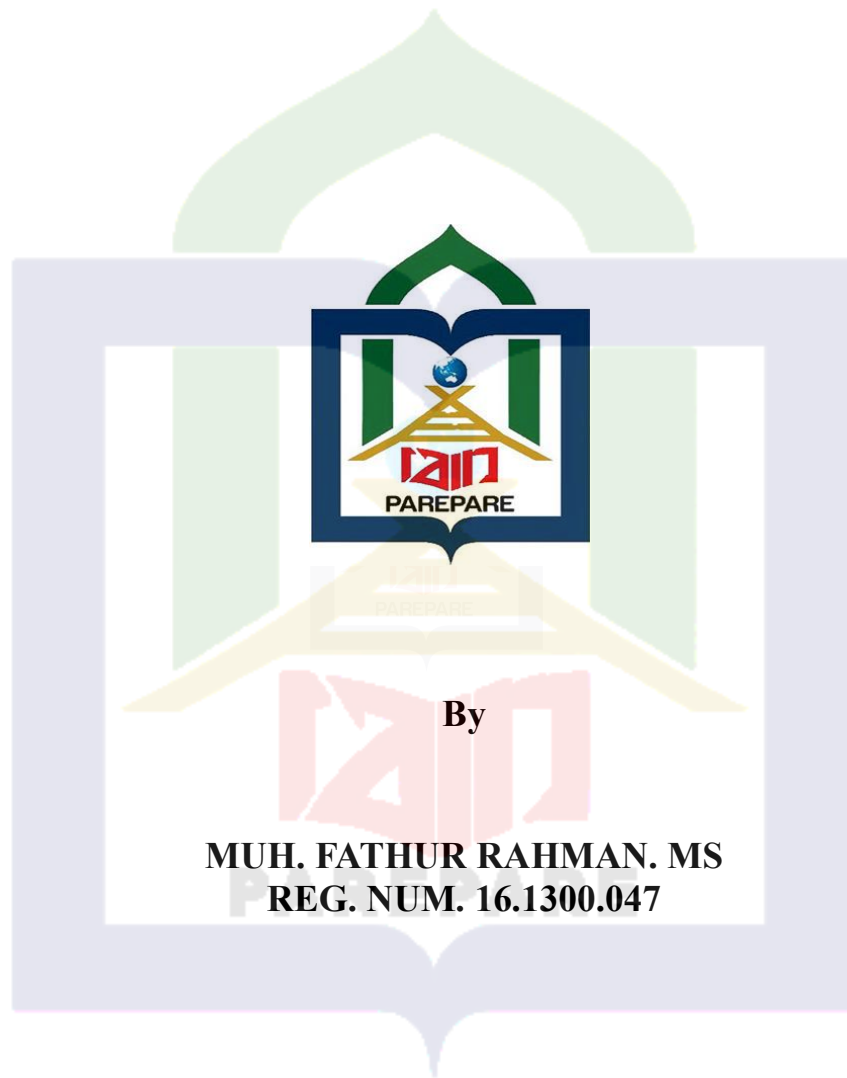


A THESIS

**INTERPERSONAL COMMUNICATION OF TEACHERS AND
STUDENT IN ENGLISH TEACHING LEARNING
PROCESS AT SMP NEGERI 2 PATAMPANUA**



By

**MUH. FATHUR RAHMAN. MS
REG. NUM. 16.1300.047**

**ENGLISH EDUCATION PROGRAM TARBIYAH
FAKULTY STATE ISLAMIC INSTITUTE
PAREPARE
2025**

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ABSTRACT

Muh. Fathur Rahman. MS. *Interpersonal Communication between Teachers and Students in English Learning Process at SMP Negeri 2 Patampanua* (Supervised by Ismail Latif and Abd. Rauf Ibrahim)

Teachers should have good communication skills to be able to produce an effective communication process. The learning communication process will run effectively if the information or message is easily accepted and understood by the recipient of the message, meaning that the teacher as the messenger is able to eliminate distractions that can affect the smooth communication process in the classroom. The pattern of communication between teachers and students is communication between individuals called interpersonal communication. So, this study is aim to describe how interpersonal communication between teacher and students in English teaching learning process at SMP Negeri 2 Patampanua.

This study used descriptive qualitative as the research design. The subjects in this study were three English teachers and four students at SMP Negeri 2 Patampanua. Interviews, observation and documentation were used in collecting data. As for data analysis, this study used data reduction, display then verification, so that, it is relevant to the research objectives.

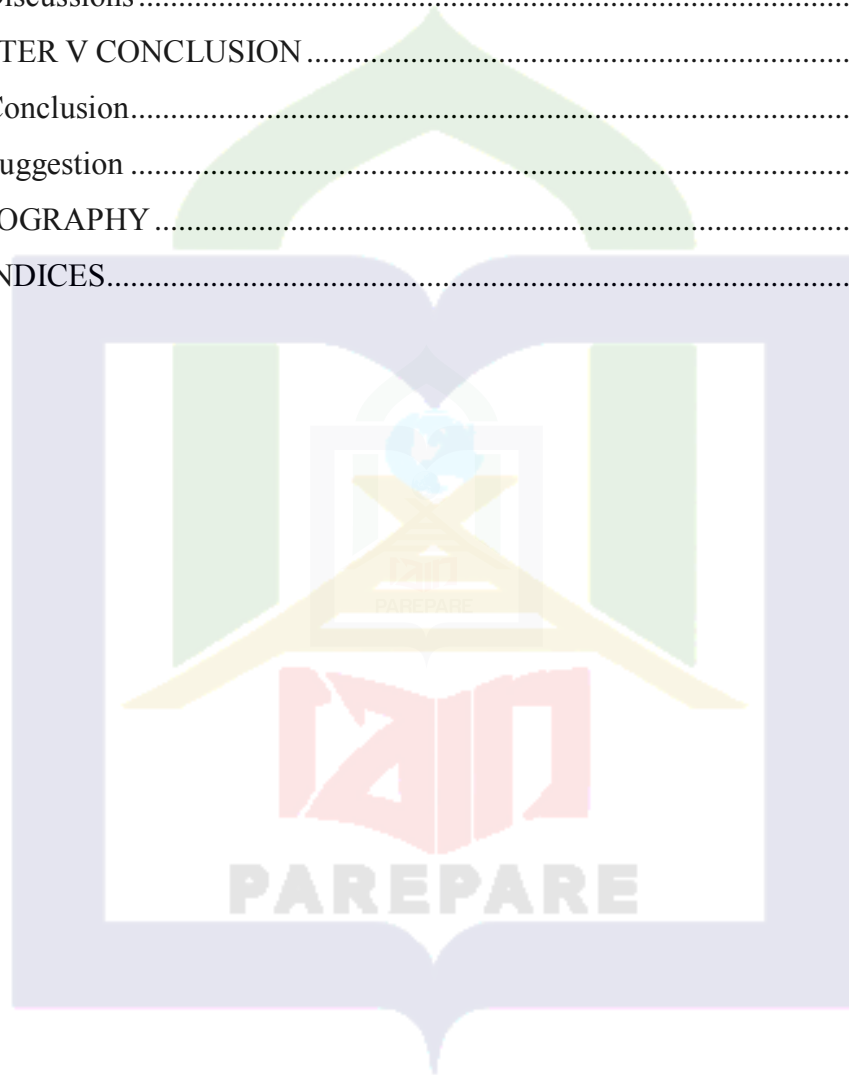
The result in this research indicated that English teachers and students, have implemented effective interpersonal communication such as openness during the communication process, empathy from teacher to students, verbal and non-verbal support by the teacher, the positive attitude shown by the teacher and students during the interaction and the equality in which the teacher and students are familiar with each other. However, the English teacher at SMP Negeri 2 Patampanua experienced many obstacles along the way. The obstacles were lack of self confidence of students and lack of motivation of students.

Keywords: Communication, Interpersonal Communication, Effective Interpersonal Communication

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PEDOMAN TRANSLITERASI

A. Transliterasi

1. Konsonan

Fonem konsonan bahasa Arab yang dalam sistem tulisan Arab dilambangkan dengan huruf, dalam transliterasi ini sebagian dilambangkan dengan huruf dan sebagian dilambangkan dengan tanda, dan sebagian lain lagi dilambangkan dengan huruf dan tanda.

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf	Nama	Huruf Latin	Nama
ا	Alif	Tidak dilambangkan	Tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tha	Th	te dan ha
ج	Jim	J	Je
ح	Ha	ḥ	ha (dengan titik dibawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	Dhal	Dh	de dan ha
ر	Ra	R	Er

ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	s dan ye
ص	Shad	ṣ	es (dengan titik dibawah)
ض	Dad	ḍ	de (dengan titik dibawah)
ط	Ta	ṭ	te (dengan titik dibawah)
ظ	Za	ẓ	zet (dengan titik dibawah)
ع	‘ain	‘	koma terbalik keatas
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qof	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apapun. Jika terletak di tengah atau di akhir, maka ditulis dengan tanda (’)

2. Vocal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong

- 1) Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
أَ	Fathah	a	a
إِ	Kasrah	i	i
أُ	Dammah	u	u

- 2) Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
أَيَّ	fathah dan ya	ai	a dan i
أَوْ	fathah dan wau	au	a dan u

Contoh:

كَيْفَى : kaifa

حَوْلَ : haula

3. Maddah

Maddah atau vocal panjang yang lambangnya berupa harkat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harkat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ/ـَـيْ	fathah dan alif atau ya	ā	a dan garis diatas
ـِـيْ	kasrah dan ya	ī	i dan garis diatas
ـُـوْ	dammah dan wau	ū	u dan garis diatas

Contoh:

مَاتَ : māta

رَمَى : ramā

قِيلَ : qīla

يَمُوتُ : yamūtu

4. Ta Marbutah

Transliterasi untuk *ta marbutah* ada dua:

- 1) *Ta marbutah* yang hidup atau mendapat harkat fathah, kasrah, dan dammah, transliterasinya adalah [t]
- 2) *Ta marbutah* yang mati atau mendapat harkat sukun, transliterasinya adalah [h].

Kalau pada kata yang terakhir dengan *ta marbutah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta marbutah* itu ditransliterasikan dengan *ha (h)*.

Contoh:

رَوْضَةُ الْجَنَّةِ : Rauḍah al-jannah atau Rauḍatul jannah

الْمَدِينَةُ الْفَاضِلَةُ : *Al-madīnah al-fāḍilah* atau *Al-madīnatul fāḍilah*

الْحِكْمَةُ : *Al-hikmah*

5. Syaddah (Tasydid)

Syaddah atau tasydid yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda tasydid (ـ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda syaddah. Contoh:

رَبَّنَا	:	<i>Rabbanā</i>
نَجَّيْنَا	:	<i>Najjainā</i>
الْحَقُّ	:	<i>Al-Haqq</i>
الْحَجُّ	:	<i>Al-Hajj</i>
نُعَمُّ	:	<i>Nu'ima</i>
عُدُّوْ	:	<i>'Aduwwun</i>

Jika huruf ى bertasydid diakhir sebuah kata dan didahului oleh huruf kasrah (يَ), maka ia litransliterasi seperti huruf maddah (i).

Contoh:

عَرَبِيٌّ	:	'Arabi (bukan 'Arabiyy atau 'Araby)
عَلِيٌّ	:	"Ali (bukan 'Alyy atau 'Aly)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf لا (*alif lam ma'rifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasikan seperti

biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiah* maupun huruf *qamariah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari katayang mengikutinya dan dihubungkan dengan garis mendatar (-). Contoh:

الشَّمْسُ	:	al-syamsu (bukan asy-syamsu)
الزَّلْزَلَة	:	al-zalزالah (bukan az-zalزالah)
الْفَلْسَفَة	:	al-falsafah
الْبِلَادُ	:	al-bilādu

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan arab ia berupa alif. Contoh:

تَأْمُرُونَ	:	ta'murūna
النَّوْءُ	:	al-nau'
شَيْءٌ	:	syai'un
أَمْرٌ	:	umirtu

8. Kata Arab yang lazim digunakan dalam bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari pembendaharaan bahasa Indonesia, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya kata *Al-Qur'an* (dar *Qur'an*), *Sunnah*.

Namun bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab maka mereka harus ditransliterasi secara utuh.

Contoh:

Fī ẓilāl al-qur'an

Al-sunnah qabl al-tadwin

Al-ibārat bi 'umum al-lafẓ lā bi khusus al-sabab

9. *Lafẓ al-Jalalah* (الله)

Kata “Allah” yang didahului partikel seperti huruf jar dan huruf lainnya atau berkedudukan sebagai *mudaf ilahi* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ : *Dīnullah* بِالله : *billah*

Adapun *ta marbutah* di akhir kata yang disandarkan kepada *lafẓ al-jalālāh*, ditransliterasi dengan huruf [t].

Contoh:

هُمْ فِي رَحْمَةِ اللَّهِ : *Hum fī rahmmatillāh*

1. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital, dalam transliterasi ini huruf tersebut digunakan juga berdasarkan kepada pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (*al-*), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (*Al-*).

Contoh:

Wa mā Muhammadun illā rasūl

Inna awwala baitin wudi'a linnāsi lalladhī bi Bakkata mubārakan

Syahru Ramadan al-ladhī unzila fih al-Qur'an

Nasir al-Din al-Tusī

Abū Nasr al-Farabi

Jika nama resmi seseorang menggunakan kata *Ibnu* (anak dari) dan *Abū* (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-Walid Muhammad ibnu Rusyd, ditulis menjadi: *Ibnu Rusyd*, *Abū al-Walīd Muhammad* (bukan: *Rusyd*, *Abū al-Walid Muhammad Ibnu*)

Naşr Hamīd Abū Zaid, ditulis menjadi *Abū Zaid*, *Naşr Hamīd* (bukan: *Zaid*, *Naşr Hamīd Abū*)

B. Singkatan

Beberapa singkatan yang di bakukan adalah:

swt.	=	<i>subḥānāhu wa ta'āla</i>
saw.	=	<i>ṣallallāhu 'alaihi wa sallam</i>
a.s	=	<i>'alaihi al-sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir Tahun
w.	=	Wafat Tahun
QS../.: 4	=	QS al-Baqarah/2:187 atau QS Ibrahim/..., ayat 4

HR = Hadis Riwayat

Beberapa singkatan dalam bahasa Arab

ص = صفحة
 دم = بدون مكان
 صلى الله عليه وسلم = صلعم
 ط = طبعة
 دن = بدون ناشر
 الخ = إلى آخرها/إلى آخره
 ج = جزء

Selain itu, beberapa singkatan yang digunakan secara khusus dalam teks referensi perlu di jelaskan kepanjangannya, diantaranya sebagai berikut:

- ed. : editor (atau, eds. [kata dari editors] jika lebih dari satu orang editor). Karena dalam bahasa indonesia kata “edotor” berlaku baik untuk satu atau lebih editor, maka ia bisa saja tetap disingkat ed. (tanpa s).
- et al. : “dan lain-lain” atau “dan kawan-kawan” (singkatan dari et alia). Ditulis dengan huruf miring. Alternatifnya, digunakan singkatan dkk (“dan kawan-kawan”) yang ditulis dengan huruf biasa/tegak.
- Cet. : Cetakan. Keterangan frekuensi cetakan buku atau literatur sejenis.
- Terj : Terjemahan (oleh). Singkatan ini juga untuk penulisan karta terjemahan yang tidak menyebutkan nama penerjemahnya
- Vol. : Volume. Dipakai untuk menunjukkan jumlah jilid sebuah buku atau ensiklopedia dalam bahasa Inggris. Untuk buku-buku berbahasa Arab biasanya digunakan juz.

No. : Nomor. Digunakan untuk menunjukkan jumlah nomor karya ilmiah berkala seperti jurnal, majalah, dan sebagainya.



CHAPTER I

INTRODUCTION

A. Background

Communication is a medium used by individuals as social beings to facilitate interaction with other people. Alamgir Khan defines communication as a way of transmitting messages that involves a shared understanding between the contexts in which communication takes place.¹ It means that communication is related to language because if we want to communicate or interact with other people, we need to use language to make it easier to understand its meaning. Therefore, communication cannot be separated from human life because humans communicate to make their lives easier.

Creating good communication requires communication skills such as writing, reading, speaking, listening and thinking. In return for the good communication skills of the teacher, students should also have the ability to communicate well with the teacher. This kind of communication interaction will bring comfort to students and teachers in the teaching and learning process. A conducive and pleasant teaching and learning atmosphere is the teacher's effort to carry out interpersonal communication in the classroom. Students need encouragement on how to explore themselves in learning, for this reason it is necessary for the teacher to make interpersonal communication so that it runs effectively. Furthermore, effective communication between teachers and student can foster mutual respect, increase students motivation and create a positive learning environment that supports academic achievement.

¹Alamgir Khan, et all, "Communication Skill of a Teacher and Its Role in The Deevlopment of the Students Academic Success", Journal of Education and Practice, vol.8, No.1, 2017.

Based on the explanation, in teaching and learning, communication play an important role. The learning process will be very difficult to run if there is no communication. The teacher explains the learning material in class, students discuss, educators and students discuss a topic of discussion, all of which are forms and activities of communication that take place in learning. In addition, McCarthy and Carter stated that teacher communication skills are important for a teacher in the delivery of education to students.² It means that communication is important as a medium for transferring information from teachers to students during the learning process.

Teachers should have good communication skills to be able to produce an effective communication process. The learning communication process will run effectively if the information or message is easily accepted and understood by the recipient of the message, meaning that the teacher as the messenger is able to eliminate distractions that can affect the smooth communication process in the classroom. For effective teaching, a teacher must be highly skilled in all these areas. Freddie Silver added that teachers with good communication always make things easier and understandable.³ Based on the explanation, it can be take conclusion that good communication skills are very important for a teacher in transmitting education, classroom management and interaction with students in the classroom.

Good communication skills of teachers are a basic requirement of student academic success, and success in professional life. Teachers communicate more

²McCarthy, M.R. and R. Carter, "Ten Criteria for a Spoken Grammar" in E. Hinkel and S. Fotos (eds). *New Perspectives on Grammar Teaching in Second Language Classrooms*. NJ: Lawrence Erlbaum Associates, 2001, p. 87.

³Adeleke Foluso Florence, Adesua Veronica Olubunmi, Jimola Folasade Esther, "Communication Skills and Its Influence on Teacher Effectiveness," *Universal Journal of Educational Research*, Vol. 10, No. 3, 2022. DOI: 10.13189/ujer.2022.10030, p. 241.

verbal instructions in class to students. Teachers with poor communication skills can cause students' failure to learn and promote their academics. Students need to understand that what is right and what is wrong meanwhile completely depends on the communication skills the teacher adopts in the classroom.⁴ Therefore, good communication minimizes the potential for bad feelings during the teaching process.

School is a social institution engaged in the field of education that produces superior generations in terms of both general knowledge and religion. In this case it is undeniable that there are elements of communication in it and definitely carry out the communication process. School is also an organizational institution that aims to increase knowledge about ethics, morals, and discipline. School is a social institution engaged in the field of education that produces superior generations in terms of both general knowledge and religion. In this case it is undeniable that there are elements of communication in it and definitely carry out the communication process. School is also an organizational institution that aims to increase knowledge about ethics, morals, and discipline.

The success of learning depends on the teacher and students who go through the learning process.⁵ Teachers and students are both actors of class success. So that teachers should communicate in a way that is clear and can be understood by students. In addition, the success of a learning also needs a good relationship between teachers and students. Therefore, in classroom management, communication and teacher strategies in teaching are crucial things that contribute to student motivation

⁴Sherwyn P Morreale.; Michael M. Osborn.; Judy C. Pearson, "Why Communication is Important: A Rationale for the Centrality of the Study of Communication", *JACA: Journal of the Association for Communication Administration*, vol.29, No.1, 2000, p. 8.

⁵Loss, J. "The communications contract". *The Internal Auditor*, vol. 57(6), 2000, p. 88.

in the learning process. As stated by Ruth, the fundamental teacher who can succeed in the teaching and learning process is the teacher's ability to communicate, without good communication the teaching and learning process will not succeed.⁶

The pattern of communication between teachers and students is communication between individuals or we can call interpersonal communication. Bernard Berelson in Riswandi defines that interpersonal communication is the process of delivering information, ideas, emotions, self-potential through symbols, words, and images that aim to achieve a common goal.⁷ Furthermore, Further stated that interpersonal communication is very important for humans, such as for students to express their ideas during the learning process takes place.⁸ In persuasive and effective interpersonal communication between teachers and students it is hoped that it will help motivate, move and encourage students to be more active in learning because with good interpersonal communication it will make students more communicative and willing to work together to be more active so that plans and the goals of the school will be achieved to create outstanding students.

In the context of EFL teaching, interpersonal communication is at the heart of the classroom process where the main task of an EFL teacher/lecturer is to communicate messages in the form of knowledge, skills and attitudes.⁹ To carry out this very important role, an EFL teacher/lecturer must be a competent and effective communicator who demonstrates how he communicates precisely and concisely what to say, to whom to say it, how to say it, and where and when to say it. Developing

⁷Riswandi, *Psikologi Komunikasi*, Yogyakarta: Graha Imu, 2013, p. 129.

⁸Suciati, *Komunikasi Interpersonal*, Yogyakarta: Persindo, 2015, p. 30.

⁹Muhammad Amin Rasyid, "Interpersonal Communication that Inspires in EFL Teaching", *ELT Worldwide* Vol. 2 No. 2 October 2015, p.34.

good interpersonal communication skills in the classroom requires a good awareness of how he should appear in front of his students.

However, the explanation above does not match the reality. Interpersonal skills do not always go well, here the researcher sees that in the initial observations at SMP Negeri 2 Patampanua there are several obstacles. the lack of communication or reciprocity from students to what is conveyed by the teacher indicates that interpersonal communication between students and teachers at SMP Negeri 2 Patampanua is very low. whereas in order to achieve a good education in learning activities, especially in foreign language learning, a teacher is not only able to master the knowledge or material to be taught but also has to master the techniques or methods in an effective communication process, how a teacher is skilled in communicating to participants students and create an effective and educative communicative climate for their students and can also actively participate in expressing their opinions and knowledge, and can develop their imagination and creativity according to their potential.

Learning English as a foreign language is certainly not easy. For this reason, students must always be given full motivation and support from the teacher to be able to comfortably receive scientific information from the teacher through their good communication skills. Interpersonal communication between teachers and students takes place which can help establish a good learning environment and atmosphere and can encourage students' learning motivation which is an important part of the learning process and improving the quality of learning. Therefore, teachers can carry out effective learning if they have interpersonal relationships that are woven through communication with their students.

Based on some of the descriptions above, therefore, researcher is interested in studying more deeply about interpersonal communication between teachers and students, especially in English class learning process at SMP Negeri 2 Patampanua.

B. Research Question

In accordance with the background above, the research questions of this research can be drawn as follow:

1. How do the interpersonal communication between teachers and students in English teaching learning process at SMP Negeri 2 Patampanua?
2. What are the interpersonal communication difficulties that faced by teachers in English teaching learning process at SMP Negeri 2 Patampanua?

C. Objectives of the Research

As the research questions above, the researcher considers the main purpose of this research that consist of one objective as follow:

1. To describe how interpersonal communication between teacher and students in English teaching learning process at SMP Negeri 2 Patampanua?
2. To find out the difficulties of interpersonal communication faced by EFL teachers in English class at SMP Negeri 2 Patampanua?

D. Significances of the Research

The result of this research is generally expected to explore more deeply the interpersonal communication process between teacher and students, especially in teaching learning English as foreign language. So, this research hoped that the teachers and students have good relations in the future. Teachers can create the teaching-learning process in the classroom more effectively. Furthermore, this study

hopefully expected to gain insight into the communication problems faced by teachers and student.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have understanding of certain concepts. There were many related theories as the basis for the research. The first research was conducted by Siska who researched about the role of Interpersonal EFL Teacher Behavior in Enhancing Saudi Students' Learning.¹⁰ The study aims to investigate the relationships between students' perceptions of their teachers' interpersonal behavior and their learning outcomes in English as a Foreign Language (EFL).

This study used descriptive quantitative as research design method. The results showed that most of the students who worked cooperatively are aware of their competency levels in EFL classes. The student level of competency and the teacher profile are dependent on each other. This implies that the teacher can impact student performance and learning. Overall, the study highlights the importance of communication to create interpersonal relationships that facilitate collaboration in the classroom.

The second previously study was conducted by Alfridha Dwi Putri et al.¹¹ This study aims to reveal interpersonal communication on Virtual Teaching Learning Process (VTLP) of EFL. The research is used the quantitative and qualitative method.

¹⁰Nada Rashed Aldhafiri, "The Role of Interpersonal EFL Teacher Behavior in Enhancing Saudi Students' Learning", *International Journal of English Language Teaching* vol. 2. No 1, (2015),

¹¹Alfridha Dwi Putri, "Analysis of Teacher-Students Interpersonal Communication on Virtual Teaching Learning Process and Its Impact On Students' Achievement In Productive Skill Of English" *International Journal Of Innovative Science And Research Technology* 6 (1), 2021, P. 739.

interpersonal communication on Virtual Teaching Learning Process (VTLP) in the Strong category. It is indicate that the teacher-students' interpersonal communication profile on VTLP depicted on the radar chart is interpreted into a typology of interpersonal communication profiles is included in the typology of teachers with the directive profile.

Irfan and Agnes have conducted a study about the Role of Interpersonal Communication Between Teachers and Students to Improve the Success of the Learning Process.¹² This journal seeks to analyze the role of interpersonal communication in the teaching and learning process. The research method used literature review or study literature. The result is that there are several aspects that must be considered by the teacher to achieve the goals of interpersonal communication, namely including communicators, messages, noise, feedback, context and channels. One way that can be done to build good interpersonal communication is by applying problem based learning. The benefits of establishing good interpersonal communication are building and maintaining good relationships between students and teachers, helping to convey knowledge or information, changing attitudes and behavior, helping solve problems, and improving self-image.

Some of the previous studies above both discussed interpersonal communication. One of them used a quantitative method with a descriptive approach. Siska's first study found that teachers' interpersonal communication skills can increase students' competence and performance levels. it means that the role of interpersonal communication is very important in learning. Different from the first

¹²Irfan A. I. & Agnes .F, "The Role of Interpersonal Communication Between Teachers and Students to Improve the Success of the Learning Process", *International Journal of Progressive Sciences and Technologies (IJPSAT)*, vol. 30 No. 2, 2022, p. 37.

research, Alfridha used a quantitative qualitative method or commonly known as the mix method. This research only focuses on interpersonal communication during the virtual learning process. While the other study conducted in offline learning process. The last research of Irfan and Agnes used the literature study method. This study aims to see the role of interpersonal communication in increasing the success of the learning process.

Based on the explanation above, it can be concluded that the three studies above have similarities and differences. The differences are clearly visible in the research objectives, research focus, research methods and of course the research location. While this study, researcher used a descriptive qualitative method with the aim of describing the interpersonal communication process between teachers and students in learning English by focusing on Joseph A Devito's theory of effective interpersonal communication.

B. Some Pertinent Ideas

1. Concept of Communication

a. Definition of Communication

Communication is a process to deliver verbal or written message to other people to share experiences or express ideas. There are some definitions of communication. De Vito added that communication is the process or act of transmitting a message from a sender to a receiver, through a channel and with the interference of noise. Some would elaborate on this definition, saying that the message transmission is intentional and conveys meaning in order to bring about

change.¹³ Furthermore, Dada stated that the communication is the transfer of information, messages, thoughts, and ideas which involves a sender, a receiver and a code.¹⁴ Every communication has a purpose. The purpose of all communication is to persuade, influence, modify or change the behavior of others. In education, communication is the information transmitted from a teacher to the pupils, from pupils to the teacher, from pupils to pupils. The teaching learning process itself is a process of communication. Listening and speaking are both important aspects of communication. When the teacher's body language and tone of voice convey openness and encouragement, the student appears to be more receptive. Basically, communication involves two or more people in the process of conveying a message that is done by using the way of communicating that is usually done by someone through oral, written or nonverbal signals. Laswell in Mulyana said that the best way to describe communication is to answer the following questions: "Who Says What In Which Channel To Whom With What Effect?", Laswell's paradigm shows that communication includes five elements in response to the questions posed, namely: communicator, message, media, communicant and effects.¹⁵

So based on Laswell's paradigm, communication is the process of delivering messages by communicators to communicants through the media which have certain effects. According to Himstreet and Baty, communication is a process of exchanging information between individuals through an ordinary (common) system either with

¹³ DeVito, J. A, *The Communication Handbook: A dictionary*, New York: Harper & Row, 1986, p. 30.

¹⁴ S.A. Dada, 2004, *The principles of effective public speaking*, Ibadan; Emman Publications. 2004, p.68.

¹⁵ D Mulyana, *Komunikasi Suatu Pengantar* (Bandung: Remaja Rosdakarya, 2008), p.21 (online) (<http://googlebook.co.id>) accessed on September 25, 2022.

symbols, signals, or behavior or actions.¹⁶ Barnett and Kincaid in Khuraisiyah, found that define communication as the process of convergence in which two or more participants share information in order to reach a mutual understanding of each other and the world in which they live.¹⁷

Based on the explanation above, communication can defines as a process that involves exchange of information, thoughts, ideas and emotions. Communication is a process that involves a sender who encodes and sends the message, which is then carried via the communication channel to the receiver where the receiver decodes the message, processes the information and sends an appropriate reply via the same communication channel. In short, communication includes all the processes by which people influence one another. All actions and events communicate messages as soon as they are perceived by a human being. The perception ‘changes’ the information in terms of the individual’s comprehension thereby influencing him/her. This can be included in the definition of communication.

The communication process is divided into two stages, namely:

1) Primary communication process

The primary communication process is the process of conveying one's thoughts and / or feelings to others by using symbols (symbols) as a medium.

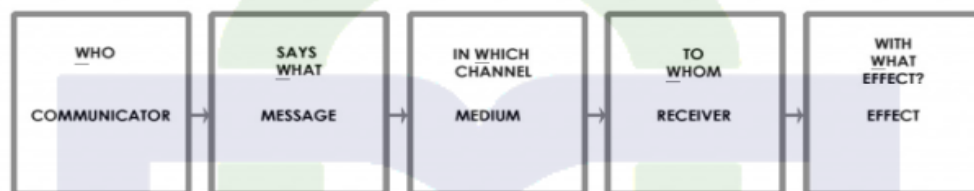
¹⁶Agus Rusmana, *The Future of Organizational Communcation In The Industrial Era 4.0* (Media Akselerasi: Sumedang, 2019), p. 21

¹⁷Khuraisiyah, “Non-Verbal Communication Used By Thai Students In Iain Palangka Raya” Unpublished Thesis (State Islamic Institute of Palangka Raya: Palangkaraya, 2018), p. 20.

2) Secondary Communication Process

The secondary communication process is the process of delivering messages by one person to another using a tool or medium as a second medium after using the symbol as the first medium.

In this connection, to obtain clarity, it is better if we examine the model of the communication process based on the Harold Lasswell paradigm.



Picture 2.1 Harold Lasswell's Paradigm

Based on the diagram or image of the communication process, a message, before being sent, is encoded (encoding) into symbols that can use the message the sender actually wants to convey. Whatever symbol is used, the main purpose of the sender is to provide the message in a way that maximizes the likelihood that the receiver can interpret the sender's desired intent in an appropriate manner. The message from the communicator will be sent to the recipient through a certain channel or media. The message received by the recipient through symbols will then be transformed back (decoding) into a language that is understood in accordance with the mind of the recipient so that it becomes a message that is expected (perceived message).

The final result expected from the communication process is that the action or attitude changes of the recipient in accordance with the wishes of the sender. In this connection, the concept of noise is often used to indicate that there is some kind of

obstacle in the communication process that could occur on the sender, channel, receiver or feedback. Within other words, all elements or elements of the communication process have the potential to hinder effective communication from occurring.

b. Types of Communication

In line to Ferraro in Belsheck, communication can be divided into two categories: verbal (use of the word with specific meanings) and non-verbal communication. In communication, we do not only use verbal communication which produces the sound and word communication but we also use non-verbal communication such as body language or sign language or others to convey what to be expressed.¹⁸

1) Verbal Communication

Verbal Communication is communication which produces sound or tune of voice. Verbal messaging is communicated via the words that we use. When we communicated with friends or other people by verbal communication we will use words and sound and also some time we use the gesture. There is two type of verbal communication, they are formal and nonformal communication. Formal communication is used in offices and social gathering. While nonformal communication is used in communicating with family or friends. Another opinion survey of communication verbal communication is about language, both written and spoken. Verbal communication is a communication

¹⁸Ali Belsheck J, "The Influence of Culture Negotiation Style of British Students, Annual Review of Education, Communication and Language Science", University of Newcastle Upon Tyne: England, 2000, p. 3

which uses verbal symbols by spoken or written way. Verbal symbols or verbal messages are all kinds of symbols which apply one word or more.

2) Non Verbal Communication

Nonverbal communication includes all other aspects of communication other than the words themselves. Nonverbal communication helps to establish our identity and negotiate relationships. Common Examples of Nonverbal Communication as follows:

a) Gestures

Movements of our hands, arms, and head tell a lot about how we feel about an issue, what we are passionate or sad about, and even when we are angry. If we are excited, our gestures may increase in frequency and speed. If we are sad, our gestures might stop altogether.

b) Body Language

This is how our body reflects our internal emotions or thoughts. If we are sad, we might close in and sit with our arms crossed, head down. But if we are confident, we will probably stand upright with our shoulders back and we will look others in the eye as we communicate.

c) How we utter words tells a lot about what is going on inside of us

If we stutter and stumble through our speech patterns, it might indicate we are nervous or perhaps uncomfortable discussing a certain issue. Or, it might indicate we are not telling the truth in our discussion and are lying or fabricating a story.

d) Features of our environment

The way we decorate our environment tells a lot about the things we value, the things we are interested in, and shares our style with the outside world.

e) Objects that affect our personal image & interaction patterns

These are things we own or decorate ourselves with (this includes body modifications like tattooing/piercing), they tell others what is important to us, they reveal what group we belong to, and even our personal philosophy on modesty and sexuality.¹⁹

Like verbal communication, nonverbal communication is symbolic. This means that it is ambiguous, arbitrary, and abstract just like verbal communication is. A handshake may be bone crushing to one person but to another it may seem wimpy. And, what do the people shaking hands mean by that handshake? It's all arbitrary. Is the handshake a greeting between coworkers or is it an agreement to something (i.e. "let's shake on it")? It is really an ambiguous, abstract motion. That is like what another expert said that emotions, attitudes, and feelings show in different gesture and emotion and it may be conveyed unintentionally by facial expressions, gestures, and body language. The deaf communicates with others by the gesture, body language or sign language. They show their feeling by emotion or facial expression.

c. The Purpose of Communication

Communication has several purposes. According to Effendy, there are four main purposes of communication activities, namely:

¹⁹Jennifer Boyenga, *Fundamentals of Oral Communication* (Indian Hills Community College: Iowa), p. 2.

1) To inform

Providing information to the public, informing the public about events that have occurred, other people's ideas or thoughts and behavior, as well as everything that other people convey.

2) To educate

Is communication is a means of education, with human communication can convey ideas and thoughts to others so that other people get information and knowledge.

3) Entertaining (to entertainment)

Besides being useful, communication is used to convey communication, education, influence and also functions to convey entertainment or entertain others.

4) To influence

It is a function of influencing the individual setups who communicate, of course trying to influence each other's way of thinking and further trying to change the attitudes and behavior of the communicants according to what is expected.²⁰

2. Concept of Interpersonal Communication

a. Definition of Interpersonal Communication

Communication can take place when there is a message will be delivered and there is also feedback from the recipient of the message which can be received directly by the messenger. There are several definitions about interpersonal communication from several experts.

²⁰Onong Uchana Effendy, *Ilmu Komunikasi Teori dan Praktek* (Bandung: Remaja Rosda Karya, 2005), p. 55.

According to Joseph A. Devito in his book *The Interpersonal Communication Book*, interpersonal communication is the process of sending and receiving messages between two people or between a small group of people, with some effects and some feedback. Immediately (the process of sending and receiving messages between two persons, or among a small group of persons, with some effect and some immediate feedback).²¹ In addition according to Rogers in Depari, interpersonal communication is word of mouth that occurs in face-to-face interactions between several individuals. Another definition given by Tan, interpersonal communication is face-to-face communication between two or more people.²²

Interpersonal communication is an active, not passive activity. Interpersonal communication is not only communication from the sender to the recipient of the message, and vice versa, but reciprocal communication between the sender and receiver of the message. As conveyed by Peter Hartley that interpersonal communication does not only involve the mere exchange of messages, but from existing interactions, an exchange of meaning occurs.²³ It means that, interpersonal communication is not just a series of stimuli-responses, stimulus-responses, but a series of processes of mutual acceptance, notification and delivery of responses that have been processed by each party. Interpersonal communication is dialogic. The communicator delivers message and the communicant responds to the message it receives or provides feedback.

Manning defined Interpersonal Communication as interaction between two or more individuals, typically with a direct connection and the assumption of a

²¹Devito Joseph A, *The Interpersonal Communication Book* (Pearson, 2013), p. 4 online book

²²Alo Liliweri, *Komunikasi Antarpribadi* (Bandung : Citra Aditya Bakti, 1991), p. 12

²³Peter Harley, *Interpersonal Communication*, London: Routledge, 1993, p.9

relationship, is interpersonal communication.²⁴ This means that interpersonal communication does not only occur between individuals but can become a meeting of at least two people who aim to provide messages and information directly.

Communication is considered to be effective in developing interactions with others if it is characterized by positive interpersonal relationships.²⁵ In order to foster a sense of compassion and understanding, communication between instructors and students can express their feelings and receive statements from one another through interpersonal communication. Interpersonal attraction comes before interpersonal communication. During interpersonal communication, participants may become attracted to one another. Our propensity to communicate increases with the level of interest we have in someone. Interpersonal attraction refers to a person's affection for others, upbeat attitude, and physical appeal.

Based on some definitions above, it can be concluded that Interpersonal communication is a process of interaction between two or more directly and/or face to face by sending messages and information to listeners so that listeners can receive and equate the meaning of the message as interpreted by the sender of the message and then provide feedback regarding the contents of the message. So that the contents of the message conveyed by the two are not much different from the discussion being discussed. According to this research, interpersonal communication skills are those that revolve around the teacher's capacity to offer particular fundamental conditions that are crucial in producing a favorable educational environment. Warmth, empathy,

²⁴Manning, J. (2020). Interpersonal communication. In D. L. Merskin (Ed.), *The SAGE international encyclopedia of mass media and society* (online ed.; pp. 1-5). Thousand Oaks, CA: Sage.

²⁵Munawarah And Rina Novianty, "Interpersonal Communication between Teachers and Students in Influencing Student's Learning Motivation", *MAPAN : Jurnal Matematika Dan Pembelajaran, State Islamic Institute Of Bone*, Vol. 8, No 1, 2020, p. 140-151 (141)

respect, sincerity, concreteness, self-disclosure, immediacy, and confrontation are some of these requirements.

b. Effective Interpersonal Communication

The teachers must possess exceptional communication abilities. Communication issues will impede personality development. Therefore, it is essential to pay attention to the elements of listening and equating perception in interpersonal communication to avoid misunderstandings. Interpersonal communication, for purposes of practical application in the classroom, refers more specifically to communication that takes place between teachers and students, allowing them to do so both verbally and nonverbally to produce shared meanings and accomplish academic and social goals, which in turn creates a private bond between them in terms of socially and psychologically noticed appropriate distance.

In creating good interpersonal communication relationships between students and teachers, several elements of effective communication must be met. Effective communication refers to communication that causes certain effects in accordance with the objectives expected by the communicator. Hargie in Ashari stated that in obtaining the effective communication, openness, empathy, supportiveness, positiveness, and equality are needed.²⁶ In line with that, Joseph A. Devito also explained the 5 characteristics of effective communication, namely:

1) Openness

Willingness to respond with pleasure to information received in the face of interpersonal relationships. The quality of openness refers to three aspects of

²⁶ Asmawati Asharie, "Exploring Interpersonal Communication On Affective Commitment: Cross Sectional Study On Teacher Perspective", *Jurnal Ekonomi, Bisnis & Entrepreneurship* Vol. 15 No. 1, April 2021.

interpersonal communication. First, effective interpersonal communicators must be open to the communicant. This does not mean that one should immediately reveal all of his biographies. This may be interesting, but it usually doesn't help with communication. On the other hand, there must be a willingness to open up to disclose information that is usually hidden, provided this self-disclosure is appropriate and fair.

The second aspect refers to the communicator's willingness to react honestly to the stimulus that comes. Silent people, no critical, and unresponsive in general is a tedious communicant. If you want the communicant to react to what the communicator says, the communicator can show openness by reacting spontaneously to other people. The third aspect concerns the ownership of feelings and thoughts in which the communicator admits that the feelings and thoughts he expresses belong to him and he is responsible for them.

2) Empathy

Empathy is a person's ability to know what another person is experiencing at any given moment, from that other person's point of view, through that other person's point of view. In contrast to sympathy which means feeling for others. People who are empathetic are able to understand the motivations and experiences of others, their feelings and attitudes, as well as their hopes and desires for the future so they can communicate empathy, both verbally and non-verbally. It means that, Empathy is the person's ability to feel and understand something that someone else was experiencing, feeling what someone else was feeling and understand a problem from someone else's point of view. The process of empathy is explained by Jumanoro²⁷ as follows:

²⁷ Totok Jumanoro, *Psikologi Dakwah*, Jakarta: Amzah, 2001.p. 156

- a) Imagine a communicator in a position as a communicant
 - b) Comparing the attitude of the communicator with the attitude of the communicant if the communicator was in that delusional state.
 - c) Draw conclusions from the attitude of the communicant and compares with an imaginary reaction that is compared by the communicator if he is in a communicant state.
- 3) Support (Supportiveness)

Effective interpersonal relationships are relationships where there is supportive attitude. Open and empathetic communication cannot take place in an unsupportive environment. Individuals show a supportive attitude by being descriptive not evaluative, spontaneous, not strategic. Effective interpersonal relationships are mutually supportive each other, giving support does not mean forcing the will to follow orders. Support in this sense is in the form of an attitude that we support his decision by providing an overview, not measuring the communicator's ability, carried out spontaneously, not planned, and being supportive according to the situation and condition of the communicant.

The attitude of supporting others will have a big effect on the relationship that is built.²⁸ Communication will work effectively if there is an element of support provided by both parties, both the sender and the recipient of the message. through this attitude, communication will run well and can give trust to both parties.

²⁸Ida Widi Wahyuni, "Descriptive Study on the Effectiveness of Interpersonal Communication of PAUD Teachers in Mandiingin Village", *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)* Vol. 04 - Issue 03, 2021, p.58-63. (59).

4) Positive Taste (Positiveness)

Positive feeling is a person's tendency to be able to act based on good judgment without feeling excessive guilt, accept himself as someone who is important and valuable to others, has confidence in his ability to solve problems, is sensitive to the needs of others, on accepted social habits. Can give and receive compliments without pretending to give and receive appreciation without feeling guilty.

Someone will participate in the interaction if the other person has a positive attitude which can create active and effective communication. Communication that runs effectively is communication that is built on a positive basis from both parties where each shows a positive attitude so that an atmosphere that is comfortable, safe, pleasant and not under pressure appears. Thus, barriers in communication can be avoided.

5) Equality

Equality is the feeling of being equal to other people, as a human being not high or low, even though there are differences in certain abilities, family backgrounds or attitudes of others towards them. Interpersonal communication will be more effective if the atmosphere is equal. This means that there must be a tacit acknowledgment that both parties are equally valuable and genuine need. Equality in the form of recognition or awareness, as well as the willingness to place oneself on an equal footing (no one is superior or inferior) with a communication partner. The indicator is said to be equal communication if you place yourself on an equal footing with others, are aware of the existence of different interests, recognize the importance of the presence of other people, do not impose your will, two-way

communication, need each other and the communication atmosphere that is established feels close and comfortable.

In order for interpersonal communication to produce effective interpersonal relationships and cooperation can be improved, we need to be open, trusting, supportive, and open which encourages the emergence of attitudes that best understand, respect, and develop mutual quality. Interpersonal relationships need to be cultivated and enhanced by improving relations and cooperation between various parties. Interpersonal communication is declared effective when communication meetings are fun for the communicant.

c. Interpersonal Communication Function

The function of interpersonal communication or interpersonal communication is trying to improve human relations, avoiding and overcoming personal conflicts, reducing the uncertainty of something, as well as a variety of knowledge and experiences with other people.²⁹ Interpersonal communication, can improve humanitarian relations between the communicating parties. In social life, a person can find it easier in life because he has a life partner. Through interpersonal communication, it can also try to build good relationships, so as to avoid and resolve conflicts that occur.³⁰

The other functions of interpersonal communication are:

- 1) Get to know yourself and others.
- 2) Interpersonal communication allows us to know our environment best.
- 3) Creating and maintaining good interpersonal relationships.

²⁹H. Canggara, *Introduction to Communication Science* (Pt. Raja Grafindo Persada: Jakarta, 2004). p. 33

³⁰H. Canggara, *Introduction to Communication Science*, p.56

- 4) Change attitudes and behavior.
- 5) Play and find entertainment with various personal pleasures.
- 6) Helping others in solving problems.

Based on the explanation above, the function of interpersonal communication is to convey messages whose feedback is obtained during the communication process. Interpersonal communication is communication whose messages are packaged in verbal or nonverbal form, such as communication in general interpersonal communication always includes two main elements, namely the content of the message and how the message content is said or carried out verbally or nonverbally. These two elements should be considered and carried out based on consideration of the situation, conditions and circumstances of the message recipient.

In the context of the relationship between teacher and student, Interpersonal communication between teachers and students is crucial to the learning process and is used as a management tool in the classroom. It is comparable to learning as a sequence of activities involving conversations between the teacher and the pupils. Interpersonal interactions between teachers and students that are effective can have a significant impact on how students feel about themselves and inspire them to learn. Student learning achievement can be raised by the motivation of pupils who are created later. Students' attention and enthusiasm for engaging in class might rise when teachers have an impact on their attitudes while the class is being taught. Interpersonal communication between teachers and students can improve student motivation and self-actualization.

d. Supporting Factors and Inhibiting Factors Interpersonal Communication

Good communication is expected in every relationship, but in reality, it often doesn't work as expected because it sometimes encounters obstacles caused by several factors. According to Satyadi and Paramitaa that there are three factors that influence interpersonal communication within the scope of education namely self-confidence, motivation and openness.³¹

First, confidence factor is defined as very influential on the quality of communication that is established. Someone will have difficulty communicating if they do not have high self-confidence. This of course makes it difficult for the teacher in the teaching and learning process. belief in one's own abilities by students sometimes makes it difficult for effective communication to occur. students will tend to feel that their participation in class is not important so that the class changes to a passive atmosphere. Lack of self-confidence is caused by several causes such as minimal confidence, a sense of responsibility that lacks objectivity and rationality.

Second, the strongest factor influencing interpersonal communication is the achievement motivation factor. lack of willingness to learn, lack of adaptability, lack of desire to achieve and lack of enthusiasm in establishing communication can lead to a passive and indifferent attitude by students towards the learning process. This of course has an effect on the quality of interpersonal communication between students and teachers and also directly affects student learning outcomes.

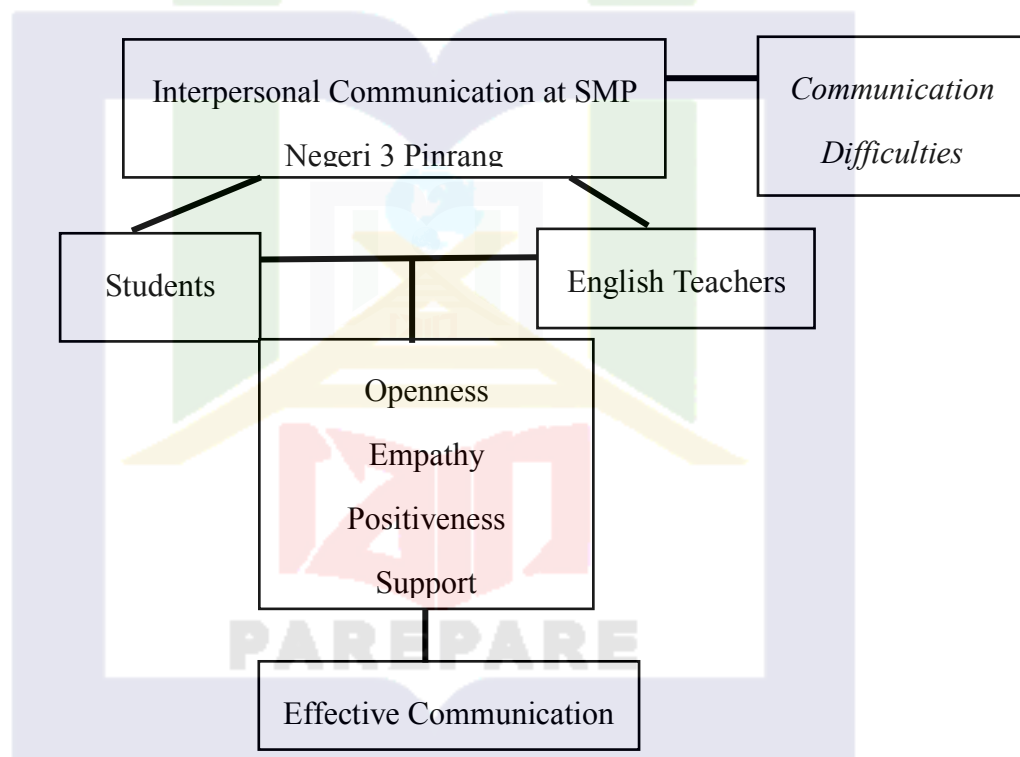
Third, the openness factor also greatly influences the quality of interpersonal communication where openness consists of indicators of equality, environmental interaction, mutual trust and intertwined values. feelings of inferiority and lack of

³¹Hesti Satyadi and Santi Paramita, "Analysis of Academic Interpersonal Communication factors", Journal of Educational and Social Research, vol 12 (1), 2022, p.144-154

confidence in oneself sometimes lead to closed attitudes of students towards teachers. Harsh and slightly bullying environmental interactions in the classroom between students cause some students to experience a closed attitude. This will greatly affect students' interest in learning.

C. Conceptual Framework

The conceptual framework of this research is presented in the following diagram:



Figures 2.2 Conceptual Framework

In interacting and mingling with other students, the role of interpersonal communication for students and teacher is very important. With an understanding of interpersonal communication, teacher will be easy to interact with student. There are

five elements to effective communication are openness, empathy, support, positivity and equality.

These five elements must be considered in order to achieve effective interpersonal communication. So, it can be said that the interpersonal communication that occurs between teacher and student is built on the basis of mutual openness between the two students, mutual understanding, mutual support, communication feels comfortable and positive and empathetic. By understanding the communication



CHAPTER III

RESEARCH METHOD

A. Research Design

This part describes about the description of the research design, location and duration of the research, research focus, instruments, techniques of collecting data, and analysis data. The researcher used descriptive qualitative as the research design. Sugiyono in Hernimawati state that qualitative descriptive method is an approach that intends to understand the phenomena experienced by the subject of writing, for example behavior, perception, motivation, action etc., holistically and by means of descriptions in the form of words and language, in a special natural context and with make use of various scientific methods.³²

B. Location and Duration of the Research

The location of the research will be conducted at SMP Negeri 2 Patampanua and this study took for one month in its process including initial study, research activity as well as data analysis.

C. Focus on the Research

The researcher focus on describing the process of teacher-students interpersonal communication based on effective interpersonal communication, namely the existence of openness, empathy, support, positive, equality. This study also describe the difficulties faced by teachers in interpersonal communication between teachers and students during learning English as a foreign language.

³²Hernimawati, *Model Impelentasi Kebijakan Penataan Reklame* (Surabaya: Jakad Media Publishing, 2018), p. 11.

D. Subject of the Research

The research subject or also known as the informant is someone who provides information in research to the writer so that he can provide the facts that the writer needs in this research. The subject of this study was determined through a purposive sampling technique, namely the random selection of research subjects but based on predetermined criteria and conditions for the subject. The criteria and considerations in selecting research subjects are as follows:

1. The teachers have served for approximately 2 years (considering professionalism and seniority in teaching and mastering language learning strategies and approaches)
2. The teachers are graduate of language education, not a graduate of English literature.
3. These students are students who are taught by the teacher concerned.
4. The students are a recommendation from the teacher concerned.
5. The students are willing to provide time and information during the interview

Based on the criteria above, it can be determined that the subjects in this study were three English teachers and four students at SMP Negeri 2 Patampanua.

E. Instrument and Technique of Collecting Data

1. Observation

Observation is the recording of the behavior of the sample. The researcher used nonparticipant observation the observer is not directly involved in the situation being observed. In other word the researcher observed and recorded behaviors but did not interact or participated in the life of the setting under study. Observation is a

technique or way in collecting data by conducting an observation to ongoing activity.³³

Observation will conduct by researcher is a nonparticipant observation, where researcher only monitoring the ongoing activity without interfering in the activity undertaken. In this study, the observation method will use to obtain data through direct observation of teacher and students about their interpersonal communication in English teaching learning process.

2. Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and who was interviewed who provide an answer to that question.³⁴ Interview activities will use to get information about communication interpersonal between teacher and students at SMP Negeri 3 Suppa. The researcher used in-depth interview. In-depth interview was a qualitative research technique which is used to conduct intensive individual interviews where numbers of respondents are less and research is focused on specific product, technique, situation or objective.

3. Documentation

The documentation method is looking for data about things in the form of notes, transcripts, books, newspapers, and so. This documentation method is used to obtain data that the other methods cannot reveal. The documents that the researcher means here are in the form of files, in the form of letters, pictures, photographs, sound

³³Nana Syaodih Sukma Dinata, *Metode Peneletian Pendidikan* (Bandung: PT. Rosdakarya, 2008), p. 220.

³⁴Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2001), p. 135.

recordings, and activities carried out by English teacher and students in their interpersonal communication.

F. Analysis Data

The data analysis technique used in this study is a qualitative data analysis technique with an interactive model of Miles and Huberman, namely there are three processes, namely Data Reduction, Display Data, and Making Conclusions/Verification.³⁵ For more understand the technique, it is explained as follows:

1. Reduction Data

Reducing data means summarizing, choosing the main things, focusing on the important things. Data reduction takes place while the data collection process is still ongoing so that the data does not accumulate. Data reduction aims to present a simpler and more specific description of what the researcher found.

In this research, data were obtained through interviews that were transcribed word for word. After the data is collected, then data reduction is carried out in order to select relevant and meaningful data. Focusing on data that leads to problem solving, discovery, meaning or to answer the formulation of research problems.

Then simplify and organize systematically and describe the important things about the findings and their meaning. In the data reduction process, only data findings related to research problems are reduced. Meanwhile, data that is not related to the research problem is discarded. In other words, data reduction is used for analysis that sharpens, categorizes, directs and discards the unimportant and organizes the data, making it easier for researcher to draw conclusions.

³⁵H.B. Sutopo, *Metode Penelitian Kualitatif: Dasar Teori dan Perapannya dalam Penelitian* (Surakarta: Sebelas Maret Uनेversitas Press, 2002), p. 91-93.

2. Display Data

Data presentation is the process of systematically preparing information in order to obtain conclusions as findings. Data presentation aims to sharpen the researcher's understanding of the selected information which is then presented in tables, matrices, graphs or explanatory descriptions. This stage requires an organized and compressed data set. Therefore, it is possible to conclude.

At this stage, the researcher compiles relevant data so that the information obtained can be concluded and has a certain meaning to answer the research problem. In this research, the organized data is presented in the form of systematic description of information in the form of narratives. In presenting the data, it is not only described in a narrative manner, but accompanied by a continuous analysis process until the process of drawing conclusions.

3. Making Conclusion and Verification

The last step after presenting the data is summarizing all the things that have been done and learned. Conclusion drawing or verification is an attempt to find or understand the meaning, patterns, explanations, causal pathways and propositions. Since the beginning of the research, the researcher should try to find the meaning of the data collected. For that it is necessary to look for patterns, themes, relationships, similarities, things that often arise, hypotheses and so on.

The meanings that arise from the data must be tested for their validity, robustness and suitability, which is the validation. In this research, after the data collected is sufficient, then a temporary conclusion will be drawn, and a final conclusion will be drawn after the data is completely complete and supported by valid and consistent evidence that the researcher found in the field, so that the conclusions

stated are credible conclusions. In these activities, researcher will go back and forth between reduction activities, data presentation and drawing conclusions or verification for the rest of the research time.

G. Data Validation Guarantee Techniques

To ensure the validity of the data, researchers use techniques triangulation, namely information obtained from several sources is cross-checked between interview data and document observation data. Triangulation is the process of corroborating evidence from different individuals, types of data (eg. observational field notes and interviews) in qualitative research descriptions and themes. In this way researcher is encouraged to develop an accurate and credible report.³⁶

A report is said to be accurate and credible if the results can be trusted from the perspective of the participants in the research. Because from this perspective the purpose of qualitative research is to describe or understand phenomena that attract attention from the participant's point of view.

Testing the validity of data in qualitative research uses:

1. Observation Extension

The extension of the observation is intended to carry out observations and interviews again to obtain data again from old and new data sources if the data obtained by the author is incomplete and in-depth. It is hoped that by extending the observations, data sources will become more open, allowing them to provide information without confidentiality.

The author does this to double-check the data previously taken from the data source so that it can be ensured that the information taken is correct and will not

³⁶Miles Huberman, (1992), *Analisa Data Kualitatif*, Jakarta: Universitas Indonesia, p. 16-19.

change. The time period for extending these observations depends on the depth, breadth and certainty of the data. Depth means where the author wants to examine the data to the level of meaning, meaning means the data behind what is seen. Breadth means the least amount of information available. In this case, is additional new information needed to increase the focus of research after the author expands his observations. Data certainty applies according to what happened.³⁷

2. Increases Perseverance

Increasing perseverance means making more careful and continuous observations. Thus, data certainty and processes are recorded safely and systematically. By increasing persistence, the author can double-check if the data found is wrong. Likewise, increasing persistence enables the writer to provide an accurate and systematic description of the observed data. To increase persistence, the author's note is to read various references related to research findings.

3. Triangulation

techniques prioritize the effectiveness of the process and the desired results. Therefore, triangulation can be done by testing whether the processes and results of interpersonal communication between teachers and students are going well. Triangulation is one of the most important parts of qualitative research to avoid conclusions based on subjective judgments. Triangulation is an attempt to check data from various data sources, using various methods (such as interviews, observation, documentation), and through various times

³⁷Sugiyono, *Memahami Penelitian Manajemen* (Cet. V; Bandung: CV Al-FABETA). 2016. p. 436-437.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Teacher and Student Interpersonal Communication in the English Learning Process

This part presents the results and discussion of research on the process of interpersonal communication between teachers and students in the process of learning English. The research results explain the communication process that occurs interpersonally between teachers and students based on interviews with research subjects, namely the English teacher and several students. In the discussion section, the results of research related to theory and other supporting research will be explained. To be clearer, below are the detail explanation about results of the research and the discussion.

The result of research showed that the interpersonal communication between teachers and students in the process of learning English was good. This can be seen from the results of observations which show that good interpersonal communication is characterized by closeness between the English teacher and students of SMP Negeri 2 Patampanua when communicating which encourages students to become students who are active, committed and interested in learning. The closeness that occurs between students and teachers is important in learning because closeness is the other side of learning, which makes the teacher not just a person whose job is to deliver learning material.

The researcher obtained and collected information from several sources regarding the interpersonal communication process built by the teachers toward

students and vice versa by paying attention to several indicators, namely, openness, empathy, support, positive, equality. For more details, the following is the result of data processing based on interviews and field observations:

a. Openness

Openness is one indicator of the effectiveness of interpersonal communication between teachers and students. Based on the results of the following interviews, it can be seen that in terms of openness, English teachers at SMP Negeri 2 Patampanua communicate by prioritizing open principles. Being open refers to the feeling of being free in getting closer to the other person so that they have closeness and comfort during the communication process. As stated by one of the students as the second informant as follows:

I feel comfortable when talk with teacher because in the learning process, when the teacher teaches class, our teacher shows himself as a person who is open about his own information such as his background history, as well as very personal information, such as an unpleasant experience he has had, so we feel a very special person and trusted by the teacher.”³⁸

“Our teachers are quite open in teaching, especially when opening lessons, they usually ask how they are, tell about the events they have just experienced or funny events that have happened to them. we felt happy and comfortable listening to and following the lesson that day.”³⁹

Based on information from two informants, it was revealed that teacher and student interpersonal communication was good enough in establishing better relationships between teachers and students. Furthermore, Rahma, a class VII student

³⁸Annisa Umar, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

³⁹Rehan Tri Putra, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

as informant 3, gave her statement regarding the teacher's openness in communicating as follows:

*“Our English teacher is very good, and often makes jokes in class so that the class becomes a comfortable and interesting place to be part of. I like the way the teacher pays attention to us as students because sometimes the teacher tells us a lot of life experiences that are related to the lesson”*⁴⁰

*“Well, our English teacher is very open. he always tells his experience learning English. at the end of each class always provides motivation to study continuously so that the goals are achieved.”*⁴¹

As conveyed by the two informants above, the English teachers also conveyed similar information regarding the method of communication used with students during the English learning process.

*I usually associate lessons with their daily experiences so they are interested in asking questions or curiosity is aroused.*⁴²

Another teacher added that:

*To form a good relationship with our students, what we do is by always making myself an open person for information about myself or making my students a place to exchange ideas and respect the opinions of students*⁴³

Based on information from some informants above, it was revealed that interpersonal communication between teachers and students in establishing relationships was quite good, that was because the English teacher always made himself or herself an open person or made their students a place to exchange ideas and respect the opinions of students.

⁴⁰Rahma Khaerunnisa, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁴¹Rani, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

⁴²Allauddin, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023.

⁴³Rosmini, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 16, 2023.

From some of the statements put forward by the informants above, it can be concluded that interpersonal communication between teachers and students establishes good relations. Both have been said to be quite good, including the teachers always opening themselves up as a person who is open to their own information, and makes their students a place to exchange ideas and always pays attention to their students, and always invite their students to talk by asking questions and looking for things that interest them.

b. Empathy

Empathy is a person's ability to feel what other people feel, understand the intentions of other people who receive and know complaints, and have a sense of helping others who are in need. Manoranjan added that empathy is an important determinant of how well we communicate with one another as well as personal characteristics that facilitate our ability to persuade others to accept an idea, feel a certain way, or pursue a certain course of action.⁴⁴ In line with this, the following are the results of interviews with several informants which show that the communication process between students and teachers at SMP Negeri 2 Patampanua shows the characteristic of empathy.

*During lessons in class, the teacher can monitor each of us, if he teaches, he always pays attention to us, if someone is sleeping behind during the lesson, we wake him up and tell him to stand while being advised so that we can understand the lesson and don't miss the lesson material, with that we feel cared for or not indifferent to us”.*⁴⁵

Then the researcher interviewed Anisa in the classroom during recess, she said:

⁴⁴Manoranjan Tripathy, “Effect of Empathy, Emotional Intelligence on Interpersonal Communication”, Journal of American Sains: Marsland Press, p. 24-27

⁴⁵Rahma Khaerunnisa, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

From what I see and feel when communicating with teachers in class in the English learning process that our teachers show a warm and empathetic attitude towards their students through communication that is full of concern and attention and shows sympathy for the problems and anxieties faced by their students, and makes the most of working hours to understand our character, so that we feel easier and not afraid to communicate with our teacher.”⁴⁶

“Our teacher is very good, especially if one of my friends has a stomach ache when he splits, he immediately stops the lesson and takes my friend to the school clinic. I think it is the teacher's caring attitude towards us as students and he is very empathetic towards us as his students. Sometimes he also asks us to tell him if we are having problems in learning.”⁴⁷

“I am quite happy to communicate with the teacher because he always responds well to what is asked. For example, I ask how to say “excuse me to go to the toilet in English?” and he responded very well. I feel comfortable studying even though sometimes boredom comes because, of course, English is difficult to understand, especially vocabulary that is rarely heard or difficult to pronounce”⁴⁸

Based on the information from the informants above, it was revealed that interpersonal communication between teachers and students went quite well between teachers and students in the process of learning English in class, marked by the warm and empathetic attitude of the English teacher who was bestowed with a sense of concern and concern for their students. So that students feel more courageous in expressing opinions and more daring in asking questions about subjects that are not yet known by their students.

In line with the opinion above, the following are the results of interviews with the English teachers regarding communication that fosters a sense of empathy.

Yes, as a teacher I care about students and usually by asking them what difficulties they are facing after that I find solutions to deal with these

⁴⁶Annisa Umar, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁴⁷Rehan Tri Putra, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

⁴⁸Rani, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023

*difficulties. In addition, I pay attention to students in expressing their opinions related to what lessons they have received.*⁴⁹

*“Yes, of course I pay attention to students in expressing their opinions regarding what lessons they have learned. Be open to students, then on the contrary students will also open by themselves to us. Asking about their difficulties is certainly very helpful in finding the right solution to fix it and indeed sometimes there are students who don't like our lessons, but I am here to keep trying by giving special attention to these students so that they become even more interested in following the lessons we provide.”*⁵⁰

*“As a teacher, I pay very close attention to my students by motivating them, detecting difficulties faced by students, for example when the student is silent, restless, of course, you can see from his behavior that is different from the others and at times like that I come in and invite to discuss what difficulties are being experienced and then the same- looking for a way out of this problem.”*⁵¹

In establishing good interpersonal communication of course too balanced with good interpersonal relationships as well, this happens at SMP Negeri 2 Patampanua where interpersonal relationships between teachers and students are well established, it can be seen that this English teachers have created good interpersonal communication with their students. The presence of attention, asking students' difficulties in learning, helping and responding to students when asked is one of the many ways teachers often do in providing empathy to students.

c. Supportiveness

Students become more enthusiastic about learning if their teacher appeared to be enthusiastic while teaching. Besides that, they also get encouragement to learn and achieve good academic achievements as a result of their teacher who gave advice and

⁴⁹N. Samsiah, Interviewed with teacher at SMP Negeri 2 Patampanua, June 15, 2023

⁵⁰Allauddin, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023.

⁵¹Rosmini, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 16, 2023.

motivation to them. This also applied when the teacher allowed them to express their opinions; they become more confident and enthusiastic about learning, motivating them to strive to be outstanding students.⁵² The teacher's behavior in the form of using vocal variety and nodding when hearing student responses are also included in the teacher's interpersonal communication which had a direct impact on students' enthusiasm for learning.

Based on the explanation above, it can be interpreted that good communication greatly determines the desires of a student. Good communication can be built by giving each other support. Teachers as facilitators in class need to pay attention to this principle. Support and guidance in the form of invitations for students to study harder and not skip classes anymore is one form of support given in creating good interpersonal communication. As in the interview as follow, it appears that the teacher provides a form of support in the form of providing motivation, advice and occasionally giving awards and appreciation to students as a form of appreciation for their efforts and achievements.

*In providing motivation to students, I usually provide encouragement through examples of successful students, especially in the field of English. provoke them to have high dreams and aspirations so that a continuous learning process is needed*⁵³

*"I always provide support in the form of motivation to learn. I always give messages to students every day when after my lessons are finished or outside of class I meet them when I come home from school. I usually say 'If after school, please open your book again, study what the teachers taught that day again, only then, you can play. You are students whose job is to study, while other things like playing games are put away first.'*⁵⁴

⁵²Aqzhariady Khartha1, Sultan Baa and Chairil Anwar Korompot, "Teacher's Interpersonal Communication and Its Impacts on Students' Motivation in Efl Learning", *Klasikal: Journal Of Education, Language Teaching And Science*, Volume 4 Issue 1, 2022.

⁵³N. Samsiah, Interviewed with teacher at SMP Negeri 2 Patampanua, June 15, 2023

⁵⁴Rosmini, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 16, 2023.

Another teacher also added that

“Well, of course as a teacher we need and must provide motivation to students so that students continue to want to learn especially English because not all students like this lesson so we as teachers must continue to foster their enthusiasm by providing motivation and occasional prizes for their offers”⁵⁵

Supporting the teacher's opinion above, the following is the result of interviews with several students who agreed with the information conveyed by the teachers

The teacher always motivated us before entering the lesson. Usually, he tells about his experiences at school, other people's experiences and other people's success stories.”⁵⁶

Yes, our teacher often gives us advice and motivation to continue learning English because English is important and has many benefits to know, especially when he says it can help those who have aspirations to go abroad⁵⁷

“Often our teachers tell us to learn a lot about English at home, especially, if possible, we have to take English courses. If you speak English well, there will be many job opportunities, according to our teacher”⁵⁸

Different another student also added:

“If we get good grades or get outstanding achievements, our teachers often give gifts in the form of writing instruments. I am very happy and love it.”⁵⁹

This teacher's communication message can be in the form of a desire to influence students' attitudes and behavior (learning motivation). In terms of interpersonal communication, the teacher who acts as a communicator is the one who creates, formulates and conveys the message properly. By conducting interpersonal

⁵⁵Allauddin, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023.

⁵⁶Rani, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

⁵⁷Annisa Umar, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁵⁸Rahma Khaerunnisa, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁵⁹Rehan Tri Putra, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

communication, the process of delivering a message by a teacher to his students to inform or change attitudes, opinions or behavior either directly or indirectly (by using the media) provides motivation. Each communicant receives messages or information, this means that the communicant gets influence from the communication process. Because communication is basically a phenomenon or an experience. Each experience will give a certain meaning to the possibility of a change in attitude.

Based on the result of this study, it showed that teachers get used to providing motivation and support to students during the learning process. This form of support is communicated in various ways, namely by giving examples of successful life stories from smart students, then by giving gifts or praise to students for the achievements they have achieved.

d. Positiveness

One other indicator of effective interpersonal communication is positivity, namely in establishing communication, a person can be used as an example, able to appreciate differences and always behave and speak positively. This is shown by teachers and students in communicating. They tend to model their teacher as someone who is disciplined and well-behaved. Following are interviews with several informants

Well, we as educators are obliged and must set an example. Especially for example in the field of discipline, we must be more disciplined so that we can set an example to students. Students will always imitate someone who is considered old, so I always give good examples in daily life at school and in class especially in discipline because for me students will be successful when they are disciplined, disciplined in time, disciplined with rules, disciplined in worship.”⁶⁰

Another teacher said that:

⁶⁰Rosmini, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 16, 2023.

*To influence attitudes in the process of learning English, I sometimes give them exemplary examples, for example, always telling the noble morals of the Prophet that should be used as an example and emulate and emulated by humans in everyday life.*⁶¹

Based on the information, it was revealed that interpersonal communication between teachers and students in influencing attitudes was quite good, one of which was by always giving them exemplary examples, such as telling the morals of Rasulullah saw which were exemplary and applied in everyday life.

*“When we were in class, if we made mistakes, such as not doing homework, being lazy to study, being noisy in class, being late for class and other mistakes, the teacher always advised us to realize that the attitude we were taking was wrong and could harm us in the future, thus raising awareness for us”.*⁶²

In terms of building interpersonal communication, some students felt that their teacher was very fair in treating them. If any student makes a mistake, their teacher doesn't discriminate. Students who do wrong or violate will get sanctions according to the rules that exist in school. This is in accordance with the statement from Annisa Umar, as follow:

*“The teacher's response when facing all students is almost the same. nothing is special or differentiated because every time we ask a question, the teacher will come right away and help us find answers.”*⁶³

Based on information above, it was revealed that teacher and student interpersonal communication was good enough to cause changes in students' attitudes, it was marked by the awareness that arose in students because the teacher always gave advice to them. Some of the statements put forward by the informants

⁶¹Allauddin, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023.

⁶²Rehan Tri Putra, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

⁶³Annisa Umar, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

above, it can be concluded that the interpersonal communication of teachers and students is good enough to influence attitudes, all of which are applied by teachers in communicating with their students to influence attitudes, by always giving exemplary examples and giving advice.

e. Equality

Equality is one important indicator in building good interpersonal communication. In responsibility, teachers and students are equally valued in a student interaction in the teaching and learning process.⁶⁴ Based on observation shows that both teachers and students have something important to contribute to the teaching and learning process. Students have hopes that their teachers will give positive responses to students who give comments, let students express their opinions, and come on time when teaching.

Conversely, responding negatively, namely asking for explanations by asking students to find their own, treating students who are lower than the teacher's authority, and arriving late/leaving class during the teaching and learning process is not visible during the teaching and learning process. This shows that the interpersonal communication that was built in the classroom at SMP Negeri 2 Patampanua in English class was going well.

*"In the teaching and learning process, I apply two-way communication so that I can get feedback from students on the material we teach. It was also done to prevent student inactivity in learning. I often involve students who are less active so they can be confident and enthusiastic about participating in lessons by directing them to answer and if they have difficulties, that's where I help"*⁶⁵

⁶⁴Sri Ananda Pertiwi et al., "Teachers' Interpersonal Communication Strategies in TEFL at a Senior High School in Makassar", Unpublished Article, State University of Makassar, Indonesia, p. 1-17

⁶⁵Allauddin, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023

Another teacher added

*For me, there is no difference between students who are smart or not. Students who are interested or not. because this is to maintain our relationship with all students, whether they are smart or not*⁶⁶

Researcher also interviewed students regarding teacher responses when they asked questions or made comments on teaching materials”

*Our teacher is kind when we ask questions, he responds well and sometimes with a smile.*⁶⁷

*In class, our teacher never pushes us, presses us to do what we want but often makes jokes and smiles*⁶⁸

*“Our teachers never discriminate against us while studying, whether he is smart or not, our teachers give him the same treatment.”*⁶⁹

In contrast to the opinion above, Rani, one of the informants stated that:

*“Sometimes teachers don't care about closed students like me. I lack confidence especially when asked to come to the front of the class. I'm afraid and in the end I'm often not excited to learn. I hope our teachers can approach closed students like me more often. because I will not speak when my name is never called.”*⁷⁰

Researcher found that this attitude of equality increased interpersonal communication between teachers and students at SMP Negeri 2 Patampanua. Teachers and students look very close without forgetting their position as teachers and students. This is again related to students' learning motivation which is more increased because they feel comfortable with the teacher. However, it is undeniable, there are still some students who feel underappreciated because of their overly

⁶⁶N. Samsiah, Interviewed with teacher at SMP Negeri 2 Patampanua, June 15, 2023

⁶⁷Annisa Umar, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁶⁸Rahma Khaerunnisa, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 13, 2023.

⁶⁹Rehan Tri Putra, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

⁷⁰Rani, interviewed with student by researcher at SMP Negeri 2 Patampanua, June 14, 2023.

introverted attitude. The teacher never mentions her name so that she is never active in class. Lack of self-confidence, fear of mistakes so that the student is embarrassed to speak and initiate communication with the teacher.

2. Difficulties Experienced by Teachers in Conducting Interpersonal Communication Processes with Students

Effective interpersonal communication is not easy to do. Several obstacles were encountered by teachers in building effective interpersonal communication with their students. Based on the results of observations indicate that there are several obstacles to the focus of feedback. Where it is difficult for teachers to get feedback on students who are shy and ignorant or don't want to know at all. If students are ignorant, it is difficult for the teacher to know whether the student understands or not the message he has conveyed. The same goes for shy students. Shy students also discourage teachers. It is possible that the student understands or vice versa but does not react to the teacher so that the teacher has difficulty knowing the student's condition.

The obstacle that I often get during the learning process is when students don't have good feedback. They tend to be introverted and difficult to talk to. Often female students experience this because they are shy and not confident enough to speak English, especially in English. because of that, I usually deal with it by approaching them who are less active and constantly inviting, guiding and even dictating them so that they feel safe and comfortable learning without fear, anxiety and pressure”⁷¹

Other opinions were also conveyed by the following teachers

Well, there are often difficulties in building good relationships with students, especially with students who are hard of hearing and stubborn. Sometimes I am provoked to get angry, but I try to hold back and find solutions to overcome these problems, for example by inviting students to play while learning. There are lots of fun English learning methods”⁷²

⁷¹Allauddin interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 15, 2023.

⁷²N. Samsiah, Interviewed with teacher at SMP Negeri 2 Patampanua, June 15, 2023.

During the learning process, there are several obstacles in communicating, and where the obstacles occur because when I do not display media that is less attractive and inadequate and conveys too many verbal messages, there are obstacles in communication because it creates an indifferent attitude by students.”⁷³

From some of the statements put forward by the informants above, it can be concluded that the learning process does not always go well, of course there will be many obstacles along the way. Obstacles that often arise are interpersonal communication barriers, because interpersonal communication is the main key to success in the process of learning English. These obstacles are certainly not a hindrance in communication because all obstacles can certainly be resolved properly and appropriately

Based on the findings above, it can be interpreted that what can become an obstacle in interpersonal communication between teachers and students is students' lack of self-confidence and lack of motivation.

a. Lack of student self-confidence

Lack of students' confidence causes students to experience difficulties in expressing their feelings to the teacher. it also defeats the teacher to understand the wishes of the student. In fact, to build good interpersonal communication with students, an open attitude is very influential in fostering effective interpersonal communication. With open communication, it is hoped that there will be no closed things. but in fact, not all students can be open with the teacher regarding any difficulties they face, causing difficulties for teachers to communicate with students who are closed.

⁷³Rosmini, interviewed with teacher by researcher at SMP Negeri 2 Patampanua, June 16, 2023.

This is different from the results of observations made by researchers, where the teacher's message can be conveyed easily according to the teacher, and the message conveyed by the teacher is fluent in its pronunciation. But with a loud tone causes no feedback from students. Most students feel less interested in the nature and way the teacher explains the lesson, especially when the method used is one-way monotone. so that feedback from students does not appear.

Interpersonal communication is very supportive for solving problems or difficulties faced by students by using a persuasive approach to students who tend to be closed. On the other hand, doing interpersonal communication allows and allows someone to achieve their communication goals without causing other people to lose face or be embarrassed. Sometimes students tend to be embarrassed to ask something they don't understand in front of their friends.

b. The Lack of Motivation

The difficulty often faced by teachers are students' lack of motivation. Lack of motivation is caused by distractions from other students and noisy and uncomfortable classroom situations. The result of observations showed that teachers also experience difficulties when there is noise or disturbance in the form of uproar in the class when students are busy and ignore situations that make the message or information conveyed by the teacher not go well so that the teacher has to repeat the message he wants to convey and makes communication ineffective.

Teachers should also be able to choose and implement suggestions and solutions according to their needs and requirements. The solution chosen should be able to effectively overcome barriers to students' intellectual abilities so as not to make problems that are mainly experienced by students in learning or student learning difficulties can be solved.

The motivation given by the teacher to students also has a big influence on students' abilities and students' interest when receiving learning material, for students who feel smart the teacher finds it easier to motivate and also communicate with smart students, and vice versa for students who feel less smart sometimes they feel inferior when they see their friends smarter than them. The students are not even motivated and vice versa for students who feel less intelligent, sometimes they feel inferior when they see their friends smarter than them, instead they are not motivated to improve their learning abilities.

The teacher's ability to manage student interaction in learning activities. Related to communication between students, the teacher's efforts in dealing with student difficulties and disturbing students and maintaining good student behavior. So that all students can participate and interact optimally, the teacher manages interaction not only in one direction, namely from teacher to student or two-way from teacher to student and vice versa, but strives for multi-directional interaction, namely from teacher to student and from student to student.

B. Discussions

Interpersonal communication is communication made by someone related to social skills with affective and emotional domains. Personal abilities will foster kindness in students, of course, at the school level, students are expected to be able to develop into students who are virtuous, polite, and respect each other. The importance of interpersonal communication carried out by a teacher, one of which is that the teacher is able to motivate students to be enthusiastic about learning so that learning goals can be achieved by scoring outstanding students. Teachers need to establish good interpersonal communication with students, so that teachers understand learning difficulties that are understood by students.

Interpersonal communication between teachers and students is one of the competencies that teachers must have, namely social competence. This is in accordance with government regulation No. 14 of 2005 concerning the competence of teachers and lecturers, where teachers should have good social skills including the ability to communicate verbally, in writing, by signing, using communication and information technology functionally, getting along effectively with students, fellow educators, education staff, parents / guardians of students and socialize politely with the surrounding community.⁷⁴ The teacher's ability to create good interpersonal communication with students is very necessary because social competence is part of the formation of interpersonal communication. If the communication is effective then the learning process will run well, therefore the teacher must have skills in interpersonal communication in the learning process.

⁷⁴Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2010.

However, in practice, interpersonal communication that occurs between students and teachers is influenced by five indicators that the communication relationship is said to be effective or not, namely, openness, empathy, support, positivity and equality. Based on the findings as explained in the previous section, it was found that most of the effectiveness indicators of the interpersonal relationship between students and teachers have been fulfilled.

1. Openness

The openness is the attitude of being able to accept input from other people, as well as being willing to convey important information to other people.⁷⁵ The results of interviews and observations showed that when teaching, the English teachers position themselves as someone who is open to students by providing information about himself or herself and the valuable experiences they have had.

Getting closer to students by associating teaching materials with everyday experiences is also one of the teacher's efforts to build communicative interpersonal relationships in learning. The habit of the teacher giving jokes during the teaching process is also carried out as an effort to lure students to be active and comfortable while learning. So that, in this way students do not feel reluctant, afraid and embarrassed anymore to communicate with their teacher.

This openness attitude will become a link and a factor in achieving the main goals in learning English. The attitude of openness shown between the

⁷⁵Maulana, R., Opendakker, M.C.J.L., den Brok, P. et al. "Teacher–student interpersonal relationships in Indonesian lower secondary education: Teacher and student perceptions", *Learning Environ Res* 15, 251–271 (2012).

English teacher and the students of SMP Negeri 2 Patampanua can be seen as the English teachers often communicate with students both in and out of class. In addition, the teacher is seen often inviting students to discuss together and advising students. This is one of the activities that shows the open attitude of the teacher towards his students. A good and fast response attitude from students indicates a sense of comfort in establishing communication with the teacher. The more active the teacher communicates with students, the relationship between the two becomes closer. Finally, the teacher and students understand each other's character.

An attitude of openness based on the results of the research above is in accordance with the aspects of openness according to Joseph A. Devito in interpersonal communication, where an open attitude will encourage understanding, mutual respect and mutual development of interpersonal relationships.⁷⁶ Communicators and communicants express ideas or ideas and even problems freely (not covered up) and openly without fear or embarrassment. in the end, both, between teachers and students understand each other and understand each other.

In addition, Dindia & Timmerman stated that what is meant by openness in interpersonal communication refers to a person's willingness to express himself, to disclose information about himself appropriately and openness also includes a willingness to listen openly and honestly react to the messages of

⁷⁶Joseph A. Devito, *The Interpersonal Communication Book* 14th Edition, New York: Pearson, 2016, p. 184.

others.⁷⁷ Based on this opinion, it is in line with the findings, where teachers are open by providing information about themselves, telling experiences related to teaching materials, and often inviting students to discuss and joke. Attempting to be humor, in making a joke or attempting to be humor in the teaching and learning process could give the student confidence to study without pressure, motivation to learn and booster their moody especially, when student felt bored in the class or they did not pay attention while studying. Berk & Nanda cited that humor is determined in some research to promote a sense of immediacy and connection between teacher and students, to limit anxiety, and to enlarge enjoyment of and activity in the class.⁷⁸

In addition, the attitudes and active reactions shown by students also indicate that interpersonal relationships in terms of aspects of openness between students and teachers are good.

2. Empathy

The findings found that interpersonal communication between students and teachers shows empathy. This attitude is manifested in actions such as giving attention to students during the learning process. This form of attention is shown by calling or mentioning the name of the student then asking questions. This is done by the teacher in order to lure students to be more active in speaking, they are more open to communicating and honest with the teacher.

⁷⁷K Dindia & L. Timmerman. *Accomplishing Romantic Relationships. In Handbook of communication and social interaction skills*, 2003.

⁷⁸R. Berk & J Nanda “Effects of Jocular Instructional Methods on Attitudes, Anxiety, and Achievement in Statistics Courses” *Humor*, 11(4), 1998, p. 383–409.

In addition, the warmth and empathy shown by the teacher is carried out by asking students' difficulties in learning, helping and responding to students when they experience difficulties in the learning process. This is one of the efforts that teachers often make in providing empathy to students. Some simple questions like *what about you?*, *what do you think?*, *what is an example?*, *what would you do if...?*, *how often do you?* Questions like this will encourage students to actively speak in class and certainly improve their thinking skills to be able to answer these questions.

Based on the findings above, in line with this, according Wrench, Mc Croskey, & Richmond stated that to be able to improve the quality of learning, one of the efforts is to increase student motivation. Student motivation can be increased by seeking a good communication process between students and teachers during learning. This process can be done by building communication that fulfills the aspect of empathy. Empathy refers to the ability to understand, to feel the feelings and desires of other people.⁷⁹ This means that with the ability to know and feel what other people are experiencing, it can produce effective communication between the communicator and the communicant. Empathy and warmth given by the teacher like the explanation above can indicate that interpersonal communication between teachers and students involves a sense of empathy between the two.

3. Supportiveness

Teachers and students are recommended to be aware of the interpersonal communication used by teacher-student and student-student in classroom

⁷⁹J.S Wrench, J.C. Mc Croskey & V.P Richmond, *Human Communication in Everyday Life: Explanations and applications*. Boston, MA: Allyn & Bacon, 2008.

interaction to encourage the teaching and learning process, especially to study English, because studying a language needs a good communication between teacher and student, also to make a good relation among them. According to Yozhef, et al stated that good interpersonal relationships are characterized by support.⁸⁰ Each party involved in communication has one understanding, namely mutually supporting interactions. The support that students get from teachers is very much needed by students, both students who are non-achievers and students who excel. By getting support, students will feel cared for and really cared for by the teacher, especially students who are experiencing problems. Meanwhile, students who excel will be more eager to carry out positive activities and achieve even more achievements. The student will become more confident.

The explanation above is in line with the findings obtained by researchers, where teachers provide forms of support in the form of giving motivation, advice and occasionally giving awards in the form of prizes and praise as a form of appreciation for their efforts and achievements.

4. Positiveness

A positive attitude is one of the characteristics of effective interpersonal communication. Creating a positive attitude in the learning process can make teachers and students feel comfortable and happy during the learning process. If in the learning activities the teacher and students do not have a positive attitude it will create an awkward atmosphere and make individuals feel

⁸⁰Yozhef Markevych, Anastasia Khavanska, Iryna Filenko, “Improving Students’ Ability to Communicate Interpersonally in English Classroom Discussions through Group Dynamics .

uncomfortable. When there is a positive attitude, each individual will feel comfortable and feel valued.

The findings show that English teachers tend to build communication by focusing on being a role model and a good example for students by behaving politely, being disciplined, speaking kind and gentle words. Besides that, the teacher respects differences, does not discriminate between students and always acts and speaks positively in class.

A positive attitude is shown in individuals in interpersonal communication and each individual has positive feelings and thoughts.⁸¹ A positive attitude can also be shown with various attitudes, namely respecting other people, thinking positively towards others, giving praise and appreciation. based on the results of observations, the teacher has a positive attitude by giving awards to students who excel. This can make students more enthusiastic.

Positive teacher interpersonal communication behavior can be either verbal or nonverbal. Teacher attention, closeness, credibility, immediacy, clarity, confirmation, relational closeness to students, humor, and praise are examples of positive teacher communication behaviors that are discussed a lot by several educational psychologists⁸². In addition, all of these behaviors

⁸¹M Normasari, Lima Sikap Positif yang mendukung Komunikasi Interpersonal dalam Proses Pembelajaran (Studi Deskriptif Kualitatif pada Proses Pembelajaran Guru dan Siswa di SMA Trunagrahita di SLB/BC Darmawanita Kota Madiun, Unpublished Thesis of Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, p. 32.

⁸²B. N. Frisby. "The Influence of Emotional Contagion on Student Perceptions of Instructor Rapport, Emotional Support, Emotion Work, Valence, and Cognitive Learning". *Commun. Stud.* 70, 2019, p. 492–506. doi: 10.1080/10510974.2019.1622584.

promote effective teacher-student communication, generate classroom vitality, and meet students' needs for emotional and interpersonal support.⁸³

The comfort of English class as a foreign language can be felt by teachers and students when there is effective interaction in the classroom. Positive teacher behavior can encourage students' motivation and comfort in English classes. According to Mercey and Dorney (2021) suggest that there are two factors that can affect enjoyment in foreign language classes, namely the classroom atmosphere which consists of positive involvement, interaction with peers and a positive atmosphere. In addition, teachers have an important role in influencing the enjoyment of foreign languages, for example understanding, attention, recognition, and positive attitudes of teachers.⁸⁴

5. Equality

Equality is an acknowledgment by both parties that have the same interests, are equally valuable and also need each other. Simply put, an equality that is meant here is an acknowledgment, as well as our willingness to align ourselves with partners. On the aspect of equality, the researcher reviews the attitudes of teachers and students in creating close relationships without any distance. As a measure of the success of communication effectiveness, the attitude of equality needs to be discussed. Several indicators

⁸³Z. W Goldman, A. K Goodboy and Weber, "College Students' Psychological Needs and Intrinsic Motivation to Learn: An Examination of Self Determination Theory". *Commun. Q.* 65, 2017, p. 167–191. doi: 10.1080/01463373.2016.1215338.

⁸⁴Fei Xie and Ali Derakhsan, "A Conceptual Review of Positive Teacher Interpersonal Communication Behaviors in the Instructional Context" *Front. Psychol., Sec. Educational Psychology* Vol. 12 (2021) | doi: <https://doi.org/10.3389/fpsyg.2021.708490>.

said that a communication runs effectively because of equality are as follows: fair, not forcing the will, creating a safe and comfortable atmosphere.

In equality, of course, interpersonal communication of teachers and students will run more effectively if the atmosphere is equal. In this study it was revealed that during the learning process, the teacher's treatment of all students is equal, meaning that no students may be differentiated but may not be equalized, this is because each has different abilities, but as a form of equality, teachers position themselves as friends or learning partners so as to create the impression of being comfortable, and not pressured. By making the teacher equal to and understanding students supported by Normasari, explains that between two individuals there must be one who is richer, smarter, younger and more experienced or so on but the equality referred to here is in the form of recognition or awareness and a willingness to put oneself on an equal footing.⁸⁵

⁸⁵M Normasari, Lima Sikap Positif yang mendukung Komunikasi Interpersonal dalam Proses Pembelajaran (Studi Deskriptif Kualitatif pada Proses Pembelajaran Guru dan Siswa di SMA Trunagrahita di SLB/BC Darmawanita Kota Madiun, Unpublished Thesis of Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, p. 33.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the research and discussion presented by researcher, the conclusions are:

1. Interpersonal communication between teachers and students in the English learning process at SMP Negeri 2 Patampanua is good. This can be seen from the findings that some English teachers and students have implemented effective interpersonal communication such as openness during the communication process, empathy from teacher to students, verbal and non-verbal support by the teacher, the positive attitude shown by the teacher and students during the interaction and the equality in which the teacher and students are familiar with each other. This indicates that between the two of them who establish good social relations and maintain the quality of communication between the two.
2. The findings show that the English teacher at SMP Negeri 2 Patampanua experienced many obstacles along the way. Obstacles that often arise are interpersonal communication barriers, because interpersonal communication is the main key to success during the learning process. These obstacles are, there is no feedback from students, students who lack confidence and are introverted often make it difficult for teachers to carry out in-depth interactions, besides that students who are noisy in class so that learning is disrupted also becomes difficult for the birth of effective communication, another problem faced by teachers is when in class learning displays media that is lacking and inadequate and conveys too many verbal messages without being accompanied by

appropriate nonverbal messages so that messages are one-way causing students difficulties and not interested in learning.

B. Suggestion

The result of this research is generally expected to explore more deeply the interpersonal communication process between teacher and students, especially in teaching learning English as foreign language. So, this study offers some recommendations for

1. The School Principals, as input material to be used in the learning process.
2. For teachers, as additional material to improve the interpersonal communication skills of teachers and students at school.
3. For students, as a way of establishing interpersonal communication with their teachers related to learning activities such as wanting to understand learning material.

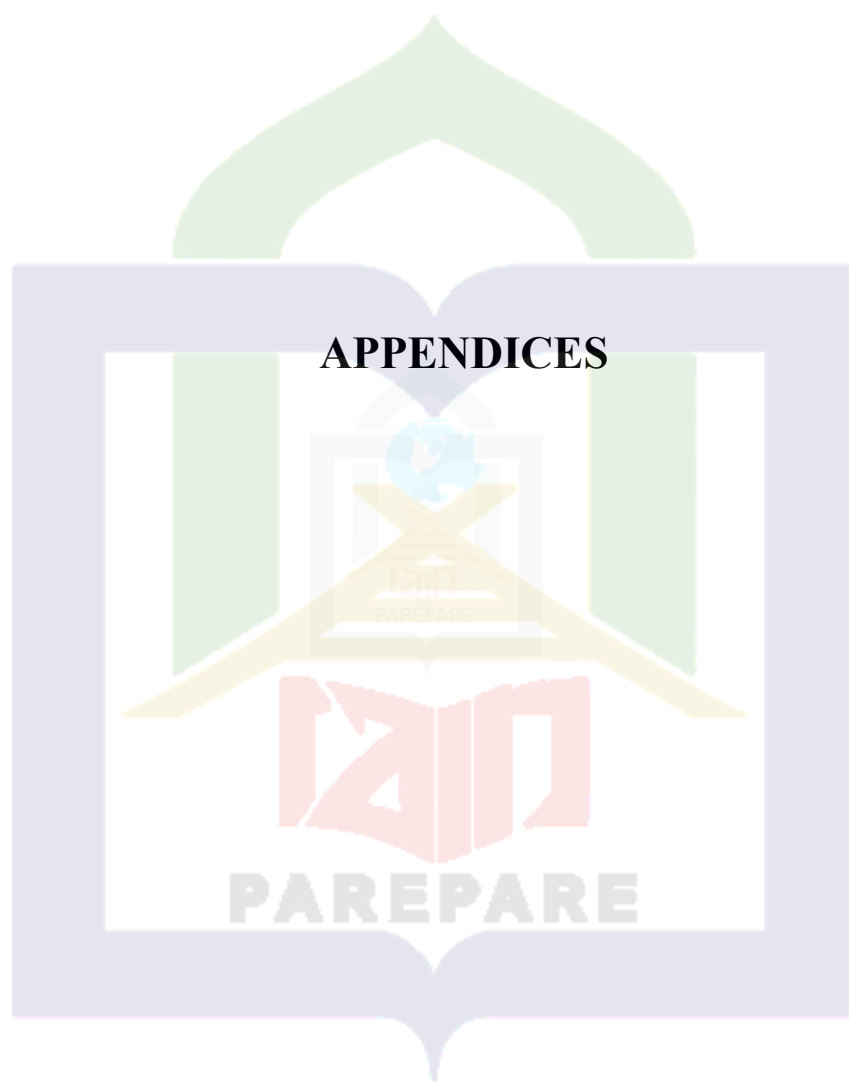
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APPENDICES

Appendix 1

The Profile Of Research Location

SMP Negeri 2 Patampanua is one of the Junior High Schools located in Desa Sipatuo, Kec. Patampanua, Pinrang, South Sulawesi. This school was built on land area of 23,195 m². The school underwent several name changes, firstly SMEP (Sekolah Menengah Ekonomi Pertama Pinrang) in 1979, then SLTP 2 Patampanua (Sekolah Lanjutan Tingkat Pertama 2 Patampanua) around 1983-1987, then, SLTP Negeri 2 Patampanua (Sekolah Lanjutan Tingkat Pertama Negeri 2 Patampanua) around 1987-2000, SMP Negeri 2 Patampanua (Sekolah Menengah Pertama Negeri 2 Patampanua) in 2000-2019, and finally changed its name to UPT SMP Negeri 2 Patampanua (Unit Pelaksana Teknis Sekolah Menengah Pertama Negeri 2 Patampanua) until now.

Apart from experiencing the name changes, UPT SMP Negeri 2 Patampanua also changed school principals several times, as follows:

a. Abdul Hafid Jusuf	Period	:1980-1987
b. H. Sunubi Baba, B.A	Period	:1987-2003
c. Drs. Bahtiar Arifin	Period	:2003-2008
d. Sukiman, S.Pd.M.Pd	Period	:2008-2014
e. H. Amiruddin, S.Pd.M.Pd	Period	:2014-2019
f. Tamrin, S.Pd	Period	:2019-2021
g. Abdul Rahman, S.Pd.	Period	:2021-2022
h. Drs. Sultan, M.Pd.	Period	:Sekarang

The recapulation of the number of teachers and students is described in the table below:

a. The Total Number of Teachers

No	Uraian	Guru	Tendik	PTK
1	Laki-Laki	9	6	15
2	Perempuan	31	2	33
	TOTAL	40	8	48

b. Facilites and Infrastructure

No	Facilites	Total Number
1	Classroom	21
2	Laboratory	3
3	Library	1

Appendix 2.

Instruments of the Research

A. Interview Guide For Students

1. Bagaimana pandangan anda tentang keterbukaan guru anda ketika berkomunikasi dengan kalian? Menurut kalian, bu guru cenderung terbuka, suka berbagi pemsan atau tertutup?

2. Bagaimana pendapat anda mengenai komunikasi guru anda dalam memancing msa ingin tau dan ketertarikan anda pada pelajaran? Apakah mereka aktif atau pasif dalam memancing anda dalam mengemukakan pendapat?

3. Apakah anda senang berkomunikasi dengan guru anda? Bagaimana pendapat anda mengenai respon guru saat anda mengemukakan pendapat dan keinginan?
4. Bagaimana pendapat anda mengenai kepedulian guru anda terhadap kesulitan belajar anda ketika berkomunikasi dengan anda?
5. Bagaimana menurut anda ketanggapan guru membaca mimik dan gerak gerik anda ketika belajar?
6. Apakah dalam menjalin komunikasi, guru anda selalu memberikan dukungan dan motivasi untuk semangat dalam belajar? Bagaimana pendapat anda mengenai hal itu?
7. Apakah dalam berkomunikasi dengan anda, guru memberikan penghargaan dengan memberi hadiah atau berupa pujian? Bagaimana pendapat anda?
8. Bagaimana cara anda menghargai guru anda?
9. Bagaimana pendapat anda mengenai sifat dan karakter yang dapat anda teladani, dari guru anda?
10. Apakah guru anda dalam menjelaskan materi juga memberikan pertanyaan dan memberi kesempatan kepada anda untuk menjawab pertanyaan tersebut?
11. Apakah guru anda terlihat meremehkan pendapat anda saat menjawab pertanyaan darinya? Atau pernahkan guru anda menyalahkan jawaban anda saat anda memberi jawaban? Berikan pendapat anda mengenai hal itu!
12. Bagaimana pendapat anda mengenai cara guru menghargai anda dan pendapat anda

b. Interview Guide for Teachers

1. Apakah anda cenderung terbuka, suka berbagi perasaan kepada siswa atau tidak saat berkomunikasi? Jika iya, Bisa dijelaskan alasannya!
2. Bagaimana cara anda menumbuhkan rasa ingin tau dan ketertarikan siswa pada pelajaran?
3. Apakah anda memperhatikan saat siswa anda mengemukakan pendapat dan keinginan? Tolong dijelaskan!
4. Apakah anda peduli terhadap kesulitan belajar siswa? Bagaimana cara anda menanggapi kesulitan yang dialami siswa anda tersebut?
5. Bagaimana anda menanggapi mimik wajah dan gerak gerik siswa yang tidak menyukai pelajaran anda?
6. Bagaimana cara anda memberikan dukungan berupa motivasi semangat belajar kepada siswa?
7. Bagaimana pendekatan atau cara komunikasi anda dalam memberikan perhatian dan penghargaan atas prestasi siswa anda?
8. Bagaimana cara anda menghargai siswa anda? Apakah anda membedakan perlakuan terhadap siswa yang cerdas dan kurang cerdas?
9. Bagaimana cara anda menghadapi siswa yang berlaku curang saat mengerjakan tugas?
10. Bagaimana anda berlaku agar anda dapat menjadi teladan bagi siswa?
11. Apakah anda melaksanakan komunikasi dua arah saat menjelaskan materi di kelas?
12. Apakah anda mempertanyakan alasan ketidakhadiran siswa?

13. Bagaimana komunikasi anda dalam memberikan pemahaman kepada siswa yang cenderung tertutup?

c. Observation Guidelines

Aspek yang diamati	Deskripsi Hasil Pengamatan
Keterbukaan dalam komunikasi
Empati dalam komunikasi
Supportive dalam komunikasi
Positiveness dalam komunikasi
Equality dalam komunikasi

Appendix 3

Recommendation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax: 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.2233/In.39/FTAR.01/PP.00.9/06/2023

05 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Fathurrahman. MS
Tempat/Tgl. Lahir : Parepare, 9 Januari 1998
NIM : 16.1300.047
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Benteng, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Interpersonal Communication Of Teacher And Student In English Teaching Learning Process At SMP Negeri 2 Patampanua". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dr. Zulfah M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0377/PENELITIAN/DPMTSP/06/2023

Tentang

REKOMENDASI PENELITIAN

- Menimbang :** bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 12-06-2023 atas nama MUH. FATHURRAHMAN. MS, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat :**
1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan :**
1. Rekomendasi Tim Teknis PTSP : 0687/R/T.Teknis/DPMTSP/06/2023, Tanggal : 13-06-2023
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0377/BAP/PENELITIAN/DPMTSP/06/2023, Tanggal : 13-06-2023

MEMUTUSKAN

- Menetapkan :**
- KESATU :** Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8
 3. Nama Peneliti : MUH. FATHURRAHMAN. MS
 4. Judul Penelitian : INTERPERSONAL COMMUNICATION OF TEACHERS AND STUDENT IN ENGLISH TEACHING LEARNING PROCESS AT SMP NEGERI 2 PATAMPAU
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : GURU BAHASA INGGRIS DAN SISWA DI SMP NEGERI 2 PATAMPAU
 7. Lokasi Penelitian : Kecamatan Patampau
- KEDUA :** Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 13-12-2023.
- KETIGA :** Peneliti wajib mematuhi dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT :** Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 13 Juni 2023



Biaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang



**Balai
Sertifikasi
Elektronik**



**ZONA
HIJAU**



**OMBUUDSMAN
REPUBLIK INDONESIA**

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSN

Appendix 4

Research Finished Letter



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 PATAMPAANUA**

Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P. 912012)

SURAT KETERANGAN

Nomor : 411.32 / 21 / SMP.13 / 2023

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

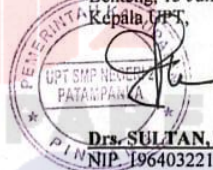
Nama	: MUH. FATHURRAHMAN, MS
NIM	: 16.1300.047
Jenis Kelamin	: Laki-Laki
Program Studi	: Tadris Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 13 Juni 2023 s/d 13 Juli 2023, dengan judul penelitian **"Interpersonal Communication of Teachers and Student in English Teaching Learning Process at SMP Negeri 2 Patampanua"**.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 13 Juli 2023

Kepala UPT,



Drs. SULTAN, M.Pd

NIP. 196403221995121001

Appendix 5

Interview Teacher Statmen Letter

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama Guru : ALAUDDIN.SPdE, Gr

Jabatan : Guru MAPEL

Menyatakan bahwa :

Nama : Muh. Fathurrahman. Ms

NIM : 16.1300.047

Program Studi : Pendidikan Bahasa Inggris

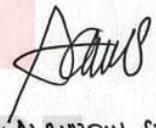
Judul Skripsi : Interpersonal Communication of Teachers And Student In
English Teaching Learning Process at SMP Negeri 2
Patampanua

Benar telah melakukan wawancara dengan saya pada
tanggal.....,bulan.....,tahun 2023 di SMP Negeri 2 Patampanua

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya untuk
dipergunakan sebagaimana mestinya.

....., 2023

Informan


(ALAUDDIN.SPdE, Gr)

Appendix 6 Documentation





CURRICULUM VITAE



Muh. Fathur Rahman MS. he was born on Parepare 9 January 1998 he is the only child from the couple Muzakir and Supiani The writer started the education at SD 218 Benteng 2004-2010 then, continued the study at SMPN 2 Patarmpanua 2011-2013. After finishing junior high school, he then continued his education at SMAN 5 Pinrang 2014-2016. In 2016, researchers continued their education at one of the Religious Colleges located in the city of Parepare, to be precise (IAIN), Tarbiyah Faculty in the English Language Education study program. With perseverance and high motivation to continue learning and trying, the researcher has succeeded in completing this final thesis which has led the author to obtain a Bachelor of Education (S.Pd.) degree.

Hopefully the final writing of this thesis is able to make a positive contribution to the world of education. Finally, the author expresses his deepest gratitude for the completion of this thesis entitled "Interpersonal Communication of Teachers and Students in English Teaching Learning Process at SMP Negeri 2 Patampanua"

