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TEACHER INTERPERSONAL COMMUNICATION SKILL IN CLASSROOM

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Abstract

The aim of this study is to examine Teachers' Interpersonal Communication Skill (TICS) in teaching-learning process of Indonesian classroom. It is a case study which applies a qualitative approach involving five teachers of Indonesian subject. Data are collected by observational method, interview, and document analysis. Data are analyzed thematically by using Nvivo. In which teaching, it is also found that teachers used EIC such as complimenting and giving feedback, mock-praising, threatening, and accusing the students. In conclusion, teachers don't have Interpersonal Communication Skill (ICS) in the classroom.

Introduction

Wood (2009); DeVito (2009) argued that communication is a process of shifting information from one person or a group of people by using particular symbols to another person or group. This information shifting process always has certain effects, which are processes with psychological feature, where in turn, it can establish social process. Here, interpersonal communication (IC) is unique because it begins with psychological relationship process and psychological process always has an effect.

It means that, teacher's communication style in classroom has an effect for student, such as teacher's communication in directing and criticizing (Flander, 1970). Then, Abdullah and Ainon (2005) and Hasyim (2001) said that the first step of educational success is started with influential communication. In influential communication, IC has some characteristics that are

mutual understanding, pleasure, effects on attitude, relationship improvement, and feedback appearance. Communication ethics should contain in IC that is honesty, non-accusative, proper delineation, telling the truth, ethics pursuance, harmony, non-intrusive, and positive attitude. While the purposes of IC are to achieve self-intention, create influential communication, changing attitude and behavior (DeVito 2009; Hasyim 2001).

This consideration, which emphasized to teacher, was based on ideas that educational changes should begin with teacher itself. Teacher should improve and change, and it is started from him -/her-self. A teacher should develop a relationship with 'initializing' concept, and try to teach with 'giving' principle. DePorter (2003) reminded that "to draw student's attention, it needs to develop a relationship that is sympathy and understanding".

This study is to describe Teacher's Interpersonal Communication Skill (TICS) in Teaching-Learning Process (TLP) on classroom.

Research methodology

This study is case study with qualitative approach, involving five Indonesian Language teachers in public junior high school in Padang. Teachers whose involve here had been work more than ten years, and they were chosen by purposive and judgmental sampling technique. For addition, students and headmaster were also interviewed. Data were collected by observation, interview, and document analysis. Data analysis was thematic descriptive with Nvivo computer program.

Research finding

Results describe the TICS in TLP that are: (1) reasoning praising, (2) platitude praising, (3) critique, (4) allusion, (5) threaten, and (6) accused. A TICS has a purpose to build student's learning attitude and to master learning material that explained by teacher. The following is data research.

Some of data descriptions are explained as follow.

TICS in platitude praising

IC in praising was realized in two ways: praising with clearly mentioning aspects of commendation and praising without mentioning aspects of commendation (platitude praising).

T: Look, is there any traditional poetry in this story? Is anybody found it?

S: (Some students answering)

T: Good. You are very clever (KI24/PK5/LK3/P)

Students felt to be treated like a child, and they are titling their teacher with 'Mr. Tino Sidin' style, narrator in famous children drawing TV show. In his style of narrating, every children across Indonesia that sending the drawing to him will be praised by expression "good, good, good." There is no other expression from him except repeating "good" for several times. This condition was proven by interview result with students, as follow.

"Teacher praising like Mr. Tino Sidin. No comment, review, or even reason from teacher. It looks like teaching in kindergarten." (M8/LK2/TB)

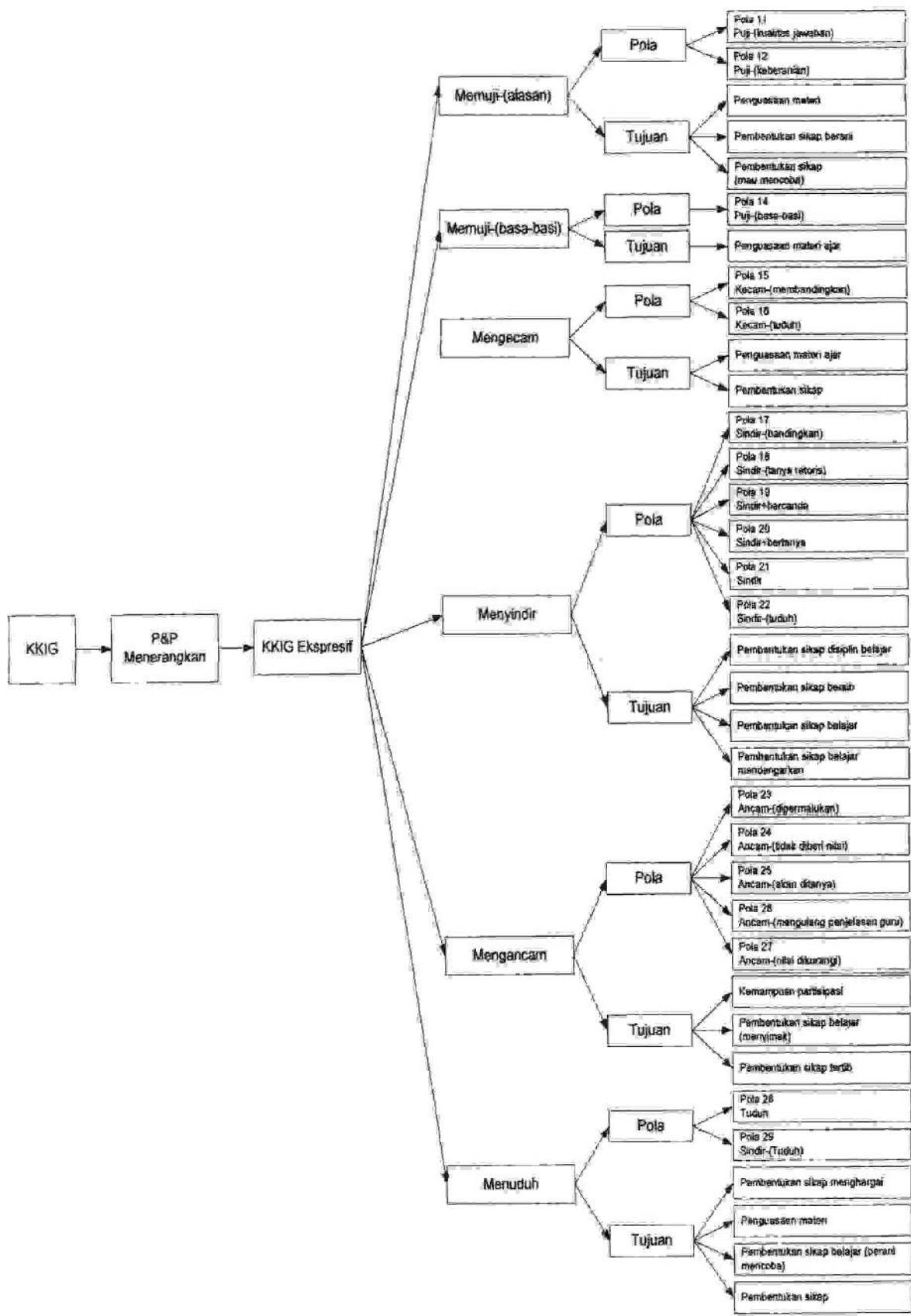
TICS in critique

Psychology effects for student when teacher use critique in IC are ashamed, embittered, and vengeance.

"Can you hear and pay attention? How about debate between first group and second group? A second group is the worst, so much worse than the first group, too much taking from book."

TICS in threaten

Research finding show that threatening in IC which is used by teacher always followed by consequences of what students should get. The forms of consequences in teacher's threat are humiliation, no grade, overstatement, asking to repeat teacher's statement, and lowering of grade.



“Rafi, Aidil, why you both are still chatting and don’t pay attention? Please clear up your clothes. Put your tie on, please. If you are not order, your grade will be minus.”

KI/46/PK5/LK3/P

TICS in accused

There are two patterns of accused in IC from teacher to student. Teacher accusation was labeling student such as noisiest, coward, disrespectful, and effortless. This accusation embedded in student’s mind, so that it will affect relationship between teacher and student’s perception.

“Rama, Aldo, I will take your brain. If you dare to behave like that to me, you likely did it to other teachers.” KI47/PK2/LK2/P

Data analysis

Teacher adeptness in IC can be seen in respect and recognize attitudes to student, as an individual that should be appreciated. This is analogue with Azizi (2010) which suggested that interpersonal communication skill can be seen through the ways of someone interaction.

Results also show that in TLP, teacher who performs reasoning praising in IC is effective, and it is proper to perform in classroom. This attitude was supported by Abdullah and Ainon (2005); Adele and Elaine (2008); Hetti (2011); Chase and Marian (1953) which suggested that someone can describe a positive attitude to communicate in two ways. First, they perform positive attitude by using positive words. Second, they give praise and recognition to people to whom they are interacted with. Praising is an attitude that in tune with others ego. This attitude proves that someone is recognized and respect other people existence and interest.

Conversely in TLP, the IC that existed was platitude praising. This IC cannot be performed in classroom. This fact was supported by DeVito (2009); Abdullah and Ainon (2007); Fisher (1997) which argued that one of attitudes that should be avoided in IC was platitude/negative statement. This attitude only show that teachers just pretending and not knowing what they are just said. For instance, teacher praises student’s attitude without clearly mentioning the aspect of attitude that is being praised. Thus, platitude praising is statement without clear reasoning and out of context. This show that teacher still not having good

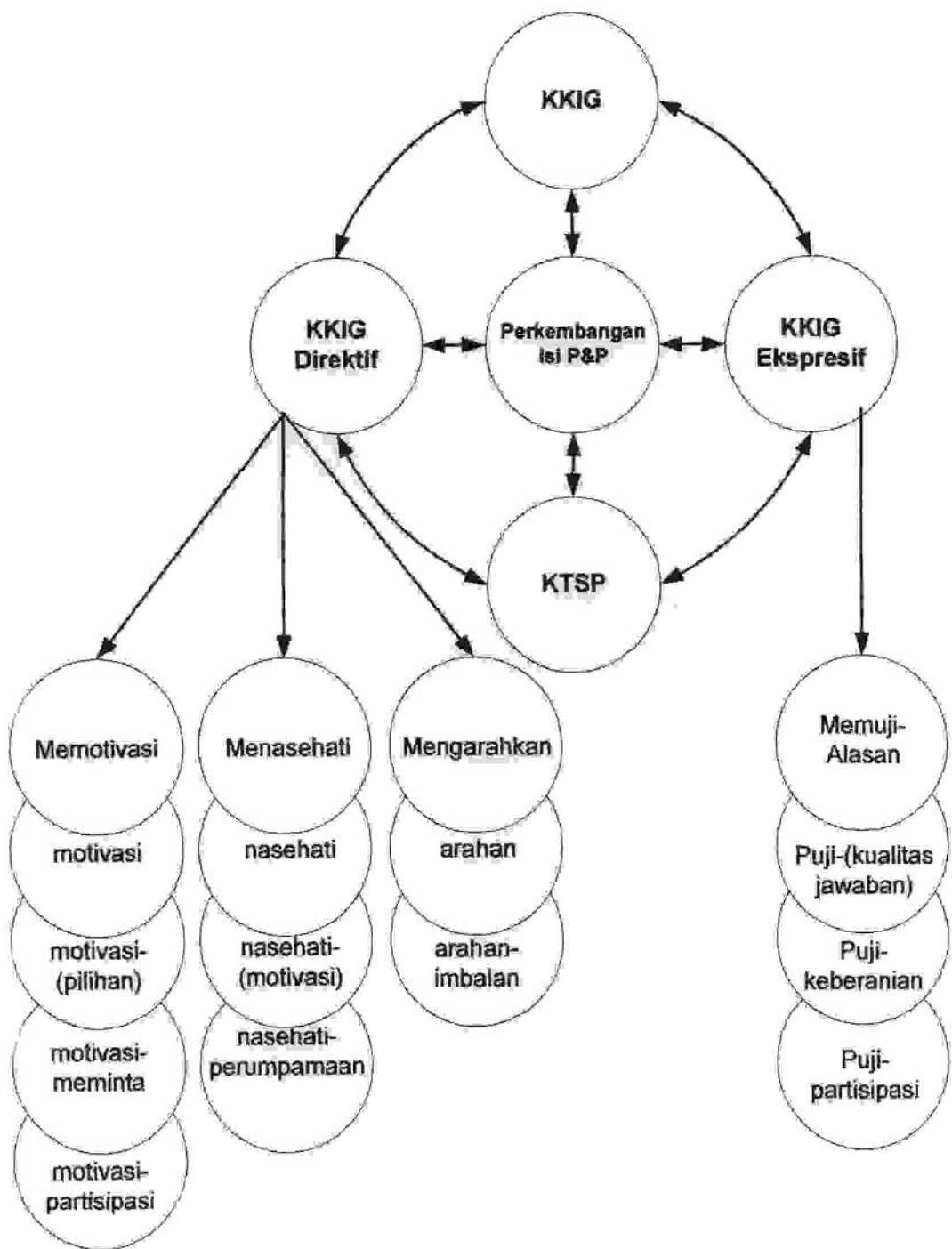
interpersonal communication skill because the objective of IC is to change someone attitude (DeVito 2009 and Wood 2009).

If teacher often performing this attitude, it can brings bad effect to students. Students will think that they were treated as a child or think that teacher was dishonest and not open to them. This is contradicted with IC ethics that suggested by Abd, Rahim (1999) that is honest, proper image proper delineation and telling the truth. Sulaiman (2002) suggest nine features of communication between teacher and student that can deliver influential learning, some of them are capable to respect and praise student and, words and attitude should reflecting teacher's attention and honesty.

Teacher also threaten student while in TLP. This attitude was not educative because teacher had no positive thinking to their student, disrespect and can bring down student's self-confidence. It will bring hatred to student. This negatif feeling of student is communication disturbance. This IC is contradicted with Gardner (1985) which suggested that human basically need to be respected. It deserved that teacher should save their student from humiliation, anger, and hatred toward their statement when performing IC. This is stated in Maimunah (2000); Hymes (1986); Brown and Levinson (1978); and, Fisher and Adam (1977) as positive manners. IC which has positive value of manners will show solidarity, intimacy, and status deduction. Positive manners and interpersonal communication will demand people to speak politely and avoiding conversation that that will insult other people.

Research also found out that teacher use threat and accusation in IC, such as embarrassing student, no grade, asking to repeat teacher's statement, and lowering of grade. Teacher also uses accusation by negatively perceiving the student. This accusation embedded in student's mind, so that it will affect relationship between teacher and student's perception. Analogue to DeVito (2009); Wood (2009); Ruben (1984) which suggested that someone attitude is much depend on interpersonal perception.

Model KKIG Perkembangan Isi P&P



Conclusion

In TLP process, it can describe styles in IC from teacher who have good and bad interpersonal communication to student. Both can bring an effect to student's learning motivation and attitude improvement, which is respect and recognition from student to knowledge itself.

Platitude praising, threat and critique that give accusation to student can give bad influence in emotional, psychological, and motivational development of student. IC approach in TLP on classroom can give a sign of which teacher had been able to do their job as deliverer of knowledge, and also as someone who bring changes in student's attitude and value.

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