

**INTERPERSONAL COMMUNICATION USED BY THE
ENGLISH TEACHERS IN TEACHING ENGLISH IN SMA
NEGERI 11 LUWU**



IAIN PALOPO

A THESIS

**Submitted to the English Study Program of S1 Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree of English Study Program**

**SULFIANA NUR
14.16.3.0136**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Supervised by:

- (1) Dr. Muhaemin, M.A.**
- (2) Wahibah, S.Ag., M.Hum.**

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TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2018

THESIS APPROVAL

This thesis, entitled "Interpersonal Communication Used by The English Teachers In Teaching English In SMA Negeri 11 Luwu" written by Sulfiana Nur, Reg. Number 14.16.3.0136, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, January 4th 2019 M**, coincided with **Rabi'ul-Akhir 1st 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, January 4th, 2019 M
Rabi'ul-Akhir 1st 1440 H

COMMITTEE OF EXAMINATION

1. Dr. Muhaemin, M.A	Chairman	(.....)
2. Amalia Yahya, S.E., M.Hum.	Secretary	(.....)
3. Dr. Muhaemin, M.A	Examiner I	(.....)
4. Wahibah, S.Ag., M.Hum	Examiner II	(.....)
5. Dr.Hilal Mahmud, M.M	Consultant I	(.....)
6. Andi Tenrisanna Syam, S.Pd., M.Pd.	Consultant II	(.....)

Approved by;



The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004



The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Kaharuddin, M.Pd.I.
NIP. 19701030 199903 1 003

PRONOUNCEMENT

I have been signature below:

Name : SULFIANA NUR
Reg. Number : 14.16.3.0136
Study program : English Language Teaching
Department : Teacher Training
Faculty : Tarbiyah and Teacher Training

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Palopo, on January 3th 2019

Researcher



SULFIANA NUR
Reg. Num: 14.16.3.0136

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

Tempat

Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Sulfiana Nur

Nim : 14.16.3.0136

Program Studi : Bahasa Inggris

Judul Skripsi : **"Interpersonal Communication Used by The English Teacher in Teaching English in SMA Negeri 11 Luwu".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, November 24th 2018

Pembimbing I



Dr. Muhaemin, M.A

NIP.19790203 200501 1 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

Tempat

Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Sulfiana Nur

Nim : 14.16.3.0136

Program Studi : Bahasa Inggris

Judul Skripsi : **"Interpersonal Communication Used by The English Teacher in Teaching English in SMA Negeri 11 Luwu".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, November 24th 2018

Pembimbing II



Wahibah, S.Ag., M.Hum
NIP.19690504 200312 2 002

CONSULTANT APPROVAL

Thesis Entitled : **"Interpersonal Communication Used by The English Teacher in Teaching English in SMA Negeri 11 Luwu".**

Written By :

Name : Sulfiana Nur

Reg. Number : 14.16.3.0136

Faculty : Tarbiyah dan Ilmu Keguruan

Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, November 24th 2018

Consultant I



Dr. Muhaimin, M.A
NIP.19790203 200501 1 006

Consultant II



Wahibah, S.Ag., M.Hum
NIP.19690504 200312 2 002

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مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ.

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Keywords: Communication, Interpersonal Communication, SMA Negeri 11 Luwu

This research about The Interpersonal Communication used by The English Teachers in Teaching English in SMA Negeri 11 Luwu. The problem statement of this research: What are models of interpersonal communication used by The English Teachers in Teaching English in SMA Negeri 11 Luwu. The objective of this research aims to find out the models of interpersonal communication used by the English teachers in teaching English.

The method of the research is qualitative case study because of the intensive and detailed depiction and analysis of one or more cases in SMA Negeri 11 Luwu. The Qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. The researcher takes three teachers as samples. The technique of this research is snowball sampling.

The result of this research shows that in the opening session and learning process two teachers apply linear models and one teacher applied interactive models. Meanwhile in while session and learning one teacher applied linear, transactional models, and two teachers applied interactive and transactional models. In closing the teachers applied linear models. From the table the researcher can conclude that the teachers usually applied linear model than interactive and transactional models. Thus this research find that teachers uses some models of interpersonal communication.

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Finally the researcher dedicates this thesis may Allah SWT. Bless them. Aamiin.

Palopo, 3 January 2019



The Researcher

TABLE OF CONTENTS

	Page
TITLE PAGE	i
CONSULTANT APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
PRONOUNCEMENT	vi
ANKNOWLEDGMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	5
E. Scope of the Research	5
F. Operational definition	5
CHAPTER II: REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Finding	6
B. Some Pertinent Ideas	7
1. Definition of Communication	7
2. Definition of Interpersonal Communication	15
3. Models of Interpersonal Communication	29

CHAPTER III: METHOD OF THE RESEARCH.....	23
A. Method and Design of Research.....	33
B. Time and Location.....	33
C. Population and Sample	33
D. Instrument of The Research.....	34
E. Procedure of Collecting Data.....	34
F. Technique of the Data Analysis	35
CHAPTER IV: FINDINGS AND DISCUSSION.....	37
A. Findings.....	37
B. Discussion	42
CHAPTER V: CONCLUSION AND SUGGESTION	56
A. Conclusion.....	56
B. Suggestions.....	56
BIBLIOGRAPHY	58
APPENDICES	

CHAPTER I

INTRODUCTION

A. Background

In an environment of social communication society to be one way in using a person to get to know each other. Curiosity makes people need to communicate. According to J Harmer, *Communication* there are three reasons why people communicate. Firstly, people communicate because they want to say something. Secondly, people communicate because they have some communicative purposes. The last reason is consequence of the desire to say something (first reason) and the purpose in conducting communication activities (second reason). The point that the researcher gets from the theory is three main points why the people is getting conversation by oral language. Everyone has an experience on how important speaking to deliver some messages to another is.

When two or more people are in the same place and are aware of each other being there, then communication is said to be taking place, no matter how subtle or inadvertent it may be. Even without vocalizations, an onlooker may be using prompts of stance (posture), facial manifestation, and garb to impact other's role, poignant situation, personal or intents.

Effective communication reinforces a clearly communicated information and language of our own which means that we are able to express our intended ¹

meaning through a verbal and non-verbal progress of information in ways that are appropriate in our cultures and different situations. Charles M. Reigeluth

¹.J,Harmer, *Communication*, (Canmbridge: Longman,1991),p.15.

Instructional-Design Theories And Models, it is likely that our schools of the future will entail a vastly different role for teachers: Rather than having primary responsibility for a subject, the future teacher will have primary responsibility for a number of children.

Education is communication within the meaning of that in the process involved two components consisting of human, namely teachers as communicators and learners or students as communicants. The difference between communication and education lies on the purpose of the communication itself. In terms of expected effects, communication is the general goal, while education is the specific goal. In an atmosphere of classroom teaching and learning process is often involved face-to-face conversation between teachers and students, then there is a process of interpersonal communication. In interpersonal communication is expected to provide its own motivation in students, both internally and externally.

Wood states to understand the unique character of interpersonal communication, it can be begun by tracing the meaning of the word interpersonal. It is derived from the prefix inter, meaning “between,” and the word person; interpersonal communication literally occurs between people. In communication happens between people yet many interactions do not involve us personally.²

Communication exists on a continuum from impersonal to interpersonal.

Interpersonal communication involves sending and receiving of messages between two or more people. Ashish Sharma, *Intriduction to Mass*

²R,M,Charles, *Instructional-Design Theories and Models: an Overview of Their Current Status*, (New Jersey London:Lawrence Erlbaum Associates, 1983). P.5-6

Communication, this is the most basic of the communication. It occurs when an individual sends and receives messages internally.³ Rothwell *Communicating with Strangers*, posits that interpersonal communication is dyadic communication; according to him, it is a transaction that takes place between two people.⁴

An effective communication is marked by interpersonal communication. Obstacles in communication have a little bit consequence if there is a good relationship between communicators. Meanwhile communication is clearly and accurately will misunderstanding if the communicators have bad relationship. This case could occur in learning process between teachers and the students especially in this research is teachers of SMA Negeri 11 Luwu and their students.

The broken relationship created by the teachers with their students will make misunderstanding, for example the teacher is kill error kinder in teaching. Those have influence in communication or in transferring the message to the students. And then the results of it are the students become more afraid, audacious or not serious in learning process.

The teachers are not only transfer the message to the students, but also decide the degree of interpersonal communication. They are not only focus in the content, but also the relationship. During the learning process, teachers should keep attention in using interpersonal communication because it has big effect in learning process. The success of learning process is on how they communicate their idea or knowledge to their students.

³ Sharma, Ashish, *introduction to mass communication (parijat extension , bilaspur: Evincepub, 2018). p.24.*

⁴ D, Rothwell, *Communicating With Strangers*, (New York: Longman)

In addition, interpersonal communication establishes the success of teaching one by teachers at school. How good they are in using such a communication affects how deep their students understand the materials they teach. Therefore, the researcher is interested to find out interpersonal communication used by teachers. In this case, researcher focuses on the junior high school level. The researcher will try to analyze it by conducting a research entitled “Interpersonal Communication Used by The Teachers of Senior High School”.

A. Problem Statements

The researcher formulates the problem statements as “What is the interpersonal communication model used by the teachers in teaching English at SMA Negeri 11 Luwu?”

B. Objectives of the Research

The researcher formulates the objective of the research that is to find out the model of interpersonal communication used by the teachers in teaching English at SMA Negeri 11 Luwu.

C. Significance of the Research

This research is expected to give a valuable contribution to the following parts:

1. Theoretically

This result will add more knowledge about the models of interpersonal communication, to the English teachers in learning process.

2. Practically

To the English instructor or teachers who wants to teach, the result of this research can be used as a reference as what models of interpersonal communication should they use in learning process, so they can be professional.

D. Scope of the Research

Based on the title of this research, the researcher is intended to know the interpersonal communication model used by English teachers of SMA Negeri 11 Luwu.

E. Operational Definition

1. Communication is the transmission of the message from a sender to a receiver.
2. Interpersonal communication is communication from one individual to another which is face to face and both of the form and content of the communication reflect the personal characteristic of the individuals as well as relationship.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

A number of studies have also been conducted to investigate interpersonal communication skill. The researcher finds three studies that have similarity with this study, they are:

1. Maharani, under the title “*Transactional and Interpersonal Dialogues Using Spontaneous Role Play (A Pre Experimental Research to Year-8 Students of SMP Negeri 24 Pontianak)*”, concludes that spontaneous role play as an effective technique to teach transactional and interpersonal dialogues. It could be used to motivate and attract more attention from the students. They were interested in participating teaching learning activity.⁵
2. Siburian, under the title “*The Effect of Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation to Organizational Commitment of State High School Teacher in the District HumbangHasundutan*”, found that there is a direct effect influence of interpersonal communication on organizational commitment of teachers.⁶
3. Iskandar, under the title “*The effect of interpersonal communication intensity academic counselor and student learning motivation*”, confirmed that

⁵ R,Maharani, *teaching Transactional and Interpesonal Dialogues Using Spontaneous Role Play (A Pre Experimental Research to Year-8 Students of SMP Negeri 24 pontianak in Academic Year 2013/2014)* Unpublished, Thesis, (Pontianak : Languages and Arts Education Department,Teacher Training Education Faculty of Tanjungpura University,2012)

⁶ Siburian, *The Effect of Interpersonal Communication, Organizational Culture, Job Satifaction, and Achievement Motivation to Organizational Commitment of State High School Teacher in The District Humbang Hasundutan, Nort Sumatera, and Indonesia*, Unpublished,Thesis,(sumatera Utara: Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University,2013.)

there is a significant effect of interpersonal communication intensity toward the student learning motivation.⁷

Interpersonal communication is interested in learning about. It might also affect the previous researchers to conduct a research in the case of such communication, though they have different focuses. The first researcher was interested in applying a teaching method to improve communication skill. Meanwhile, the second researcher was attracted to find the influence of interpersonal communication toward a current thing. The last, the third researcher tended to look for the effect of interpersonal communication to students' learning motivation. Although this present research has the same topic as the previous researches, interpersonal communication, the difference lies on the focus. Here, the researcher will focus on finding out the models of communication used by English teachers in teaching.

B. Communication

To get a perspective on defining communication, the researcher has listed some theories of communication itself.

J Weaver, *Introduction to Communication Studies*, states communication is all of the procedures by which one mind can affect another.⁸

Meanwhile, Allington and Stanovich, *Communicating Interpersonally*, highlight that communication is the transmission of information, ideas, emotions,

⁷ Iskandar, *The effect of interpersonal communication intensity academic counselor and student learning motivation in STIKES Mega Rezky Makassar*, Unpublished, Thesis, (Makassar, 2010)

⁸ J. Weaver, *Introduction to Communication Studies*, (New York: University Press, 2001), P.10.

skills, etc. by the use of symbols-words, pictures figures, graphs, etc. It is the act or process of transmission that is usually called communication.⁹ Then, Stephen W. Littlejohn and Karen A. Foss, *Theories of Human Communication*, communication is one of those everyday activities intertwined with all of human life so completely that we sometimes overlook its pervasiveness, importance, and complexity.¹⁰

Moreover, Barry, *Communication and Behaviour*, quotes“communication cannot be understood except as a dynamic process in which listener and speaker, reader and writer act reciprocally, the speaker acting to provide direct and indirect sensory stimulation of the listener; the listener acting on the stimulation by taking it in, investing the meaning by calling up images in the mind, testing those images against present information and feelings and sooner or later acting upon those images.”¹¹

According to Bright, *Communication and Behaviour*, all that ever has been accomplished by humans and all that ever will be accomplished involves communication with others. Social and organizational problems derive from unsatisfactory relationships brought about by inadequate communication between people. Success on and off the job often stems from one’s ability to transfer information and express ideas to others. Effective communication frequently

⁹ L,R, Allington and E,K, Stanovich, *Together: communicating Interpersonally*, (London:Oxford University Press,2001.), P.44.

¹⁰ L,W,Stephen and F,A,Karen,*Theories of Human Communication: Tenth Edition*, (Albuquerque:University of New Mexico,2011.)p.3.

¹¹ P, Barry, *Communication and Behaviour*, (New York:Manchester University Press, 2002), p.19.

results in friendships that are more meaningful, smoother and more rewarding relationships with people on and off the job, and increased ability to meet personal needs.¹²

Based on the previous explanations, the researcher concludes some things:

- 1) Communication is a need in order to socialize with other people.
- 2) Communication is all of the procedures by which one mind can affect another through the use of symbols-words, pictures figures, graphs.
- 3) Communication does not only refer verbal, explicit and intentional transmission of messages on but it refers to all things which people use to influence each other.

➤ **Process of Communication**

Someone can look at communication as a part of a bigger picture, that it is not only the messages being transmitted and received at the moment. Some scholars believe that one cannot only look at an isolated part of a communication

Miller, *Pragmatics of Analoguing: Theory and Model Construction in Communication*, states that if people accept the concept of process, when it comes to communication, they view events and relationships as dynamic, on-going, ever-changing, continuous. When someone labels something as a process she also means that it does not have a beginning, an end, a fixed sequence of events. It is not static, at rest. It is moving.

The ingredients within a process interact; each affects all others. Looking at communication from this angle gets even more complex. This means that only

¹² A,J,Bright, *Communication and Behaviour*, (London:Longman,2003), p.10.

studying a part of the communication and ignore the context might not be preferable in a study. Instead, to get a fair picture of what is going on in the communication between two parts, and not only which words that are communicated, one have to look at the whole picture. Which means that to study communication it is not enough to only look at what is being communication right now, instead it is preferably to see both the past and the right now communication.

Miller, *Pragmatics of Analoguing: Theory and Model Construction in Communication*, then quotes “when looking at communication as a process, the information being transmitted is the main part, although the researcher pays attention to communication being transmitted before. If someone on the other hand look at communication as a transactional event, he both studies the message being sent and how the recipient receive and react on the message.”¹³

When seeing communication as transactional the context that is surrounding the communication should also be studied since it has an impact on how the receiver interpret the information being sent. To sum it up, seeing communication in a transactional way means that you pay attention to the feedback and surroundings as well as the transmitted message, to get a broader understanding of the communication that is being transmitted.”

Bright, *Communication and Behaviour* ,states communication as a process between at least two people that begins when one person wants to communicate with another. Communication originates as mental images within a person who

¹³ T,Miller, *Pragmatics of Analoguing: Theory and Model Constraction in Communication*, (Macmillan:U.S.A, 2008), P.35.

desires to convey those images to another. Mental images can include ideas, thoughts, pictures, and emotions. The person who wants to communicate is called the sender (see figure). To transfer an image to another person, the sender first must transpose or translate the images into symbols that receivers can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Only through symbols can the mental images of a sender have meaning for others. The process of translating images into symbols is called encoding.

Bright, *Communication and Behaviour*, continues, once a message has been encoded, the next level in the communication process is to transmit or communicate the message to a receiver. This can be done in many ways: during face-to-face verbal interaction, over the telephone, through printed materials ¹⁴ (letters, newspapers, etc.), or through visual media (television, photographs).

Verbal, written, and visual media are three examples of possible communication channels used to transmit messages between senders and receivers. Other transmission channels include touch, gestures, clothing, and physical distances between sender and receiver (proxemics). When a message is received by another person, a decoding process occurs. Just as a sender must encode messages in preparation for transmission through communication channels, receivers must sense and interpret the symbols and then decode the information back into images, emotions, and thoughts that make sense to them. When messages are decoded

¹⁴ A.J.Bright, *Communication and Behaviour*, (London:Longman,2003), p.20.

exactly as the sender has intended, the images of the sender and the images of the receiver match, and effective communication occurs.

One-way communication occurs when the sender expects or permits no response from the receiver—such as when you watch TV, listen to the radio, or read a book. In one-way communication, the sender has no way of knowing whether the receiver has received or understood the message. Two-way communication, on the other hand, allows the receiver to talk back to the sender—to give the sender feedback. Feedback is as important to the sender as it is to the receiver. It allows the sender to confirm whether the receiver understood the message; learn which part of the message the receiver didn't understand; and¹⁵ clarify the message until the receiver understands it. It also helps the receiver be certain that he or she has correctly understood what the sender meant to say.

Communication plays a crucial role in functioning of reference unit effectively in the world especially in learning process. Consciously it involves sharing of ideas, feelings, thoughts, and many other things that humans share. In fact, what the reference unit requires mainly is communication. It is an inseparable, essential and continuous process just like the circulatory system in the human body. Ojomo, *Language, Communication and Study Skills* ,defined communication as the process of sharing ideas, feelings, thoughts and messages with others. When two or more people are in the same place and are aware of each other being there, then communication is said to be taking place, no matter how subtle or inadvertent it may be. Even without vocalizations, an onlooker may be

¹⁵ A,J, Bright, *Communication and Behaviour*, (London: Longman, 2003.), p.14.

using prompts of stance (posture), facial manifestation, and garb to impact other's role, poignant situation, personal or intents. ¹⁶Rothwell, *Communicating with* , sees communication as a transactional process of sharing meaning with others.

Two common elements in every communication exchange are the sender and the receiver. The *sender* initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The *receiver* is the individual to whom the message is sent. The sender *encodes* the idea by selecting words, symbols, or gestures with which to compose a message. The *message* is the outcome of the encoding, which takes the form of verbal, ¹⁷ nonverbal, or written language. The message is sent through a *medium* or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver *decodes* the received message into meaningful information. *Noise* is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, *feedback* occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood through a good and appropriate medium for the communication to be effective and fully understood by the two parties involved.

The elements in the communication process determine the quality of communication. A problem in any one of these elements can reduce

¹⁶ W,O, Ojomo, Communication: theory and practice, In E. Adegbija(Ed.),*Language, Communication and Study Skills*,(pp.77-95.), (Ota: Covenant University,2004.),p.77-75.

¹⁷ D,Rothwell, *communicating with Strangers*, (New York : Longman,2004.) p.25.

communication effectiveness Keyton, *Communication and organizational culture*. For example, information must be encoded into a message that can be understood as the sender intended. Selection of the particular medium for transmitting the message can be critical, because there are many choices. Semantic barriers come from differences in language, education, and culture. Obviously if the sender is speaking in English and the receiver doesn't understand English, there's a problem.¹⁸ But even if the sender and receiver speak English, they may not speak the same dialect. The words they use may not mean the same thing. Kemoni citing Ojiambo avers that communication involves the giving and receiving of information, signals or messages by talk, gestures and writing. As a result, communication effectiveness becomes a very vital factor in determining the efficiency with which reference unit performs as a whole.

The basic process of communication initiates when a fact is perceived or an idea devised by a single person. That person (the sender) chooses to decipher the perception into a message, and subsequently conveys the message through some communication medium to another person (the receiver). The receiver then must construe the message and supply feedback to the sender indicating that the message has been comprehended and fitting action taken. Also Communication means a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender(encoder) encodes a message and then using a medium or channel sends it

¹⁸ J.Keyton, *Communication and Organizational Culture : A Key to Understanding Work* .p.43.

to the receiver (decoder) who decodes the message and after processing information sends back appropriate feedback or reply using a medium or channel.¹⁹

C. Interpersonal Communication

According to Suranto *komunikasi interpersonal*, Interpersonal communication is face to face interaction between two or more persons, in which the sender can deliver messages directly and the recipient can receive directly. Based on the statement, it can be concluded that the communication as a delivery of a message by using certain symbols by someone to change attitudes or behavior of others to attempt to obtain a response. Wood stated that interpersonal communication is a distinct type of interaction between people. It means that the best way to define interpersonal communication is by focusing on what happens between people, not where they are or how many are present.

Communication is a process, an ongoing continuity. In continuity / the process there must be people who convey a specific message and no other person receiving the message. So, in communication there are three main elements, namely elements transmitter, receiver elements, and elements of the message. In principle, communication behaviors play an important role in the delivery of a message. The dimensions of interpersonal communication as stated Suranto, that there are four dimensions of interpersonal communication (which can be used as a parameter), namely:

¹⁹ N.H. Kemoni, Melvin DeFleur's information communication model: Its Application to Archives Administrasion, *African Journal of Library, Archives & Information Science*, 14(2), 167-175(2004)

- 1) Dimensional components of communication
- 2) The dimensions of the communication process
- 3) Dimensional communication purposes

In education, the quality or the quality of service should refer to two things, namely the process and product. The learning process is effective and if the quality of the learning process goes well.²⁰

That is, the purpose of education can be achieved by learners through the learning process in schools. The teacher in the learning process plays an important role in creating the effectiveness of the learning process so that the learning objectives can be achieved optimally. Effectiveness has different meanings. It depends on the viewpoint and interests, as stated by Chung and Maginson (in Mulyasa) that: effectivity means different to differ people. In Indonesian Dictionary noted that effective means no effects due to, influence, impression, efficacious or effective, can bring results. So effective is the compatibility between people who carry out the task and the intended target. On the basis of the understanding, that the effectiveness of the implementation of all tasks related to the principal, the achievement of objectives, timeliness and partisipasi active presence of members. Thus, the effectiveness here means how teachers perform basic tasks successfully to realize the goals to be achieved.²¹

Effectiveness issues are usually closely related to the comparison between the level of achievement of the goals with a plan that has been prepared in

²⁰ W.A. Suranto, *Komunikasi Interpersonal*, (Graha Ilmu : Yogyakarta.), p.4.

²¹ W.A. Suranto, *Komunikasi Interpersonal*, (Graha Ilmu : Yogyakarta.), p.5.

advance, or the ratio of tangible results with the results of the planned The dimensions of Teaching Effectiveness by Sanjaya, covers several aspects:

1. Plan for the implementation of learning n
2. Implementation of learning.
3. Evaluation of learning.²²

Quality of learning outcomes according to Purwanto ,is closely linked to Bloom's Taxonomy. Bloom's Taxonomy is very recognizable in Indonesia than Taxonomy Gagne, and Merrill. Taxonomy here interpreted as a method of classification gradually instructional purposes, and progressively to a higher level. This taxonomy prepared by a team led by Benjamin S. Bloom and Krathwool. Here instructional objectives are classified into three groups or regions subdivided into more specific level. Based on the special rate,it is developed in general purpose and specialized instructional or basic competencies into indicators, making it easier to measure the degree of success or achievement of one's learning. This means that each region to discuss various different education. Until now, the taxonomy is widely used as a basis for the development of instructional objectives in various training and educational activities.

Wood states to understand the unique character of interpersonal communication, it can be begun by tracing the meaning of the word interpersonal. It is derived from the prefix inter, meaning "between," and the word person; interpersonal communication literally occurs between people. In one sense, all communication happens between people, yet many interactions do not involve us

²² W.Sanjaya Strategi Pembelajaran, (Kencana : Bandung, 2006.), p.35.

personally. Communication exists on a continuum from impersonal to interpersonal.²³

People's communication is not really personal. Sometimes they do not acknowledge others as people at all but treat them as objects. In other instances, they do acknowledge people, yet they interact with them in terms of their social roles rather than personally. For instance, she often runs into neighbors when she walking her dog. They engage in small talk about weather and home projects. Through this kind of interaction, they acknowledge each other as people, but they do not get really personal. With a select, people communicate in deeply intimate ways. These distinctions are captured in poetic terms by the philosopher Buber in Wood , who distinguished among three levels of communication: I–It, I–You, and I–Thou.

1. I-It Communication

Buber in Wood states that in an I–It relationship, people treat each other very impersonally, almost as objects. In I–It communication, people do not acknowledge the humanity of others; they may not even affirm their existence. Salespeople, servers in restaurants, and clerical staff often are treated not as people but as instruments to take the orders and deliver what the customers want. In the extreme form of I–It relationships, others are not even acknowledged. When a homeless person asks for money for food, some people look away as if the person weren't there. In dysfunctional families, parents may ignore children, thereby treating the children as things—as “its”—not as unique individuals.

²³ Purwanto, Evaluasi Hasil Belajar, (Pustaka Pelajar : Yogyakarta, 2011.), p.29.

Students on large campuses may also feel they are treated as “its,” not as people.²⁴

2. *I-You Communication*

The second level, Buber in Wood identified I-You communication, which accounts for the majority of our interactions. People acknowledge one another as more than objects, but they do not fully engage each other as unique individuals. For example, suppose someone goes shopping, and a salesclerk asks, “May I help you?” Chances are he will not have a deep conversation with the clerk, but he might treat him or her as more than an object (Wood . Perhaps he says, “I’m just browsing today. You know how it is at the end of the month—no money.” The clerk might laugh and commiserate about how money gets tight by the end of the month. In this interaction, the clerk does not treat him as a faceless shopper, and you don’t treat the clerk as just an agent of the store.

I-You relationships may also be more personal than interactions with salesclerks. For instance, someone talks with others in classes, on the job, and on sports teams in ways that are somewhat personal. The same is true of interaction in chat rooms and internet forums, where people meet to share ideas and common interests. Interaction is still guided by someone’s roles as a peer, as a member of a class or team, and as person who has common interests. Yet he does affirm the

²⁴ Ibid. p 29.

existence of others and recognize them as individuals within those roles. Teachers and students often have I–You relationships.²⁵

3. *I-Thou Communication*

The rarest kind of relationship involves I–Thou communication. Buber in Wood regarded this as the highest form of human dialogue, because each person affirms the other as cherished and unique.

When someone interacts on an I–Thou level, he meets others in their wholeness and individuality. Instead of dealing with them as occupants of social roles, he sees them as unique human beings whom he knows and accepts in their totality. In I–Thou communication, someone open himself fully, trusting others to accept him as he is, with his virtues and vices, hopes and fears, strengths and weaknesses. Buber believed that only in I–Thou relationships do we become fully human, which for him meant that we discard the guises we use most of the time and allow ourselves to be completely genuine.

Much of the communication involves what Buber in Wood called “seeming,” in which one’s preoccupied with his image and careful to manage how he presents himself. In I–Thou relationships, however, people engage in “being,” through which they reveal who they really are and how they really feel. I–Thou relationships are not common, because someone cannot afford to reveal himself

²⁵ Ibid. p.30.

totally to everyone all the time. Thus, I–Thou relationships and the communication in them are rare and special.

The previous theories and explanations describe the way to understand the communication. Based on the theories and explanations, the researcher define²⁶ that I–You interpersonal communication will be the main focus on this research, because it affirms the existence of others and recognize them as individuals within their own roles. Teachers play roles as people who give any lessons and students get the lessons.

➤ **Features of Interpersonal Communication**

Building on Buber’s description, Wood defines interpersonal communication as selective, systemic, unique, processual (is an ongoing process) transactions that allow people to reflect and build personal knowledge of one another and create shared meanings. We’ll discuss the key terms in this definition so that we have a common understanding of interpersonal communication.

1. Selective

First, as noted earlier, most people do not want to communicate intimately with the others they encounter. In some cases, they neither want nor need to communicate with others even at the I–You level. For instance, Wood explains, if someone gets a phone call from a pollster, he may only respond to the questions and not engages the caller in any personal way. He invests the effort and takes the risks of opening himself fully with only a few people.

2. Systemic

²⁶ Ibid. p 31.

Furthermore, Wood states that interpersonal communication is also systemic, which means that it takes place within various systems. As the transactional model notes, communication occurs in contexts that influence²⁷ events and the meanings attributed. Each of these systems influences what is expected of each other, what the researcher writes, and how the readers interpret what they read. She also states that the ways people communicate also vary across cultures. Whereas North Americans tend to communicate assertively and look at one another, in some traditional Asian societies assertion and eye contact are considered rude.

Because interpersonal communication is systemic, situation, time, people, culture, personal histories, and so forth interact to affect meanings. Wood (quotes that communicators cannot just add up the various parts of a system to understand their impact on communication. Instead, they have to recognize that all parts of a system interact; each part affects all others. In other words, elements of communication systems are interdependent; each element is tied to all the other elements. Recall also that all systems include noise, which is anything that distorts communication or interferes with people's understandings of one another.

3. *Unique*

Wood explains, at the deepest level, interpersonal communication is also unique. In relationships that go beyond social roles, every person is unique and therefore irreplaceable. People can be substituted in I-It relationships (one clerk can ring up purchases just as well as another) and even in I-You relationships (we

²⁷ Ibid. p 32.

can get another racquetball buddy),but the intimates can't be replaced. When losing intimates, someone will find new friends and romantic partners,²⁸ but they aren't interchangeable with the ones they lost. Just as every person is unique, so is each friendship and romantic relationship. Each develops its own distinctive patterns and rhythms and even special vocabulary that are not part of other interpersonal relationships (Nicholson).

In the process of becoming close, people work out personal roles and rules for interaction, and these may deviate from general social rules and roles. Dainton in Wood states that with one friend, someone might go skating and get together for athletic events. With a different, equally close friend, he might talk openly about feelings. Wood and her sister constantly play jokes on each other and engage in verbal duels in which they try to one-up each other. Another close friend of her does not enjoy verbal jousting, so it's not part of their interaction. As these examples show, interpersonal communication involves unique people who interact in relation to each other.

4. *Processual*

Interpersonal communication is an ongoing, continuous process. This means, first, that communication evolves over time, becoming more personal as people interact. Friendships and romantic relationships gain depth and significance over the course of time, and they may also decline in quality over time Nicholson.

²⁸ Ibid. p 32.

Furthermore, Wood describes that relationships on the job also evolve over time. For instance, Ellen may mentor Craig when he starts working at her firm,²⁹ but over time they may become equal colleagues. Because relationships are dynamic, they don't stay the same but continually change just as we do. An ongoing process also has no discrete beginnings and endings. Suppose a friend stops by and confides in you about a troubling personal problem.

The ongoing quality of interpersonal communication also suggests that we can't stop the process, nor can we edit or unsay what has been said. In this sense, communication is irreversible: We can't take it back. This implies that we have an ethical responsibility to recognize the irreversibility of communication and to communicate carefully.

5. *Transactional*

Wood quotes "interpersonal communication is a process of transaction between people. In interpersonal encounters, all parties communicate continually and simultaneously. The transactional nature of interpersonal communication implies that communicators share responsibility for effectiveness. People often say, "You did not express yourself clearly," or "You misunderstood me," as if understanding rested with a single person." In reality, responsibility for good communication is shared. One person cannot make communication successful, nor is one person totally responsible for problems.

Misunderstandings often arise in e-mail and online communication because feedback tends to be delayed, a problem that instant messaging can decrease.

²⁹ Ibid. p32.

Another limitation of online communication is the inability to convey inflection³⁰ and nonverbal behaviors, such as winks, that tell another person we are joking. Sometimes we add emoticons, such as :) or :(, to signal emotions online. Because interpersonal communication is an ongoing, transactional process, all participants share responsibility for its effectiveness, Wood

6. *Individual*

From Buber, we learned that the deepest level of interpersonal communication involves engaging others as individuals who are unlike anyone else. When we communicate this way, we don't speak from social roles (teacher–student, boss–employee, customer–salesclerk). Instead, in I–Thou communication, we treat others, and are treated by them, as individuals. This is possible only if we learn who they are and if they, in turn, come to understand us as distinct individuals. We come to understand the unique fears and hopes, problems and joys, and needs and abilities of people as we interact with them meaningfully over time. As trust builds, people disclose personal information that allows insight into their unique selves.

7. *Personal Knowledge*

Interpersonal communication fosters personal knowledge and insights. To connect as unique individuals, we have to get to know others personally and understand their thoughts and feelings. With colleagues whom I have known for more than 25 years, I understand some of their worries, concerns, and personal issues in ways I didn't when we first became colleagues. Longtime friends have a

³⁰ Ibid. p

history of shared experiences and knowledge that allows them to interact more fully than casual friends can.

Interpersonal communication also creates personal knowledge. As our relationships with others deepen, we build trust and learn how to communicate in ways that make each other feel comfortable and safe. The personal knowledge we gain over time in relationships encourages us to know and be known: We share secrets, fears, and experiences that we don't tell to just anyone. This is part of what Buber meant by "being" with others. Personal knowledge is a process, one that grows and builds on itself over time as people communicate interpersonally. Sometimes, we may even feel that our closest friends know us better than we know ourselves.

8. *Meaning Creating*

The heart of interpersonal communication is shared meanings between people (Duck). We don't merely exchange words when we communicate. Instead, we create meanings as we figure out what each other's words and behaviors stand for, represent, or imply. Meanings grow out of histories of interaction between unique persons. For example, my partner, Robbie, and I are both continually overcommitted professionally, and we each worry about the pace of the other's life. Often, one of us says to the other, "*Bistari, bistari*." This phrase will mean nothing to you unless you know enough Nepalese to translate it as meaning, "Go slowly, go gradually." When one of us says, "*Bistari, bistari*," we³¹

³¹ Ibid.p

not only suggest slowing down but also remind each other of our special time living and trekking in Nepal.

Most close friends and romantic partners develop vocabularies that have meaning only to them. People who work together also develop meanings that grow out of their interactions over time. Once, in my department, faculty members argued for 30 minutes over whether we wanted a semicolon or a dash in a sentence that was part of our mission statement. Now, whenever we start debating small issues, one of us is bound to say, “Semicolon or dash?” Usually this evokes laughter and persuades us to abandon a trivial argument.

You may have noticed that I refer to *meanings*, not just one meaning. This is because interpersonal communication involves two levels of meaning (Rogers; Watzlawick, Beavin, & Jackson). The first level, called the *content meaning*, deals with literal, or denotative, meaning. If a parent says to a 5-year-old child, “Clean your room now,” the content meaning is that the room is to be cleaned immediately.

The second level is the *relationship meaning*. This refers to what communication expresses about relationships between communicators. The relationship meaning of “Clean your room now” is that the parent has the right to order the child; they have an unequal power relationship. If the parent says, “Would you mind cleaning your room?” the relationship meaning reflects a more equal relationship. Suppose a friend says, “You’re the only person I can talk to³² about this,” and then discloses something that is worrying him. The content level

³² *ibid*

includes the actual issue itself and the information that you're the only one with whom he will discuss this issue. But what has he told you on the relationship level? He has communicated that he trusts you, he considers you special, and he probably expects you to care about his troubles.

➤ **Models of Interpersonal Communication**

A model is a representation of what something is and how it works. Early models of interpersonal communication were simplistic. We look more closely at current models that offer sophisticated insight into the process of interpersonal communication. Below are the models of interpersonal communication according to Wood

1) *Linear Models*

The first model of interpersonal communication, Laswell, depicted communication as a linear, or one-way, process in which one person acts on another person. This was a verbal model that consisted of five questions describing a sequence of acts that make up communication; (1) who? (2) says what? (3) in what channel? (4) to whom? (5) with what effect?

A year later, Shannon and Weaver offered a revised model that added the feature of noise. Noise is anything that causes a loss of information as the information flows from source to destination. Noise might be spam in online communication, regional accents, or background conversations in the workplace³³

These early linear models had serious shortcomings. They portrayed communication as flowing in only one direction—from a sender to a passive

³³ James A. Laswell, *Handbook of Communication Skill Teacher Bustin Horn Book Inc.*

receiver. This implies that listeners never send messages and that they absorb only passively what speakers say. But this isn't how communication really occurs. Listeners nod, frown, smile, look bored or interested, and so forth, and they actively work to make sense of others' messages. Linear models also erred by representing communication as a sequence of actions in which one step (listening) follows an earlier step (talking). In actual interaction, however, speaking and listening often occur simultaneously or they overlap. On the job, co-workers exchange ideas, and each listens and responds as one person speaks; those who are speaking are also listening for cues from others. Online, as we compose our messages, instant messages (IMs) pop up on our screens. At any moment in the process of interpersonal communication, participants are simultaneously sending and receiving messages and adapting to one another.

2) *Interactive Models*

Interactive models portrayed communication as a process in which *listeners give feedback*, which is response to a message. In addition, interactive models recognize that communicators create and interpret messages within personal fields of experience. The more communicators' fields of experience overlap, the better they can understand each other. When fields of experience don't overlap enough, misunderstandings may occur.³⁴

Although the interactive model is an improvement over the linear model, it still portrays communication as a sequential process in which one person is a sender and another is a receiver. In reality, everyone who is involved in

³⁴ James, A. Laswell, *Handbook of Communication Skill Teacher Busto Horn Book Inc.*

communication both sends and receives messages. Interactive models also fail to capture the dynamic nature of interpersonal communication and the ways it changes over time. For example, two people communicate more openly after months of exchanging email messages than they did the first time they met in a chat room. Two co-workers communicate more easily and effectively after months of working together on a project team.

3) *Transactional Models*

The transactional model of interpersonal communication emphasizes the dynamism of interpersonal communication and the multiple roles people assume during the process. In addition, this model includes the feature of time to call our attention to the fact that messages, noise, and fields of experience vary over time. The transactional model recognizes that noise is present throughout interpersonal communication. In addition, this model includes the feature of time to remind us that people's communication varies over time. Each communicator's field of experience, and the shared field of experience between communicators, changes over time.

As encountering new people and have new experiences that broaden, someone changes how he interact with others. As he gets to know others over³⁵ time, relationships may become more informal and intimate. For example, people who meet online sometimes decide to get together face to face, and a serious friendship or romance may develop. The transactional model also makes it clear that communication occurs within systems that affect what and how people

³⁵ James,A,Laswell, *Handbook of Communication Skill Teacher Buston Horn Book Inc.*

communicate and what meanings are created. Those systems, or contexts, include the shared systems of both communicators (shared campus, town, workplace, religion, social groups, or culture) and the personal systems of each person (family, religious association, friends).

Finally, it should be emphasized that the transactional model does not label one person a sender and the other a receiver. Instead, both people are defined as communicators who participate equally and often simultaneously in the communication process. This means that, at a given moment in communication, you may be sending a message (speaking or nodding your head), receiving a message, or doing both at the same time (interpreting what someone says while nodding to show you are interested). Because communicators affect each other Rothwell, interpersonal communication involves ethical responsibilities. Verbal and nonverbal behaviors can enhance or diminish others, just as their communication can enhance or diminish the others.³⁶

CHAPTER III

METHOD OF THE RESEARCH

This chapter consist of research design, setting of the research, subject of the research, research data, procedure of collecting data, and technique of data analysis.

³⁶ D,Rothwell, *Communicating With Strangers*,(New York:Longman)

A. Research Design

The researcher would use qualitative research case study . Qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This research aims at finding out the models of interpersonal communication used by English teacher in SMA Negeri 11 Luwu learning process and his reason why use the

B. Setting of The Research

1) Location of the Research

This research would be conducted at SMA Negeri 11 Luwu

2) Time of the Research

The research would be conducted on 5 May 2018

C. Subject of the Research

The subject of this research would be the English teachers at SMA Negeri 11 Luwu. The researcher would use snowball sampling where were about three teachers. To create a snowball sample, there were **two steps: (a)** trying to identify one or more units in the desired population; and **(b)** using these units to find further units and so on until the sample size is met.

a. Research Data

The data of this research would be the models of social interpersonal communication used by the English teacher.

b. Procedure of Collecting Data

1) Observation

Observation is the active acquisition of information from a primary source. In this research, the purpose of using this instrument is to observe the teaching learning process, especially the use interpersonal communication models used by the English teacher. The result of the observation would answer the first research question. In this case, the researcher would try to observe the data about the class activities. To avoid the activities undertaken by teacher, the researcher would use video to get more accurate data and not miss a bit the data.

2) Interview and Documentation

The concept of document has been defined as “any concrete or symbolic indication, preserved or recorded, for reconstructing or for proving a phenomenon, whether physical or mental”. This documentation would be needed to answer the first research question. From this documentation, the researcher would discover about the models of interpersonal communication. After all of data accumulated, the researcher would study the data well, she would describe them by classifying into the finding based on the research question. In addition, all the data would be collected thoroughly as happens in the reality.

c. Technique of Data Analysis

The teacher’s interpersonal communication would be assessed based on the observation. The techniques of data analysis as bellow:

1) Assembling the Data

In this stage, researcher should assemble all of the data and scan them with the initial questions as the starting point. At this stage, a broad pattern should be

done which could be compared and contrasted to know what fits together. After scanning these data, researcher could proceed to the next detailed analysis by bringing up possible patterns that can adapt or add as the researcher advance.

2) Coding the Data

Coding the data is a step used to identify the data more specifically by reducing the large amount of data that may be collected into more manageable categories of concepts, themes, or types. In this research there would be three models of Interpersonal Communication. First is linear model, second is interactive model, and third is transactional model. Each models put a code or symbols as like in the linear model is A, interactive model is B, and transactional model is C.

3) Comparing the Data

After being categorized, the data need to be compared to see what are repeated or enhanced through different data collecting techniques. The purpose of this stage is to describe and display the data, rather than to explain or to interpret them.

4) Building Interpretations

In this stage, researcher needs to express their creative thinking to articulate underlying concepts and develop theories about why particular patterns of behavior, interactions, or attitudes have emerged. This stage demands questioning about several collected data, rethinking the connections, and developing explanations in bigger frame.

5) Reporting the Outcome

This is the final stage in analyzing the data which researcher must present an account of research for others. However, the report should set out the major processes of the research, and the findings and outcomes are well supported with examples from data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher observed the teachers' activities in teaching classroom. The result of observation as follow.

From the table of teachers' activities above, in *opening* teaching and learning process two teachers applied linear models and one teacher applied

interactive and transactional models. Meanwhile in *whilst* teaching and learning two teachers applied linear, transactional, and interactive models, another teacher applied interactive, linear, and interactive models and transactional, interactive and transactional models. In *closing* the teachers applied linear model. From the table the researcher can conclude that the teacher usually applied linear model than interactive and transactional models.

Place/Time : 1st october 2018

Observed :Teacher I

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Interactive	a) Teacher gave warming up question and students were ordered to answer the question.	<ul style="list-style-type: none"> ➤ Good morning students. How are you? - I am ok, mam. ➤ What about MID Semester? - Very difficult, mam. ➤ Have you your breakfast? - Yes, I have . ➤ What did you do last night? - Just stay at home.

			<p>b) Students gave questions and the teacher answered the student's question.</p>	<ul style="list-style-type: none"> - And you,are you ok? ➤ I am still ok - What about the MID Semester value, mam? ➤ I think many not understand.
2	Whilst	Linear	<p>a) The teacher wrote the text on the whiteboard then students copied it on own book;</p>	<ul style="list-style-type: none"> ➤ expression is a statement or expression commonly used in communication ➤ example : - do you like (do you like watching movie) - I will go to (I will go to school tomorrow morning)
			<p>b) The teacher explained what have written on the whiteboard and students listened it.</p>	<ul style="list-style-type: none"> ➤ So, expression is a statement or expression commonly used in communication.

		Transactional	<p>a) Teacher ordered the students to explain more about the lesson by own word</p>	<p>➤ What did you get from the text?</p> <p>- Based on my understanding, expression is an expression that is often used in communication.</p> <p>➤ How about the other?</p> <p>- We have same answer with the first answerer.</p> <p>- Example: May I (my I give you a hand?) Can I (can I help you?) Shall I (bring you some tea?)</p>
			<p>b) Teacher ordered the students to make a conversation then read it in front of the class</p>	<p>➤ Now, you have to make a sentence from expression</p> <p>- Students do it well</p>

			<p>c) Students asked vocabularies to the teacher in composing the conversation</p>	<ul style="list-style-type: none"> - mam, what is in English membantu mu? ➤ Help you ... - How about membawa? ➤ Bring - What is in English memberikan? ➤ Give...
			<p>d) Students discussed with their friends to make a conversation and consulting to the teacher about the sentence.</p>	<ul style="list-style-type: none"> - Mam, what about my sentence?. Is it true? ➤ Yes, please come forward and read it with your friends.
3	Closing	Linear	<p>a) Teacher explained again the</p>	<ul style="list-style-type: none"> ➤ Well, expression is an expression that is often used

			material and students kept attention in listening it;	in communication and can be used in our daily life.
			b) Teacher gave an advice so students were still study hard.	➤ Well my students, in the past when I was at senior high school I never pay attention when he taught, and the result all of my values were bad (error). I could not continue to the next level. So I wish you will not be like me, please do not repeat my bad story in the past. When studying, remember your parents who work outside to earn money just for you. Do not break your parents'

				<p>hopefulness</p> <p>which put on</p> <p>yourselves now</p>
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Place/Time :10th october 2018

Observed :Tecaheer II

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Linear	<p>a) The teacher asks students to pray then ,check the presence of students and they listened it carefully;</p> <p>b) explain again the material that has been given before</p>	<p>➤ before starting the lesson today let us pray according to our religion and beliefs</p> <p>➤ the first I will check your presence</p> <p>➤ Have you understand about what is expression? Expression is an expression that is often used in communication</p>

			<p>c) Teacher built up students' confidence by giving advice and the students listened it carefully.</p>	<p>and can be used in our daily life.</p> <p>➤ Ys Guys, in learning English don't ever think that you have to look perfect in front of friends. as long as you know English only needs to be mentally strong. Even though you only know yes, no, okay, thank you, it doesn't matter, just say it and if you want to speak in English and you don't know the whole thing you can combine using English and Indonesian for example I want to buy clothes. the most important thing is that you must</p>
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				have a strong mentality and never be afraid of being wrong.
2	Whilst	Interactive	a) Teacher gave question then students answered it;	➤ Have you finished working on the assignment that I gave last week? - Not yet, mam. ➤ is there anything you don't understand from the assignment that I gave - yes mam
			b) Students gave question then teacher answered it.	- Mam, what is in English "makan"? ➤ "Eat." - What is in English "taman"? ➤ "park:."
		Transactional	a) Teacher made games and students joined it happily.	➤ now I will divide the group in alphabetical order and the letters that I call later will go up to the board and

			<p>b) Students competed to answer the teacher's question with discussing with their friends.</p>	<p>make sentence of expressions in your book</p> <ul style="list-style-type: none"> - Ok mam. Do not worry. ➤ You have to make a sentence from "may I" - May I give you a hand? ➤ You have to make a sentence from "can I" - Can I help you?
3	Closing	Linear	<p>a) Teacher was still giving an advice to the students, and students listen carefully.</p>	<p>➤ My students you are young generation. English is not our language, but with English we can go anywhere we want. Anyone would not like to go abroad? Moreover today the government has prepared scholarship that you can use as a</p>

				<p>route to go to other countries. So, from now on do not be lazy to study English. Make English as our friend, our best friend, moreover as our boy or girl friend (special friend). To make English love us, firstly we have to love it before. Well, because the time is over, for the next week your assignment is memorizing vocabularies about name of days. No body are not memorizes them. You have to memorize how to write and pronounce your vocabularies. I think that's all</p>
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				for this meeting today, and see you next week
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Place/Time : 12th october 2018

Observed : Tecaheer III

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Linear	a) Teacher delivered message by giving rules in studying English.	➤ In my lesson time, you must be in the classroom at least 15 minutes or 10 minutes before I come in to the class. The uniform must be tidy, always bring dictionary in book form not smart dictionary in your phone. Why? So that you are train yourselves to find out and read more word by word in the

				dictionary
		Interactive	<p>a) The teacher gives a warming question to lure students to remember the material that has been given before</p>	<p>➤ there are still people who don't understand the material that I gave last week</p> <p>- about the definition of expression.</p> <p>➤ Oh ok good thank u</p>
			<p>b) The teacher asks students to open the book that has been shared with students</p>	<p>➤ Open your book page 46</p> <p>- Yes mam</p> <p>➤ you have to make a sentence from the example expression in your book</p> <p>- yes mam</p>
2	Whilst	Transactional	the teacher asks students to go up to the white board to write down what they have done.	<p>➤ So, now I will call one by one up to the white board to write down the results of your work</p> <p>- Yes mam</p>

				<p>➤ and others may help their friends</p> <p>- yes mam</p>
			b) The teacher asks students to reread what he has written in the white board	<p>➤ now you have to reread what you wrote.</p>
		Interactive	a) Students asked something that they do not know and teacher answer it;	<p>- Mam, what is “can I help you”?</p> <p>➤ Boleh kah saya membantu mu?</p>
3	Closing	Linear	a) Teacher explained again the lesson and students listen it carefully;	<p>➤ So, expression is a statement or expression commonly used in communication. For example; can I help you?, shall I take you home?. I think thats all thank</p>

				you.
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B. Discussion

After analyzing the data at the finding, the researcher presents the discussion of data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aims at describing the interpersonal communication used by English teacher, generally based on the information that had been shown in findings. The analysis is below:

Table I describes the communication model conducted by teacher I in class XI IPS 3, the models are interactive models as an opening, linear and transactional in the middle, and the linear model as a closing. Researchers can categorize the models conducted by teacher I according to observations made on Monday. Allington and Stanovich the communication of the transmission of information, ideas, emotions, skills, etc. by the use of symbols, pictures figures, graphs, etc. Communication can occur because there are senders and recipients. In the teaching and learning process the teacher acts as the sender of messages, information, ideas, or ideas and knowledge, and students are the recipients of all

of them. Basically effective communication occurs because of the feedback between the sender and the recipient of the message. However, in sending the message there must be a disturbance in it, the disturbance can be in the form of misunderstanding in communication, or the lack of understanding of the recipient of the message to what was delivered by the sender. Interpersonal communication is very instrumental in this school. Wood stated that interpersonal communication is distinct type of interaction between people. The sender of the message must be able to choose words or sentences that are easily digested by the recipient of the message in the hope that the communication delivered can be channeled as expected. This is what happens to teacher I when teaching.

In the beginning of teacher learning using interactive models, this can be concluded from the results of observations that researchers directly do when the teaching and learning process begins. The interactive communication model according to Wood is that the linear model is portrayed communication as the process in which listeners give feedback, which is response to a message. In addition, interactive models recognize that create and interpret communicators messages within personal fields of experience. When the sender of the message starts to deliver the message, the recipient of the message can immediately digest and provide feedback at the same time. When the teacher says, "Good morning students, how are you? Long time did not see you. Are you ok? For the recipient of a message that can digest the message delivered by the sender, he immediately answers, "I am ok, mam, and you?" Instant message recipients immediately answered, "I am really fine, thank you. But basically there is always a disturbance

in communication, so sometimes the message delivered that requires feedback from the recipient cannot be digested properly. So that there are some recipients of the message just responding with a nod or a sweet smile.

During the middle of learning the teacher began to apply the linear and transactional models. This is seen from the activities that do, namely the sender of the message starts sending messages through writing on the board, and the recipient of the message only receives messages by copying the writing in each book. Message senders can choose their own way to do it either verbally or nonverbally. The message delivered by the teacher at this time is nonverbal because he delivered it by writing on the board.

Every teacher or message sender has a goal to be achieved in each learning meeting in the classroom. After the linear model he uses, he also uses the transactional model. Where the transactional model according to Wood is the transactional model also makes it happen in systems that affect what and how people communicate and what meanings are created. The same thing was also expressed by Virginia Satir, namely communication as transactional seems like message creation. The system is a set of interconnected elements which change in one element affects all of the other elements. Key elements of any system include inputs (all of the variables that go into the system), throughputs (all of the things that make communication a process), and outputs (what the system produces). The sender of the message sent the message by telling the students to understand and digest the message that was submitted earlier. After that the teacher tells students to interpret the message that was delivered using their own language. The

message delivered in writing is "short functional text is a short text that has a particular meaning and purpose and can be used in our daily life. It may be in the form of prohibition, invitation, greeting cards, short messages, shopping lists, notice, announcements, and soon. "When the sender of the message asks one of the recipients of his message to interpret, he answers "According to my understanding, expression statements or expressions that are commonly used in communicating". What about the others, can anyone explain what expression is? Ask the teacher. One message recipient answered, "we have the same answer with the first answerer". Everyone laughed. But there is one message recipient who can explain what expression is. He said, "expression is everyday speech or statement then he also gives an example of expression like: how do you do? How are you ? and how is your life?". This means that, at a given moment in communication, you may be sending a message (speaking or nodding your head), receiving a message, or doing both at the same time (interpreting what someone says while nodding to show you are interested). Because communicators affect each other (Rothwell), interpersonal communication involves ethical responsibilities.

After the core of learning is over, the teacher switches to the end of learning, namely he uses a linear communication model. According to Laswell in Wood says that linear models consist of five questions describing a sequence of acts that make communication; (1) who ? (2) say what ? (3) in what channel ? (4) to whom ? (5) with what effect? Who communicates? Teacher and student. Basically when the sender of the message starts to send the message that's where the communication process occurs. The same thing is done by teacher I, namely

he sends his message in the form of mental guidance and advice to his students which reads "okay my children, when I was in high school I never noticed the teacher when teaching, and the results were all my grades are bad and I don't go up to class. So my hope is that you don't like my gloomy past. When you go to school, remember parents who are working out there looking for money for you to go to school. Don't destroy the hopes of your parents who depend on you now.

These early linear models have serious shortcomings. They portrayed communication as flowing in only one direction - from a sender to a passive receiver. This implies that listeners never absorb messages or what they say. Table 2 describes the communication model carried out by teacher II in class X IPS 3, the models are on teacher II the models that do are linear models at opening, interactive and transactional at mid, and linear models back at the end of learning . In accordance with the observations made on Thursday researchers gained the effectiveness of interpersonal communication conducted by teacher II. According to Kinni, T et.al. Said that the effectiveness of interpersonal communication can be seen from four ways, namely (1) focus your message (2) magnify the listener's attention (3) penetrate barriers and (4) listen actively. When entering the class, the sender learns about the class situation to be taught in a moment. The focus to be achieved at that time is to make all students have confidence when learning English. After that the sender of the message starts opening the classroom by giving greetings and trying to make the classroom learning situation fun and exciting.

In education, the quality of service should refer to two things, namely the process and product. The learning process is effective and if the quality of the learning process goes well. That is, the purpose of education can be achieved by learners through the learning process in schools. The teacher in the learning process plays an important role in creating the effectiveness of the learning process objectives can be achieved optimally. Effectiveness has different meanings. It depends on the viewpoint and interests, as stated by Chung et. al effectively means different to differ people. In Indonesian Dictionary noted that effective means is not due to, influence, impression, efficacious or effective, can bring results. So effective is the compatibility between people who carry out the task and the intended target. On the basis of the understanding, the effectiveness of the implementation of all tasks related to the principal, the achievement of objectives, timeliness and participation of the active presence of members. Thus, effectiveness here means how teachers perform basic tasks successfully to achieve the goals to be achieved.

Disturbance must occur to the sender of the message when sending the message. One of them is the recipient of the message does not listen well to what is conveyed by the sender of the message. The way that the sender of the message is done at the moment sending message messages can be channeled well, which is to keep students focused. When he said "Hi", the students said "HELLO". So when the sender of the message sees the atmosphere of a crowded class, then he says Hi to retract the attention of students so on. The sender of the message always uses questions that are easily digested by the recipient. Simple and not

difficult language. Since then the focus of students has improved. When the linear model is used, the teacher and students actually carry out their roles as senders and recipients only. This is in line with Wood stated these early linear theories having serious shortcomings. They portrayed communication as flowing in only one direction and from a sender to a passive receiver. This implies that listeners never absorb messages or what they say. Linear models also erred by communication representation as a sequence of actions in which one step (listening) follows an earlier step (talking). The sender is only limited to giving advice, strengthening, and input to the recipient so that when learning does not have shame. The sender said, "Back when I went to college and decided to major in English. At that time I decided to become a crazy person. Why do people who learn English are crazy? Because I always speak alone in front of a mirror to see my pronunciation. So now, I will make you crazy. Immediately the recipient of the message replied to the message conveyed by expressing it nonverbally (eyes wide open and mouth slightly open). Whereas in the mid interactive and transactional models used by the sender of the message is to give guessing games. This is where the sender of the message has a goal that is to increase student vocabulary.

The interaction model of communication still views communication as a linear, step-by-step process. But in interpersonal situations, both the source and the receiver send and receive messages at the same time. Meanwhile in transactional models, all the components of the communication process are simultaneous. Even as you talk, you are also interpreting your partner's nonverbal

and verbal responses. Explicit component of interpersonal itself is also found in the teaching and learning process carried out by the teacher. Components according to Virginia Satir are (1) source (2) message (3) channel (4) receiver (5) noise (6) feedback and (7) context.

At the end of learning, the linear communication model is applied by teacher II. As explained by Wood, the process in which one person acts on another person can be a linear call model. In a linear message delivery it must have interference. A year later, Shannon and Weaver offered a revised model that added the feature of noise. Noise is anything that causes a loss of information as information flows from source to destination. Noise might be spam in online communication, regional accents, or background conversations in the workplace. The sender tries to always describe the strengthening of the recipient of the message in the form of precise advice. The recipient is passive who only listens to what the sender is saying. Here the sender says, "Your children are your next generation. English is indeed not our language, but now with English we can go wherever we like. Who doesn't want to go on a trip abroad? Even now the government has prepared scholarships that you can use as a route to foreign countries. So from now on, don't be lazy to learn English. Make English as our friend, our friend even our boyfriend. In order for English to love us, then love him first. Because the lesson hours are over, next week the task that you have to keep is to make sentences from expression sentences. No one does not do the assignment and you must be able to read it properly and correctly. It's a meeting today, see you next week. "

The thing the teacher does at the end of the lesson is a linear communication model. As Wood stated that there is a verbal model that consists of five questions describing a sequence of acts that make communication; (1) who ? (2) says what ? (3) in what channel ? (4) to whom ? (5) with what effect? This also confirmed the theory by Kinni T, et. al of the last point of effectiveness of interpersonal communication is listen actively. Listening is the active, voluntary effort to receive a message, understand it, and respond to it. So far, has touched upon your role as speaker or message sender. But as noted before, you have a duty to be a good listener or receiver, too. Indirectly, when the teacher uses interpersonal communication communication models there are also components of the communication itself inside.

Table 3 describes the communication model conducted by teacher III in class XI IPS 1, the models are linear and interactive models as opening, transactional and interactive in the middle, and as a closing it uses linear model communication. The elements in the communication process determine the quality of communication. A problem in any one of these elements can Keyton reduce communication effectiveness. For example, information must be encoded into a message that can be understood as the sender intended. Selection of the particular medium for transmitting the message can be critical, because there are many choices. Also Communication means a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then uses a

medium or channel to send it to the receiver (decoder) who decodes the message and sends back the appropriate feedback using a medium or channel.

The communication model that Wood has explained is that there are three models. First is linear, second is interactive, and third is transactional model. Teacher III has applied a linear and interactive model at the beginning of learning. In the linear model as was done by the previous teacher, the linear model is one-way communication. Where the sender of the message is only in charge of sending messages, and the recipient of the message is only in charge of receiving the message. In the beginning of the learning the sender of the message conveyed the direction to his students and the rules that despite being obeyed by students while learning English in his class. He said, "during my class hours, you have to be in class 15 minutes or at least 10 minutes before I go to class. Clothes must be neat. Always carry a dictionary in the form of a book, not a smart dictionary on the mobile. Why? This is done so you are used to trying search and read the words in the dictionary. The recipient of the message listened carefully to what was sent by the sender. The sender begins to provoke feedback from students by testing as much as what vocabulary students have before he enters the core lesson. The teacher said, "what do you know about expression?" Twice the sender of the message repeats the message delivered in the hope that there will be feedback from the recipient of the message. After about seven minutes later, there are two students who provide feedback. The first student answers, "expression is an expression that is used daily". The second student answers, "expression is an expression that we use every day." Wood states that interactive models portrayed

communication as a process that gives feedback, which is response to a message. According to Virginia Satir Although it emphasizes feedback and context, the interaction model does not capture the complexity of simultaneous human communication. The interaction model of communication still views communication as a linear, step-by-step process. But in interpersonal situations, both the source and the receiver send and receive messages at the same time.

Feedback is response to the message. Think of a Ping-Pong game. Like a Ping-Pong ball, messages bounce back and forth. We talk; someone listens and responds; we listen and respond to this response. This perspective can be summarized using a physical principle: For every action, there is a reaction. Without feedback, communication is rarely effective.

When starting to enter the core lesson, the teacher starts using the transactional model. Transactional models according to Wood's model include the features of time to call our attention to the fact that messages, noise, and fields of experience vary over time. The transactional model recognizes that noise is present throughout interpersonal communication. In addition, this model includes the features of time to remind us that communication people vary over time. While the perspective of communication as interaction adds two elements to the action model of feedback and context. The interaction model of communication still views communication as a linear, step-by-step process. But in interpersonal situations, both the source and the receiver send and receive messages at the same time (Virginia Satir).

Message senders use the media to deliver the message. The media used is books with pictures. When he shows a picture to students about expression, they also guess what picture it is. For example, the teacher shows a picture. The picture is a child who greets each other. Siswapun guessed the picture and said, "hello, how are you?"

In providing feedback to the teacher, students use mixed language. Indonesian language is mixed with English, when students find it difficult to express words in English, they use Indonesian, and sometimes ask the teacher about the meaning of the vocabulary that he does not know so that feedback from the recipient of the message can be transferred perfectly to the sender. As Virginia Satir communication as interaction says seems like message transfer, and communication as transactional seems like message creation.

At the end of learning, the teacher uses a linear communication model. The teacher as the sender of the message conveyed the message to the recipient of a passive message. According to the theory from Virginia Satir, Communication takes place when a message is sent and received. The teacher said, "so, expression is a statement or statement that we usually use in everyday life.

Feedback is a characteristic feature of interactive communication or in other words message exchange. After the review was finished, the teacher straightened and explained the purpose of the review. He said, "my children, you are young. Remember you must always be honed. If the lesson just last week was forgotten, how about I ask for elementary or junior high school lessons? Moments

like now are a very good time to hone your memory. When the sender of the message sends the message to the recipient, that's where the message transfer is.

Next is the assignment to students to make a sentence from expression. With the aim of making students active in learning. Students also ask the teacher if there is a vocabulary that they don't know. That's where there is an interactive and transactional model communication process. Between the sender and the recipient of the message, they exchange information according to the knowledge they have.

Basically communication can be established well if the recipient of the message is able to provide feedback and respond to what is being discussed. An active listener is needed in this case. As explained by Kinni T, et al said that listening is the active, voluntary effort to receive a message, understand it, and respond to it.

At the end of the lesson, the teacher also gave more reinforcement to the students so that they keep studying English every time. After that, ask questions again to ensure that students understand what they have learned just now.

After researchers observed five English teachers at Luwu 11 High School, it can be concluded that the way they communicate is in accordance with the abilities of students where they teach. The language used is simple and easily digested by students. In the interpersonal communication process the interpersonal effectiveness of communication itself consists of four according to Kinni, T, et al, namely (1) focus on your message (2) magnify the listener's attention (3) penetrate

barriers and (4) listen actively. Many obstacles faced by teachers when teaching one of them is the noise created by students and the unwillingness of students to learn English. This is where the teacher is tested to be creative and imaginative in compiling the material to be delivered and what kind of language is easy for students to digest so that they remain eager to learn.

All the models used by teachers when teaching in accordance with the theory conveyed by Wood and Satir. The models are linear, interactive and transactional models (Wood), while Satir models are communication as action, interaction, and transaction. The results of this study answer the problem of statements that have been described in chapter 2.

CHAPTER V

CONCLUSION AND SUGGETIONS

A. Conclusion

Based on the finding and discussion at the previous chapter, the researcher found that the models of interpersonal communication used by the English teachers in SMA Negeri 11 Luwu are linear, interactive and transactional models. All of them used it although the use it difference stages. In *opening* session, teaching and learning process there are two teachers applied linear models, a teacher applied interactive model and a teacher applied transactional model. In *whilst* teaching and learning process there are two teachers applied linear, transactional, and interactive models. A teacher applied interactive, linear, and interactive models. A teacher applied transactional, interactive and transactional models. Meanwhile, in *closing* session teaching and learning process the teachers applied linear model. From the table the researcher can conclude that the teacher usually applied linear model than interactive and transactional models.

B. Suggestions

The researcher presents the suggestions below:

1. The supervisors are suggested to more intent in giving directing to their college.
2. The English teachers at the school are suggested to communicate more active and creative in teaching and learning process.

3. The students at the school are suggested to more active and still keep attention when the teacher explains the lesson.
4. The next researcher is suggested to be better in doing the same research.

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Teacher 1 activities



teacher 1 activities



Teacher 2 activities



Teacher 3 activities



Interview



APPENDIX I

Place/Time : 1st october 2018

Observed :Teacher I

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Interactive	c) Teacher gave warming up question and students were ordered to answer the question.	<ul style="list-style-type: none"> ➤ Good morning students. How are you? - I am ok, mam. ➤ What about MID Semester? - Very difficult, mam. ➤ Have you your breakfast? - Yes, I have . ➤ What did you do last night? - Just stay at home.
			d) Students gave questions and the teacher answered the student's question.	<ul style="list-style-type: none"> - And you,are you ok? ➤ I am still ok - What about the MID Semester value, mam? ➤ I think many not

				understand.
2	Whilst	Linear	<p>c) The teacher wrote the text on the whiteboard then students copied it on own book;</p> <p>d) The teacher explained what have written on the whiteboard and students listened it.</p>	<p>➤ expression is a statement or expression commonly used in communication</p> <p>➤ example :</p> <ul style="list-style-type: none"> - do you like (do you like watching movie) - I will go to (I will go to school tomorrow morning) <p>➤ So, expression is a statement or expression commonly used in communication.</p>

		Transactional	<p>e) Teacher ordered the students to explain more about the lesson by own word</p>	<p>➤ What did you get from the text?</p> <p>- Based on my understanding, expression is an expression that is often used in communication.</p> <p>➤ How about the other?</p> <p>- We have same answer with the first answerer.</p> <p>- Example: May I (my I give you a hand?) Can I (can I help you?) Shall I (bring you some tea?)</p>
			<p>f) Teacher ordered the students to make a conversation then read it in front of the class</p>	<p>➤ Now, you have to make a sentence from expression</p> <p>- Students do it well</p>

			g) Students asked vocabularies to the teacher in composing the conversation	<ul style="list-style-type: none"> - mam, what is in English membantu mu? ➤ Help you ... - How about membawa? ➤ Bring - What is in English memberikan? ➤ Give...
			h) Students discussed with their friends to make a conversation and consulting to the teacher about the sentence.	<ul style="list-style-type: none"> - Mam, what about my sentence?. Is it true? ➤ Yes, please come forward and read it with your friends.
3	Closing	Linear	c) Teacher explained again the material and students kept attention in listening it;	<ul style="list-style-type: none"> ➤ Well, expression is an expression that is often used in communication and can be used in our daily life.

			<p>d) Teacher gave an advice so students were still study hard.</p>	<p>➤ Well my students, in the past when I was at senior high school I never pay attention when he taught, and the result all of my values were bad (error). I could not continue to the next level. So I wish you will not be like me, please do not repeat my bad story in the past. When studying, remember your parents who work outside to earn money just for you. Do not break your parents' hopefulness which put on yourselves now</p>
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APPENDIX II

Place/Time :10th october 2018

Observed :Tecaheer II

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Linear	<p>d) The teacher asks students to pray then ,check the presence of students and they listened it carefully;</p> <p>e) explain again the material that has been given before</p>	<p>➤ before starting the lesson today let us pray according to our religion and beliefs</p> <p>➤ the firsts I will check your presence</p> <p>➤ Have you understand about what is expression? Expression is an expression that is often used in communication and can be used in our daily life.</p>

			<p>f) Teacher built up students' confidence by giving advice and the students listened it carefully.</p>	<p>➤ Ys Guys, in learning English don't ever think that you have to look perfect in front of friends. as long as you know English only needs to be mentally strong. Even though you only know yes, no, okay, thank you, it doesn't matter, just say it and if you want to speak in English and you don't know the whole thing you can combine using English and Indonesian for example I want to buy clothes. the most important thing is that you must have a strong</p>
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				mentality and never be afraid of being wrong.
2	Whilst	Interactive	c) Teacher gave question then students answered it;	<p>➤ Have you finished working on the assignment that I gave last week?</p> <p>- Not yet, mam.</p> <p>➤ is there anything you don't understand from the assignment that I gave</p> <p>- yes mam</p>
			d) Students gave question then teacher answered it.	<p>- Mam, what is in English "makan"?</p> <p>➤ "Eat."</p> <p>- What is in English "taman"?</p> <p>➤ "park:."</p>
		Transactional	c) Teacher made games and students joined it happily.	<p>➤ now I will divide the group in alphabetical order and the letters that I call later will go up to the board and make sentence of</p>

			<p>d) Students competed to answer the teacher's question with discussing with their friends.</p>	<p>expressions in your book</p> <ul style="list-style-type: none"> - Ok mam. Do not worry. ➤ You have to make a sentence from "may I" - May I give you a hand? ➤ You have to make a sentence from "can I" - Can I help you?
3	Closing	Linear	<p>b) Teacher was still giving an advice to the students, and students listen carefully.</p>	<p>➤ My students you are young generation. English is not our language, but with English we can go anywhere we want. Anyone would not like to go abroad? Moreover today the government has prepared scholarship that you can use as a route to go to</p>

				<p>other countries.</p> <p>So, from now on do not be lazy to study English.</p> <p>Make English as our friend, our best friend, moreover as our boy or girl friend (special friend).</p> <p>To make English love us, firstly we have to love it before. Well, because the time is over, for the next week your assignment is memorizing vocabularies about name of days. No body are not memorizes them.</p> <p>You have to memorize how to write and pronounce your vocabularies. I think that's all for this meeting</p>
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				today, and see you next week
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APPENDIX III

Place/Time : 12th october 2018

Observed : Tecaheer III

No	Observed	Models of Interpersonal Communication	Classroom Activities	Communication
1	Opening	Linear	b) Teacher delivered message by giving rules in studying English.	➤ In my lesson time, you must be in the classroom at least 15 minutes or 10 minutes before I come in to the class. The uniform must be tidy, always bring dictionary in book form not smart dictionary in your phone. Why? So that you are train

				<p>yourselves to find out and read more word by word in the dictionary</p>
		Interactive	<p>c) The teacher gives a warming question to lure students to remember the material that has been given before</p>	<p>➤ there are still people who don't understand the material that I gave last week</p> <p>- about the defenition of expression.</p> <p>➤ Oh ok good thank u</p>
			<p>d) The teacher asks students to open the book that has been shared with students</p>	<p>➤ Open your book page 46</p> <p>- Yes mam</p> <p>➤ you have to make a sentence from the example expression in your book</p> <p>- yes mam</p>

2	Whilst	Transactional	the teacher asks students to go up to the white board to write down what they have done.	<p>➤ So, now I will call one by one up to the white board to write down the results of your work</p> <p>- Yes mam</p> <p>➤ and others may help their friends</p> <p>- yes mam</p>
			b) The teacher asks students to reread what he has written in the white board	<p>➤ now you have to reread what you wrote.</p>
		Interactive	b) Students asked something that they do not know and teacher answer it;	<p>- Mam, what is “can I help you”?</p> <p>➤ Boleh kah saya membantu mu?</p>

3	Closing	Linear	b) Teacher explained again the lesson and students listen it carefully;	➤ So, expression is a statement or expression commonly used in communication. For example; can I help you?, shall I take you home?. I think thats all thank you.
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