burn and Rechards. 2009. *Interpersonal Relationships Mediate the Association between Social Skills and Psychological Well-Being. Personality and Individual Differences*.Journal of Applied Psychology. (online). Vol 12.(https://media.neliti.com/media/publications/60183-EN-improving-students-speaking-fluency-thro.pdf).Accessedon June 18th 2018.

Cormack Mc, Steven. 2010. *Mastering Management Interpersonal Communication Skills*. Journal Formatif 2. (online). Vol. 33 No. 2 pp. 111-40.(http://portal.kopertis3.or.id.bitstream/123456789/73 8/1/Supardi.%20kk%2071-81.pdf). Accessed 08th June 2018.

Denes.2004. *Learn Speaking for Adult. Journal UMM* (online).Vol. 13.(http://free-journal.umm.ac.id/files/file/5136-18621-2-PB.pdf). Accessed May 30th May 2018.

Devito. 2013. The *Important of Interpersonal Skills*: "Midtrovert. *Advance in Digital Multimedia*, (Online), Vol.1, No.3

(http://journals.sagepub.com/doi/abs/10.1177/1073191104263250),
Accessed 1st June 2018.

DuhitaSaviraWardani. 2017. *Relationship Between Teacher Interpersonal Communication Skills and Students' Achievement in Science at Muhammadiyah Primary School in Sidoarjo District*. Teacher Faculty :Muhammadiyah University Malang.

Eckard and Kearny. 1981. *Speaking the Neglected Skill*.(online). http//:www.AssociatedContent.com.Accessed 19th June 2018.

Filmore. 1979. *Process Speaking. Preparing to Repeat Tour Self (The Case of Graduate Students of University of Isfahan)*.Journal of Basic and Applied Scientific Research, (Online) Vol.2, No.7, (https://www.textroad.com/pdf/JBASR/J.%20Basic.%20Appl.%20Sci.%20Res.,%202(7)6973-6978,%202012.pdf, Accessed on May 25th 2018).

Florez. 1999. 2015. *Improving Adult English Language Learners' Speaking Skills*.EnglishLanguageTeaching Journal, (Online) Vol.3, No.3, (http://www.scholink.org/ojs/index.php/selt/article/viewFile/374/355, Accessed on June 1st 2018).

FredsonSoares Dos Reis Da, Wz. 2015.*Communication Language Teaching Approach and Cooperative Learning Strategy to Improve Learning*.Journal of Vocational Behavior. (online). Vol. 68 No 3. (http://www.fundamentalsofeducationalevaluation.pdf).Accessed on 30th June 2018.

GoluPontelion. 2006. *The Role of Employee Communication in Achieving Commitment and Quality in Higher Education*. Journal of Human Recourse Development Quarterly. (online).Vol. 12 No 3, pp. 285-300. (http//:www.AssociatedContent.com). Accessed on July 01th 2018.

Hedge. 2000. *The Use of TPS Method in Teaching English to Improve Students' Speaking Mastery at The Garde XI of SMKN 1 Padangsidingpuang*.

Hendriwanto.2014. *The Difference Between Teachers' Classroom Management. Theory and Practice in Language Studies,* (Online), Vol.5, No.4, (http://www.academypublication.com/ojs/index.php/tpls/article/viewFile/tpls0504826836/170), Accessed on May 26th 2018.

Jawatlou. 2011. *The Relationship Between Reading and Speaking Skills. Journal of Asia-Pacific Education*, 26 (1),79-96. (online).http://www.52kajian%20Learning%Outcomes%20.pdf. Accessed on 24th June 2018.

Juny De, Pefetri. 2011. *Speaking: From Intention to Atraction*. Jakarta : PT. Raja GrafindoPersada.

Karnos. 2004. *Revisting The Temporal Measues of L2 Oral Fluency : A Case of Iranian EFL Learners* : University of Groninges. Available at http://irs.ub.rug.nl/dbi/4esdsf5fd45523.

Laswell. 1948. *Interpersonal. Indian Journal of Fundamental and Applied Life Sciences*, (Online), Vol.5, No.1, (http://www.cibtech.org/sp.ed/jls/2015/03/124 JLS S3 127 MARZIE -EFFECT.pdf, Accessed on May 27th 2018).

Maurice. 1983. *Speaking Goal setting skills maximum Success*. Yogyakarta : Media Abadi.

McCormack. 2010. *Response to Student Verbal and Non Verbal Communication Implication for Second- Language Students*. Mahwah :Lurence Erlbaum.

Nurkasih. 2010. *Improving Students' Speaking Skill Through Communicative Group Technique.*

Oprandy. 1994. *Teaching Conversation Skills Intensively. Journal of Course Content and Regional*. (online).Vol.18, pp.76-89..(http://www2.kompas.com/kompascetak/0609/15/muda.2954993.htm). Accessed on 12th June 2018.

Oradee. 2012. *Positive Interpersonal Relationships Mediate The Association Between Social Skills and Psychological well-being. Personality and Individual Differences*,43(4),403-533. Rowley, Mass : Newbury House.

Regina. 1997. *The Effect of a Program Designed for Developing Speaking Skills in English For First Year Secondary Students*. Faculty of Education: Helwan University.

Ricards. 2009. *Measuring Speaking Language : A Unit for All Reasons*. Boston : McGraw-Hill.

Richards. 1990. *The Concept of Control in Teacher Response : Defining the Varieties of speaking..* College Composition and Communication : Cambridge University Press.

Rivers As. 1981. *What Do We Mean by Fluency ?*.Chichester : Wiley.

Robinson. 2006. *Matering Interpersonal Communication Skills*. Europe Journal of Social Sciences. (online). Vol 13, No. 3. (http//:www.AssociatedContent.com). Accesses on 10th June 2018.

Schotz William. 1966. *Interpersonal Teacher Behavior and School Climate*. London :Falmer.

Segrin Chris and Taylor Melissa. 2007. *An Interpersonal Diagnosis Personality*. New York : Ronald-Press Company.

SibelTelli. 2007. *Students Perceptions of Science Teachers Interpersonal Behavior in Secondary Schools : Developing of a Turkish Version of The Questionaire on Teacher Interaction*. Englewood Cliffs, New Jersey : Prentice-Hell.

Solomon & Thesis. 2013. *Comparing The management Interpersonal communication*. International Journal of Language Learning and Applied Linguistics World (IJLLALW*)*, (Online), Vol.3, No.3, (http://ww w.academypublication.com/ojs/index.php/tpls/article/viewFile/tpls050482 6836/170, Accessed on May 3th 2018).

Weaver Warren. 1949. *Nonviolent Communication : a Language of Life. Encinitas*.Calif :PuddleDancer Press.

Wood. 2010. *Teaching by Principles an Interactive Approach Interpersonal Communication*. Pearson Education : White Plain NY.

APPENDICES

Test for Unsatisfying of Management Interpersonal Communication by Using QTI Australian Version, publish by Learning Environ Res.

(For Teacher)

Name :

NIP :

Interaction

1. The aim of this test to know difficulties are faced by teacher to implemented of management interpersonal communication
2. Completed the columns with

No	Content	Yes	No
1	Saying greeting when entering in the class		
2	Praying before starting and ending the class		
3	Talking the register		
4	Giving advice to motivate students to study		
5	Inserting humor in teaching		
6	Calling on students by name when talking to them		
7	Responding to students, reasons for being late		
8	Allowing students to have individual and group consultation		
9	Giving feedback to students		
10	Asking students to tell their most impressive learning English experience		
11	Allowing students to call him by his first name		
12	Asking students how they feel about their lessons and assignments given		

13	Using terms like "we" and "us" to refer to the class		
14	Starting and ending the lesson on time		
15	Being enthusiastic in teaching		
16	Using gesture while talking to the class		
17	Using vocal variety (non-monotone) when talking to the class		
18	Smiling at the class while talking		
19	Dressing neatly		
20	Having eye contact when calling on a student's name		
21	Nodding along students' responses		
22	Coming closer to student's name		
23	Walking from back to the front and side to side between rows when teaching (moving around the class when teaching		
24	Looking very little at board or notes while talking to the class		
25	Shaking hands with students		

Questionnaire for Students

Name :

Class :

Petunjuk :

1. Angketinibertujuanuntukmengetahuihubunganmanajemen interpersonal komunikasiantarasiswadan guru
2. Isilahkolomdenganmenggunakancentang
3. Jikaadapertanyaan yang tidakjelasataukurang di mengertidapatditanyakankepadapeneliti

Questions	Answer	
	Yes	No
Are your teacher exactly knows the name of all of you ? (Apakahgurumumengetahuisemuanamasiswa didalamkelasmu ?)		
Are your teacher give you encourages when studying ? (Apakahgurumumemberikanmusemangatsaat belajar ?)		
Are your teacher giving you extra time for the homework that you can't complete ? (Apakahgurumumemberikanmutambahanwa ktujikakamubelumselesaimengejakantugasru		

mah ?)		
Are your teacher allows you to break some rules in class ? (Apakahgurumumemgizinkanmumelanggarp eraturan ?)		
Are your teacher usually breaks their promise in the classroom ? (Apakahgurumubiasamelenggarjanji ?)		
Are your teacher is difficult person to answer about a personal question ? (Apakahgururmutermasukseseorang yang sulitdalammenjawabpertanyaanperibadi ?)		
Are your teacher usually stops the lesson to discuss behavior ? (Apakahgurumubiasamemberhentikanpelajara nuntukmendiskusikantentangperilaku ?)		
Are you afraid to give your teacher wrong answer when they're giving question ? (Apakahkamutakutmemberikanjawabansalah ketikagurumumemberikanpertanyaan ?)		

"Text for Speaking Test"

Intruction :

Please telling your friends about your daily activities in front of class for 5 minutes without text.

CURRICULUM VITAE

SISKA INDRIMONIKA, was born on March 30th, 1997 in Solo. She is the second child from marriage of her parents Sugiantoro and Suparmi. In 2004 the writer registered as student elemenchool, SDN 108 Bone Pute in Luwu Timur regency and she graduated in 2009.

The next in the same year the writer registered as a student in SMPN 1 Angkona, Luwu Timur regency graduated in 2011. Then the writer registered in senior high school, SMAN 1 Angkona and graduated in 2014. The next in the same year, the writer registered to study of English Department in Muhammadiyah University of Makassar, and finally on January 2019 the writer finished her thesis that has tittle " Analysis of Management Interpersonal Communication Between Teacher and Students Toward Students Speaking Ability at Eleventh Grade of SMA 1 Muhammadiyah Makassar"