

Vol 2 No 1 2024
INTERNATIONAL JOURNAL OF EDUCATIONAL INNOVATION AND SCIENCE DEVELOPMENT RESEARCH
Email: arsypersadaquality@gmail.com
Home Page: https://jurnal.asrypersadaquality.com/index.php/ijeisdr

INTERPERSONAL COMMUNICATION IN LANGUAGE TEACHING EFFECTIVE TECHNIQUES AND APPROACHES

Zahra Jannah[1], Nurul Anjani Daulay[2], M. Solih[3]

[123]Islamic Education Management, Faculty of Islamic Education and Teacher Training, State Islamic University of North Sumatra, Indonesia

[1] zahrajannahg7@gmail.com , [2] anjaninurul11@gmail.com , [3] rayy46924@gmail.com

KEYWORDS
Interpersonal Communication, Language Teaching, Communication Techniques, CLT Approach, Language Learning.

ARTICLE INFO
Accepted: 1 Sep 2024
Revised: 23 Oct 2024
Approved: 28 Dec 2024

ABSTRACT

This study discusses the role of interpersonal communication in language teaching, focusing on techniques and approaches that can improve the effectiveness of interactions between teachers and students. The background of this study is based on the importance of effective communication to encourage active student participation in language classes. The purpose of this study is to identify interpersonal communication techniques that can help teachers create an inclusive learning environment and support students' learning processes effectively. The methodology used is a qualitative approach with in-depth interviews with several language teachers and observations in the teaching process. The findings of this study indicate that techniques such as Communicative Language Teaching (CLT), personal communication, and adaptation to students' needs can improve students' understanding of the material and develop their communication skills. The results of this study are expected to contribute to the development of more effective language teaching methods that are responsive to students' needs in diverse learning environments.

INTRODUCTION

Education is a very important aspect in providing good hope for a country. Of course, naturally education is certainly related to the profession of a teacher. Teachers have a crucial role in shaping the young generation who are the hope of a country in improving the quality of human resources (HR). Teachers as professionals who have the task of guiding, educating, directing, teaching, training, assessing and being able to evaluate students through formal education from early childhood education, basic education to secondary education. Where the power possessed by teachers can shape the character of students to become someone useful for the nation, state, and religion (Annastasya & Romadhan, 2024).

There are problems that may cause doubts about a teacher's readiness to carry out the learning process. The emergence of problems can be found in state or private educational institutions in the surrounding environment. Teachers in carrying out the learning process must be ready for the situation in the classroom that involves students. Ready to interact, communicate, and teach. Sometimes teachers are also the reason for students to be uncomfortable in the school environment such as the lack of quality of a teacher in teaching, lack of understanding of student character, less interesting learning methods to the lack of good communication between teachers and students. Where in the previous statement, one of the important points for someone to be comfortable with the environment they live in is the establishment of communication(Annastasya & Romadhan, 2024).

Communication is an important and inseparable part of human life activities, both as individuals and as social beings. Communication is the process of conveying information, messages, ideas or understandings, using symbols that contain meaning or significance, both verbally and nonverbally from a person or group of people to another person or group of people with the aim of achieving mutual understanding and/or mutual agreement (Endah, Eti Rohaeti, & Supriatna, 2021).

Communication uses verbal and nonverbal modes. For efficient communication, both types must complement each other. Verbal communication is the process of communicating with others using symbols, such as words, either written or spoken. For verbal communication to be effective, it must be free from interference or barriers. Most of the difficulties that arise in communication are semantic in nature, which can hinder understanding and cause misunderstandings. Often, the message conveyed by the communicator is misinterpreted by the communicant, causing confusion. Nonverbal communication uses body movements, facial expressions, gestures, and other signals without words. Nonverbal communication reinforces the verbal message when it is communicated. Kinesic nonverbal communication is very important in the teaching and learning process because it can reinforce the message spoken (Ancient, 2024).

Interpersonal communication is essentially a form of personal communication. Interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally. Interpersonal communication has great potential to carry out instrumental functions as a tool to influence or persuade others, because we can use our five senses to increase the persuasiveness of the messages we communicate to our communicants. As the most complete and most perfect communication, interpersonal communication plays an important role at all

times, as long as humans still have emotions. In fact, this face-to-face communication makes humans feel closer to each other, unlike communication through mass media such as newspapers, television, or even the most sophisticated technology (Mulyana, 2005).

Interpersonal Communication is action oriented, which is an action that is oriented towards a certain goal. The goals of interpersonal communication are varied, some of which are explained below:

a. Expressing concern for others

   One of the goals of interpersonal communication is to express concern for others.

b. Finding yourself

   This means that a person carries out interpersonal communication because he wants to know and recognize personal characteristics based on information from other people.

c. Discovering the outside world

   With interpersonal communication, we have the opportunity to obtain various information from other people, including important and actual information.

d. Building and maintaining harmonious relationships

   As social beings, one of the greatest needs of every person is to form and maintain good relationships with other people.

e. Influencing attitudes and behavior

   Interpersonal communication is the process of conveying a message by one person to another person to inform or change attitudes, opinions, or behavior either directly or indirectly (using media).

f. Looking for fun or just killing time

   There are times when someone engages in interpersonal communication simply to seek pleasure or entertainment.

g. Eliminate losses due to miscommunication

   Interpersonal communication can eliminate losses due to miscommunication and misinterpretation that occur between the source and recipient of the message.

h. Providing assistance (counseling)

   Psychiatrists, clinical psychologists and therapists use interpersonal communication in their professional activities to guide their clients.

In the world of education, interpersonal communication is the most powerful communication to influence (persuade) students. This should indeed be carried out by teachers towards their students in communicating in order to facilitate openness from both parties, natural closeness, the formation of equality in speaking and being able to listen to each other

during the learning process. The positive impact when the communication process runs well and creates a good relationship with students provides opportunities for students to be active in class and even have the desire to further develop their potential (Annastasya & Romadhan, 2024).

Interpersonal communication is a crucial aspect in the teaching process, especially in the context of language learning, where student understanding is greatly influenced by the quality of interaction with the teacher. Teachers play an important role in creating a communication atmosphere that allows students to express their understanding freely. Based on an interview with an Indonesian Language Teacher at SMP Negeri 8 Percut Sei Tuan, it was stated that interpersonal communication in language teaching means establishing good communication with students, using language that is easy to understand, and prioritizing openness so that students feel comfortable in communicating. This statement shows that the communication technique chosen by the teacher greatly determines how effectively the learning material can be conveyed.

Devito in (Endah et al., 2021), put forward five criteria for realizing effective interpersonal communication skills, namely:

1) openness, one aspect of openness is being honest about incoming stimuli, whether in the form of thoughts or feelings;
2) empathy, a form of nonverbal communication that can be shown through facial expressions and body movements, eye contact and appropriate touch;
3) Supportiveness, there is support between people who communicate;
4) positiveness, there are two ways to communicate a positive attitude in interpersonal communication, namely stating a positive attitude and encouraging others to interact; and
5) equality, interpersonal communication will be more effective if there is an atmosphere of equality, because in social situations there will always be inequality, maybe richer, smarter etc. Equality means that there must be a tacit recognition that both parties have the same value and each party has something important to contribute.

In line with the opinion (Kamaruzzaman, 2016), so that interpersonal communication that is carried out produces effective interpersonal relationships and cooperation can be improved, then we need to be open, have a trusting attitude, a supportive attitude, and be open that encourages the emergence of the most understanding attitude, respect, and mutually develop quality. Interpersonal relationships need to be developed and improved by improving

relationships and cooperation between various parties. Interpersonal communication is declared effective if the communication meeting is a pleasant thing for the communicant.

Teachers must understand and comprehend the character of the students they teach, it helps the teacher's performance in improving the achievements of their students based on their potential. Where teachers should also not compare the potential of one child with another because it can affect their mental, psychological and activeness in class. Active teachers can determine the situation in the class, create active activities where students can learn through their own experiences, create learning activity transactions, and most importantly students are able to solve the problems they have (Annastasya & Romadhan, 2024).

The purpose of this study is to identify and examine interpersonal communication techniques and approaches applied by teachers in language teaching to create an effective learning process. This study will explore how interpersonal communication, feedback techniques, and CLT approaches can be integrated in language learning. Language learning using the Communicative Language Teaching (CLT) method aims to develop students' communication skills in real and contextual situations (Inayah & Sya, 2024).

METHOD RESEARCH

This study uses a qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of interpersonal communication between teachers and students in the context of Indonesian language learning. The study focused on teacher-student interactions in junior high schools to explore the communication techniques used by teachers in teaching language in the classroom.

Location and Subject of Research

The study was conducted in one of the junior high schools in Medan City that has students with various regional language backgrounds. The subject of the study was an Indonesian language teacher. The selection of subjects in this way is expected to reveal various communication techniques applied by teachers in creating an effective learning process for students from different language backgrounds.

Data collection technique

1. In-depth Interview

   Semi-structured interviews were conducted with Indonesian language teachers to explore their experiences and views on effective communication techniques in language teaching. Teachers were asked to explain various communication strategies used in classroom situations, especially to help students who are less active or come from different language backgrounds.

These interviews were recorded for further analysis, with the aim of capturing details about how teachers build positive interpersonal relationships and support student understanding.

2. Observation

The researcher conducted direct observations in the classroom during several learning sessions. These observations focused on communication patterns between teachers and students, such as the use of everyday language, teacher responses to less active students, and appreciation techniques for student participation.

Observations also recorded the teacher's non-verbal expressions, such as hand gestures, eye contact, and tone of voice used to create a comfortable communication atmosphere for students.

3. Documentation

Related documents, such as student report cards, lesson plans, teaching material notes, and others used by teachers, were collected to enrich the context of the analysis. This documentation data helps provide a more complete picture of the teacher's teaching approach, which may affect interpersonal communication in the classroom.

Data analysis

Data obtained from interviews and observations were analyzed using a thematic analysis approach, which involved the following stages:

1. Transcription

Transcribing recorded interviews to facilitate analysis and determination of emerging interpersonal communication themes.

2. Coding

Identifying key themes from transcript data and observation results. This coding process focuses on communication techniques, such as the use of everyday language, personal approaches to students, and appreciation for student participation.

3. Interpretation

Interpreting emerging communication patterns to understand the role of interpersonal communication in the language learning process. Data from multiple sources will be linked to provide comprehensive insights into how good interpersonal communication can enhance student understanding and participation.

With this research method, it is hoped that an in-depth picture can be obtained regarding the importance of interpersonal communication in supporting students' understanding in

teaching Indonesian, as well as effective communication techniques applied by teachers in the classroom.

RESULT AND DISCUSSION

RESULT

Interpersonal communication is communication whose message is packaged in verbal or nonverbal form, like communication in general, interpersonal communication always includes two main elements, namely the content of the message and how the content of the message is said or done verbally or nonverbally. The importance of interpersonal communication was also emphasized by an Indonesian Language Teacher at SMPN 8 Percut Sei Tuan who said that "*Yes, without good communication, the material or lessons that I convey to students are not received. So with good communication between teachers and students, all materials can automatically reach students well, of course by using language that is easy to understand, their everyday language, because not all students can use standard language or book language because they don't understand it either*". From the interview, it can be understood that language understanding is better conveyed when a positive communicative relationship is established between teachers and students. In this situation, an approach that supports active student involvement such as Communicative Language Teaching (CLT) plays a major role. CLT encourages students to use the language taught in real contexts, making it easier for them to understand the material. In addition, the culture and regional language of students are additional factors that can hinder understanding of the material. Therefore, the teacher expressed the importance of appreciating the students' language variations without emphasizing standard language, but rather adjusting and improving their language gradually. This step is part of inclusive communication techniques.

Furthermore, the teacher also explained, "*What I do is listen carefully to what the students say. Whatever they say, we appreciate it, we accept it. Whether it is right or wrong is a secondary matter, because for me, what is important is that the students are willing to express their opinions about the material I teach using their own language, so by daring to speak, I already appreciate it. Whether it is right or wrong is a secondary matter. Because I always say that learning must be wrong. Because if you are not wrong, you will never learn. So they still express it with their expressions, with their own language, I let them do it. After that, I add it for improvement, what is important is that the point is held*". From the interview, it can be concluded that giving appreciation for student participation, whether right or wrong, is the key to building student confidence. He stated that "mistakes are part of learning," and that this approach encourages students to dare to express their opinions. This approach is in line with

previous research which states that interpersonal communication involving appreciation and acceptance can improve students' communication skills.

As for the effective approach taken by the teacher, he said that "*I usually approach the child in groups and personally. That is, when the child does not want to express his ideas, I approach the child personally, What's the problem? Why doesn't he want to express his opinion? Why is he always silent? Later, the child might be embarrassed when he is with his friends. When it's just the two of them with the teacher, he will express his reasons. Because not all children are brave like that. Sometimes he has an idea, but because he is embarrassed, he doesn't express it. So I approach the child personally, personally. But when he wants to express it, I approach the child in a group. Because if it's a group, he gets suggestions or input from his friends. So there are additional explanations from his friends then expressed. I usually do that. Because when studying in groups, many students are active.*" From the results of the interview, it can be concluded that, Teachers in their language learning often take a personal approach to students who tend to be quiet or less participating, which aims to understand the communication barriers faced by students.

In evaluating the effectiveness of interpersonal communication applied by language teachers in the classroom, he said that "*By doing a kind of How to make children more active in communicating. Giving questions with short answers. Asking children to give suggestions about what is lacking, What should we do for the next chapter, For the next semester. So give each other suggestions and motivation Both from teacher to student or student to teacher Because if learning does not have to be from teacher to student Students can also be learning for teachers*". It can be concluded that in evaluating the effectiveness of interpersonal communication in language teaching, this is done by actively involving students, both in expressing opinions and giving suggestions.

DISCUSSION

From the research results, interpersonal communication is proven to be one of the crucial aspects in the process of effective language teaching. This discussion focuses on an in-depth analysis of how interpersonal communication techniques and approaches applied by language teachers can improve the quality of interaction and student understanding. Based on observations, interviews, and data analysis, several important aspects of interpersonal communication have been identified, namely openness, respect for the uniqueness of students' language, and adaptation to individual needs.

1. Openness in Communication

Openness between teachers and students is a basic element of effective interpersonal communication, especially in language learning. Openness allows students to feel comfortable and free to express their opinions without fear of being wrong or embarrassed. Teachers who demonstrate an open attitude, such as appreciating all student responses and not immediately emphasizing mistakes, create a classroom climate that is conducive to the development of students' language skills. This open attitude is in line with the student-centered approach, which places students at the center of learning and allows them to feel in control of the teaching and learning process.

Teacher openness is also an important motivator for students who have diverse language backgrounds. In the context of language learning in a multilingual environment, teacher openness in accepting everyday language expressions from students helps build closer bonds, as well as reducing barriers that may arise due to language or dialect differences. This is also in line with the findings of Mulyana's research (2005) which emphasizes that effective interpersonal communication requires acceptance of diverse expressions and perspectives from the communicant, in this case students.

2. Respect for Students' Language Diversity

From the interviews with teachers, it is clear that recognition of the language variations used by students plays an important role in building positive interpersonal relationships. This appreciation is demonstrated by the way teachers not only accept the use of regional or informal languages, but also gradually guide students towards formal language without forcing or providing direct and judgmental corrections. This approach shows that effective interpersonal communication in educational contexts requires respect for students' linguistic identities. This plays a role in maintaining students' self-confidence, reducing feelings of shame or inferiority that may arise from the use of language that does not meet formal standards, and ultimately strengthening students' desire to be actively involved in the language learning process.

Respect for language variation also demonstrates the teacher’s skill in recognizing potential barriers that can arise from language differences. The use of an inclusive communication approach shows how teachers attempt to overcome potential gaps in understanding that may be caused by differences in language background, and instead, use language variation as a tool to increase student engagement. This is in line with the Communicative Language Teaching (CLT) approach, where teachers encourage students to use language communicatively in contexts that are relevant to their everyday lives, using language as a tool for understanding and expressing themselves.

3. Personal and Group Approaches in Communication

The results of the study also show the importance of using personal and group approaches in creating effective interpersonal communication. Teachers who use a personal approach, especially with students who tend to be passive or less participative, can more easily recognize individual barriers that students may face in communicating. This approach provides an opportunity for students to express barriers or discomforts that may not be expressed in a larger class forum. This personal approach allows teachers to adjust communication strategies based on the needs of each student, which ultimately can increase their participation.

In addition, the group approach has also proven to be effective in increasing interaction between students. Group-based language learning encourages collaboration and gives students the opportunity to learn from their peers. In a group setting, students who may have limitations in formal language can feel more comfortable in communicating, as the pressure to use formal language is reduced. In addition, having support from group members helps students express their opinions and gives them the courage to speak in front of the class. This group approach also supports the concept of “peer learning”, where students can learn from their peers, thereby strengthening understanding and improving language skills through repetition and social interaction.

4. Appreciation and Motivation Techniques

Appreciation and motivation techniques applied by teachers play a significant role in building effective interpersonal communication. Teachers who appreciate every student's participation, whether right or wrong, create a learning atmosphere that supports the development of students' courage to communicate. The application of the concept that mistakes are part of the learning process becomes a positive motivation for students to be more open in expressing themselves. This appreciation technique builds students' confidence in learning a language, because they feel supported and appreciated.

The use of appreciation also strengthens students' self-esteem, which is an important factor in successful language learning. Feeling appreciated encourages students to participate actively without fear or shame, so that communication between teachers and students takes place more effectively. The motivation given by teachers through praise, positive reinforcement, and support in overcoming communication difficulties also shows that effective interpersonal communication involves emotional aspects, where teachers act as emotional and intellectual supporters for students.

5. Implementation of Constructive Feedback in Learning Evaluation

Evaluation is an integral part of understanding the effectiveness of interpersonal communication implemented by teachers. From interviews with language teachers, it is clear that the constructive feedback method is very effective in encouraging students to actively participate in the language learning process. By asking questions that require short answers and providing opportunities for students to provide suggestions, teachers encourage productive two-way dialogue. This constructive feedback not only helps students understand what needs to be improved, but also involves them directly in the learning and evaluation process, so that students feel valued and considered an important part of the learning process.

Ultimately, the interpersonal communication techniques and approaches applied by language teachers play a role not only in delivering teaching materials effectively but also in creating relationships that support students' emotional and intellectual development. This shows that effective interpersonal communication in education is a dynamic process, in which teachers must be able to adapt, provide appreciation, and support active student participation. By combining a personal approach, respect for student uniqueness, and constructive feedback, teachers can build a learning environment that encourages students' optimal understanding and communication skills.

CONCLUSION

Based on this study, effective interpersonal communication has been shown to play an important role in the language teaching process. The techniques and approaches used by teachers, such as openness, respect for students' language diversity, personal and group approaches, appreciation, and constructive feedback, can create an inclusive, supportive, and empowering learning climate for students.

Openness and respect for the uniqueness of students' language make it easier for students to express themselves without fear of being wrong, while personal and group approaches allow for the adjustment of teaching strategies to suit individual and group needs. Appreciation and motivation help build students' self-confidence, while constructive feedback encourages students to actively participate in learning evaluation.

Overall, effective interpersonal communication in language teaching not only delivers material but also develops students' communication skills and self-confidence. With good interpersonal communication, teachers act as facilitators who support, inspire, and encourage students to develop optimally in their language skills and self-confidence.

ACKNOWLEDGMENTS

The author would like to express his appreciation to all parties who have provided support and guidance in completing this research, especially to the Indonesian Language Teachers at

SMP Negeri 8 Percut Sei Tuan who are the subjects of the research. Support from the school and direction and guidance from the Lecturers have been important factors in the success of this research.

REFERENCES

Annastasya, Lord ari, & romadhan, muhammad insan. (2024). The teacher's interpersonal communication approach with students toward the activation of the student's learning (two surabaya primary school). Connections: communication research journal, 04(02), 1-6.

Endah, nursari, eti rohaeti, euis, & supriatna, ecep. (2021). Xi high school students' interpersonal communication skills 1 flick the county over. Focus (guidance & counseling studies in education), 4(2), 121-128. https://doi.org/10.22460/fokus.v4i2.6600

Inayah, yeti, & sya, mega febriani. (2024). Communicative language teaching (CLT) effective approaches to improving student communication skills in elementary school. Cendikia: journal of education and teaching, 2(8), 380-393.

Kamaruzzaman. (2016). Student interpersonal communication skills analysis. Journal of gusjigang counseling, 2(2), 202-210. https://doi.org/10.24176/jkg.v2i2.744

Mulyana, deddy. (2005). Communication science: an introduction. Bandung: natural youth rosdakarya.

Pontoh, widya p. (2013) The role of teacher interpersonal communication in improving child knowledge (study in teachers at Santa Lucia tuminting kindergarten). Acta diurna communications, 1(1), 1-11. Monastery from httpsretrieved doaj.org

Primeval, heppy. (2024). The English teacher's interpersonal communication in improving English speaking skills for students at south high school in nihuta. The journal edu research research: meat-institute for corporate learning and studies (iicls), 4(4), 155-164