

# EFL LECTURER INTERPERSONAL COMMUNICATION SKILLS IN PRIVATE UNIVERSITY CLASSROOM CONTEXT IN INDONESIA

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## ABSTRACT

The aim of this paper was to analyze the interpersonal communication skills of EFL lecturers in the context of a private university classroom. This research employed the qualitative research. data were analyzed descriptively through a three-stage model, namely data display, data reduction and Conclusions: Drawing/ verification. The data resources for the research chosen through purposive sampling were three lecturers taught at in Universitas Muslim Indonesia. The results of the research found. There were five interpersonal communication skills used by lecturers when teaching, namely: openness, supportive attitude, positivity, equality, and empathy.

**Keywords:** Educators, communication skills

## 1) INTRODUCTION

Communication is essential in many aspects of human life, and it is particularly important in the workplace (Bull, 2002). It is undeniable that communication is required at every stage of human movement. Man is a social creature who is reliant on his fellow humans as well as on his environment. Communication, both verbal and non-verbal, is the only way for people to connect with others in their immediate environment (body language and gestures that are widely understood by ethnic groups). Communication is a tool that helps people connect with one another and with their environment. Human life would be non-existent if it were not for communication (Effendi, 2003). As a result, communication is of critical significance.

Interpersonal communication skill is the ability that a person should have in order to be able to collaborate more effectively with others (Robinson, 2006). Smith (2009) defines it as the ability to collaborate effectively with others and to accept others without prejudice. This does not always imply that we like the person, but it does indicate that we can overcome our dislike in order to accomplish our objectives. As a result of these considerations, interpersonal communication skills are essential for everyone. If we have the ability to communicate effectively with the people in our lives, we will be better able to understand what the people around us want, need, and expect of us, as well as what they are able to do, and they will understand what we want, need, and expect of them. This includes not only the people we live with, but also our colleges, lecturers, friends, neighbors, doctors, and a variety of other service providers.

Bambacas and Patrickson (2008) assert that effective interpersonal communication skills are necessary for social interaction, as well as for the establishment and maintenance of all relationships. Likewise, lecturers in general, and EFL lecturers in particular, face similar challenges. As lecturers, they should have the best possible interaction with a wide range of parties, particularly with their students. Students' learning can be enhanced by having the best interpersonal communication skills possible. It is more likely that students will become more motivated when they are taught by lecturers who have excellent interpersonal communication skills.

The teaching of English as a foreign language (TEFL) as it has traditionally been practiced, on the other hand, has had only limited success. Several studies have revealed that there have been issues with the teaching of English as a foreign language in Indonesia. The English as a foreign language (EFL) has been deemed less satisfactory due to the fact that English/lecture teachers are not eligible to transfer their knowledge (Dardjowidjojo, 2000; Musthafa, 2001; Kam, 2004; Yuwono, 2005; Kirkpatrick, 2007; Soepriyatna, 2012). In another instance, some lecturers are capable of mastering the material but do not have a pleasant personality. As a result, in addition to mastering the subject matter, a teacher's pedagogical competence will determine whether he or she will become an educator and good student protector or whether he or she will be a destroyer of student future, particularly for those who are still less experienced in the English language learning and mastering.

According to the findings of a preliminary study conducted in October 2021, lecturers of English as a foreign language at the Indonesian Muslim University Makassar have various methods to demonstrate their interpersonal communication skills, which can help students improve their English skills. The lecturers, on the other hand, are not aware that their interpersonal communication skills have an impact on the students' English skills. As a result, the researcher is interested in this problem to analyze the interpersonal communication skills of EFL lecturers in improving students' English skills.

## **Popular Interpersonal Communication Definitions**

Miller (1990) claims that the situational perspective was the first substantive perspective on interpersonal communication (perhaps the late 1960s) and the most influential viewpoint until the mid-1970s. The origins of the situational approach are unknown. (See Miller, 1978; Trenholm, 2003.) The situational perspective categorizes types of communication based on the context in which they occur (see Miller, 1978; Trenholm, 2003.). Interpersonal communication occurs when two people interact face-to-face using verbal and nonverbal cues and receive immediate feedback. Increase the number of people while reducing physical proximity, channel availability, and feedback affinity. In this sense, dyadic communication is synonymous with interpersonal communication. Trenholm and Jensen (2008) present a situational perspective on interpersonal communication. A different perspective (Stewart, 1973), this viewpoint starts by defining “impersonal” and “personal” communication. To predict how message choices will affect others, people in impersonal communication use general sociological and cultural knowledge rather than psychological knowledge. In contrast, in interpersonal communication, people interact as individuals and base their message selection predictions on psychological information about the other person (e.g., distinguishing traits, dispositions, attitudes, or feelings). When people first meet, they can only communicate impersonally, but as the interaction progresses and participants reveal and exchange more personal information about each other, their relationships and interactions can become increasingly interpersonal.

## **2) METHOD**

### **Procedure for Gathering Information**

#### ***Observation of students in the classroom***

A classroom observation, according to Nunan and Bailey (2009), is a data-gathering technique in which the researcher directly documents activities taking place inside the classroom through the use of observation, listening, and recording. While the participants are in the research environment, the researcher can use classroom observation to gain a better understanding of their actions and reactions. Given that people do not always behave in accordance with their words and actions, it is critical to make this observation (Johnson & Christensen, 2008).

### Analytical and interpreting techniques for data

In a qualitative study, data analysis is a dynamic, intuitive, and creative process of thinking about and theorizing about the data that occurs throughout the study (Basit, 2003). Specifically, the interactive model of analysis proposed by Miles and Huberman is used in this study, and the researcher makes extensive use of it (1994). In their proposal, they proposed three concurrent flows of actions: data reduction, data display, and drawing or verifying conclusions, or drawing conclusions, respectively.

### 3) RESULTS

The following are the results of data analysis obtained from observations consisting of observation checklists and video recorders in the English department of the literature study program. Researchers found that lecturers have interpersonal communication skills in teaching English. This is evidenced by the results of lecturer and student observations during the learning process. Below is an example where some extracts are presented with some symbols L as a Lecturer, S is symbolized as a student, and SS is symbolized as all students. extract representation as follows;

#### 1. Extract for Lecturer 1

##### Opening Activity

##### a. Greetings

The lecturer used openness interpersonal communication as shown as follow:

Extract 1. L1

- L : *Assalamu alaikum warahmatullahi wabarakutu*  
 S : *waalaukum salam warahmatullahi wabarakub (source: extract 1, L1)*

This extract shown that the lecturer used **openness** interpersonal communication by saying. *Assalamu alaikum warahmatullahi wabarakutu* and student replied by saying *waalaukum salam warahmatullahi wabarakub*. the reason why the lecturer used the openness in this context because the lecturer wants to initiate interactions with students.

##### b. Introduction Material

The second context in opening activity was introducing material. Introducing material in observed meeting, the lecturer used **openness** interpersonal communication as can be seen in the following extract:

Extract 2. L1

- L : *ok. This meeting.. Time to phonology group to present the material.. after presenting the material I need morphology group to present the material then the moderator will open the discussion session....who want to be the first ... who is group 1*  
 S : *group phonology is group two*

In the extract above, the lecturer uses **openness** interpersonal communication in introducing material. lecturer communicates openly in reminding and explaining presentation tasks **"It's time for the phonology group to present the material.. after presenting the material I need a morphology group to present the material then the moderator will open a discussion session"** by communicating openly it will make it easier for students to interact in class.

##### Core Activity

In this activity, the lecturer gave instruction, explanation, asking, answering, giving advice, encouraging students, motivating students, giving clarification, and reinforcement and giving thanks

### a. Giving instruction/direction

In observed meeting, the lecturer gave instruction/direction to present group discussion paper.

Extract 3 L1

Giving instruction/direction

- L : *can you present it*  
: *emm because this is a big group ..group besar ..that way nanti kan persentasenya akan terlalu ramai kursinya so only two or three presenter per group and the other members of the group support from the floor...*
- S : *time may be not enough sir*
- L : *Jadi masing-masing kelompok dua atau tiga yang mewakili tapi persentasi.... each member of the group .....so each member of the group take part in the presentation....* Ok may be the moderator from group two
- S : *kian to be moderator. Sir*

On the extract above, it shows that lecturers use **openness** interpersonal communication to discuss with students to find solutions when facing problems in the class. the lecturer invited students to present their papers *“emm because this is a big group ..group besar ..that way nanti kan persentasenya akan terlalu ramai kursinya so only two or three presenter per group and the other members of the group support from the floor”* by translating with *“because this is a large group ... a large group ... therefore, the presentation will be too crowded, so only two or three people in each group will be presenters and the other members of the group support from the floor”* in this utterance, the lecturer saw an obstacle namely the number of participants from each presenter group was too large and the lecturer suggested that they were only represented by two or three people. The response from students said *“time may be not enough sir”* with a large group of presenters will require more time to present the paper so it is not effective in class discussions. then the lecturer provides a solution for each group to send two or three presenters to explain the contents of their paper and group members provide reinforcement in the discussion and suggest one student to be the moderator of the discussion *“Jadi masing-masing kelompok dua atau tiga yang mewakili tapi persentasi.... each member of the group .....so each member of the group take part in the presentation....* Ok may be the moderator from group two” and one of the students pointed her friend to be moderator by saying *“kian to be moderator, Sir”* in this conversation the lecturer uses openness communication where he is involved in discussions to overcome the problems faced by students this will build trust in students to be actively involved in class.

### b. Giving explanation

The third context used by the lecturer in core activity was giving explanation. In giving explanation, the lecturer used **supportiveness** interpersonal communication skill

Extract 1

- L : *show the mistake peronounciation .. saya harap juga anda memeperhatikan mispronouciationnya tadi pertama ‘this tadi dibaca apa?’*
- S : *these*
- L : *seharusnya di baca apa?*
- S : *this*
- L : *suaranya panjang that is plural and this pendek singular, this one, jadi these students ... these changes..yang mana lagi tadi ?*
- S : *changes*

At the extract above shows conversation between lecturer 1 and students in giving explanation where teacher used **supportiveness** to students, he asked the students by saying *“show the mistake peronounciation .. saya harap juga anda memeperhatikan mispronouciationnya tadi pertama ‘this’ tadi dibaca apa?”* in this time, the lecturer encourages to be more careful by finding examples of mispronunciations and students reply by saying *“these”* And then the lecturer responds to the

students' answers to find which answer is correct by saying *“seharusnya di baca apa?”* in this time, Lecturer responses encourage students to find which answers are correct. students respond to lecturers by answering *“this”*. then the lecturer sharpens the difference in answers from students by explaining that *“suaranya panjang that is plural and this pendek singular, this one, jadi these students ... these changes..yang mana lagi tadi?”* by explaining the difference between the two answers of the student, the student is able to categorize the words "these as plural and This as singular" so that students are no longer confused in distinguishing it.

In other findings in providing explanations lecturers used **positiveness** interpersonal communication to respect students' different answers

- L : *perubahan kalau banyak perubahan*  
 S1: *Changes*  
 L : *why should be “es” kenapa plural mesti dibaca “Es”*  
 S 2: *because plural*  
 S 3: *because the voice (source: extract 1, L1)*

As shown in above extract, The lecturer explains singular and plural while inviting students to look for examples of words by saying *’perubahan kalau banyak perubahan’* by translating with *“change” if more than one’* student reply by saying *“changes”* lecturer continued to find the reason why plural should be added "es", with *“why should be “es” kenapa plural mesti dibaca “ Es”* by translating with *“why should be” es “ why plural should be read/added “Es”?* in this time, utterance indicate the lecturer to made sure his students whether they understand or not and there are two students responding with different answers, first student said " because of plural” and second student said "because of voice” . The lecturer used positiveness interpersonal communication because each student has different knowledge in understanding something and the lecturer highly appreciates the differences in the knowledge of each student.

### c. Giving reinforcement

In providing reinforcement to students' material, lecturer use **supportiveness** interpersonal communication. The lecturer applies this communication to find out student understanding.

Extract 1 giving reinforcement

- L : *karna bunyi mendesis kalau singular berakhir bunyi desis maka flural dibaca “es”...class tambah plural “es” menjadi?*  
 S1 : *classes*  
 L : *language ?*  
 S2 : *languages*  
 L : *change ?*  
 S3 : *changes*  
 L : *watch?*  
 S4 : *matches*

In the extract above the lecturer uses **supportiveness** to provide reinforcement where the lecturer reminds students by explaining differences in plural and singular sounds after which the lecturer gives an example of the word singular "class" then students respond by answering "classes". at this point. Interpersonal communication skills of lecturer in motivating students to answer questions can be established so that students enthusiastically answer the examples provided by the lecturer.

Other interpersonal communication skills used by lecturers to reinforce students' understanding abilities can be found in the following utterances between students and lecturers. As shown in extract 1, page 3 n 4

- L : *yah. Second slide ... jadi past tense ED umumnya dia tidak dibaca, omitted.. dibaca tadi omitd..  
untuk past tense berapa cara membacanya ?*
- S1 : *ada 3*
- L : *pertama ?*
- S2 : *dibaca T*
- L : *kalau yang sebelumnya itu adalah ?*
- S3 : *voiceless*
- L : *yang kedua dibaca D kalau yang sebelumnya dibaca apa?*
- S4 : *Voice*
- L : *selanjutnya apa?*
- S5 : *ed*
- L : *so for the speaker just now.. do you still remember past tense Ed followed T and B masih ingat ?  
kalau past tense ED sebelumnya ada bunyi T dan D do you still remember kalau begini pasti  
tidak ingat.. karna hampir tadi semua tidak dibaca yang EDnya seperti treat yang seharusnya?*
- S : *Treated*
- L : *ok good..apa lagi tadi*
- S : *studied*

The extract above lecturers used **supportiveness** interpersonal communication in providing reinforcement to students. the point is to know that the discussion they have done is understood by asking students to mention the contents of the group discussion and the lecturer provides additional examples.

Then, the different ways of interpersonal communication used by lecturers in providing reinforcement to students can be found in the following extract.

- L : *"did you" itu adalah palatalization..do you still remember? Ada empat palatalization  
..kalau D bertemu dengan Y apa bunyinya?*
- S : *dsyn*
- L : *bagaimana simbolnya*
- S : *D baru tiga*
- L : *yeah.. itu klo D bertemu dengan Y ... kemudian T bertemu dengan Y dibaca apa?*
- S : *tsy*
- L : *ok, simbolnya TS... give me an example*
- L : *is there anyone want to give me an example ?*
- S : *miss you*

In the extract above the lecturer uses the type of interpersonal communication skills used to provide reinforcement to students is **supportiveness**. in the interaction of lecturers and student lecturers use questioning sentences and expressions to them to reinforce the knowledge discussed previously. As for the question sentences used by lecturers in building supportive communication to students are: *"did you" itu adalah palatalization (is palatalization)..do you still remember?, Ada empat palatalization (There are four palatalization)..kalau D bertemu dengan Y apa bunyinya? (if D meets Y what does it say ?), what is the symbol ?, is there anyone want to give me an example?, And what is the fourth?* While the utterances used by the lecturer are *"yeah, right, ok, and good.* these utterances/expressions are used to state that the students' answers are correct. The point is that the lecturer pays attention to students in discussions to find out to what extent they are abilities in understanding palatalization.

- L : *well .. everything need to be remembered ... ini tadi yang perlu ditanyakan semua  
...karna tidak ada yang bertanya terpaksa saya jelaskan*
- S : *hehehehe*

The extract above shows the conversation between lecturer and students in the class where the lecturer used **empathy** to Show attention to students by saying : *well .. everything need to be remembered ... ini tadi yang perlu ditanyakan semua ....karna tidak ada yang bertanya*

**terpaksa saya jelaskan.** The lecturer explains some part of material to the students in this case because the lecturer assumes that the students are not completely understanding the material.

### Closing activity

#### a. Giving motivation

In the end of learning activity, the lecturer gives motivation to encourage students to learn more about English as can be seen as follow:

- L : *ada pertanyaan tentang taxonomi bloom ..*  
 S : *tidak*  
 L : *ok. if there is nothing else to discuss. saya kira sekian pertemuan hari ini.. tapi jangan lupa banyak membaca ..bagusnya kebiasaan mendengar itu diubah dengan rajin membaca kan ada dalam al qur'an ada yang tau surah apa?*  
 S : *Al Alaq*

Based on extract above, the lecturer motivates students. in providing motivation to students, lecturers use **supportiveness** by saying ok. *“if there is nothing else to discuss. saya kira sekian pertemuan hari ini.. tapi jangan lupa banyak membaca ..bagusnya kebiasaan mendengar itu diubah dengan rajin membaca kan ada dalam al qur'an ada yang tau surah apa?”* in translating **“ok. if there is nothing else to discuss. I think that's all for today's meeting ... but don't forget to read a lot ... well, the habit of hearing was changed by diligently reading, right? In the Qur'an, does anyone know what surah?”** here the lecturer reminds students to change their listening habits by diligently reading because the command to read is in the Koran, namely in Surah Al-Alaq. the point is that students are directed to be more active in learning especially reading

#### b. Closing Class

Lecturer closed activity by saying " *..ok I think that all for today and see you next meeting ...Assalamu Alaikum warahmatullahi wabarakatuh.*

Extract:

- L : *yah surah AL Alaq ..igra bacalah ..ok I think that's all for today, thank you very much and see you next meeting ...Assalamu Alaikum warahmatullahi wabarakatuh*  
 S : *walaikum salam warahmatullahi wabarakatuh*

In closing activity, the lecturer used **positiveness** skill as shown in above extract. the lecturer thanked to students by saying *“ok I think that's all for today, thank you very much and see you next meeting “* and closed the class using islamic greetings by saying *...Assalamu Alaikum warahmatullahi wabarakatuh* " then students answered by saying *“walaikum salam warahmatullahi wabarakatuh.”*

## 2. Extract for Lecturer 2

In the second lecturer observation, the researcher found interpersonal communication skills in teaching English. Below is an example where some extracts are presented with some L2 symbols as Lecturers, S is symbolized as students, and SS is symbolized as all students. extract representation as follows;

### Opening Activity

#### a. Asking condition

- L2 : *amin amin amiiin .. please arrange the chair first ..... adik cantik yang jilbab coklat bisa duduk sebelah sini sayang ... iyyya okey (while pointing at the chair)... dimana yang lain*  
 S : *There are still on the way Kak*  
 L2: *kita sudah telambat ini setengah jam .. itu sampah ?*  
 # *pointing to the paper on the floor # ...*  
 # *One student picks and brings out # keren ini ketua tingkat ....*

S : *thank you kak*  
L2 : *Eh risna please come in (see a student who is coming late*  
S : *thank you kak*  
L2 : *apakah sudah bisa dimulai .... Yang pegang HP dibelakang (smiling) ...*  
S : *pray first*

Interpersonal communication skill used by L2 in the abstract above is **positiveness** where the lecturers seek information on students who are not yet present in class because class will start soon by saying: *amin amin amiiin .. please arrange the chair first .....* *.adik cantik yang jilbab coklat bisa duduk sebelah sini sayang ... iyyya okey (while pointing at the chair)... dimana yang lain? (where are the others)* and students reply by saying: *There are still on the way Kak* here L2 wants to check the condition of the other students who are late for class.

## b. Greetings

The lecturer used openness interpersonal communication as shown as follow:

Extract 2. L2

L : **hay.. all**  
S : *Wah cantik kak*  
L2 : *amin amin amiiin .. please arrange the chair first .....* *.adik cantik yang jilbab coklat bisa duduk sebelah sini sayang ... iyyya okey (while pointing at the chair)... dimana yang lain*

In the extract above the lecturer enters the class and greets students by saying "hi all", this means the lecturer uses **openness** to communicate as a sign of building interaction with students, Shows openness in relationships with students and students respond to the lecturer with praise by saying: **Wah cantiknya kak** which means how beautiful you are.

## c. Introduction material

L2 : *today we will discuss about semantics. I hope we can focus because this is related to other subjects such as sociolinguistics etc.. as an analogy like you in the first semester, it still has something to do with the next semester. ..*  
S : *iya kak*

In the extract above, the lecturer uses **openness** interpersonal communication in introducing material. "**Lecturer 2** communicates openly with new topic for discussion "**Today for we will discussion about semantic.. I need all of you focus, cause semantic have relation with another subject**"

## Core activity

### a. Giving direction

L1 : *Anyone remember the linguistic branches?*  
*When #tiba arrived, there were two students in the room.*  
S : *Assalamu Alaikum*  
L : **Walaikum greetings (smile) and please sit in the first row.**  
L : *So, how much do you know?*  
S : *stands for phonology and morphology.*  
L : *How many more are there?*  
S : *many*  
L : **try to mention that much ?..... main branch**  
S : *There are three branches*



On the extract above, it shows that lecturers use **openness** interpersonal communication to discuss with students to find solutions when facing problems in the class. Lecturer invite students to memorize their topic before about semantic, we can see the conversation during learning process in observation meeting in the class, **“Anyone remember the linguistic branches?... So, how much do you know?”**. In this utterances lecturer try to make the student to remembering their lesson before by asking some question, like a quiz, The, the students reply with said **“There are three branches... stands for semantics, morphology, and phonology”**. In this conversation the lecturer uses openness communication where he is involved in memories the lesson to make sure the students didn't forget the main of their lesson this will build the students memory so the student be actively during the lesson.

Another interpersonal communication skill used by lecturers is **supportiveness** by saying: ***jadi!!! adik-adik yang cantik-cantik kayaknya masih ada yang belum mengingat ..( so!!! There are still beautiful sisters who don't seem to remember..)*** encouraging students by praising them to be more active in remembering the discussion.

Another interpersonal communication skill that can be found in the extract above is 'supportiveness' where the lecturer provides support to students to get involved in the discussion.

#### b. Giving explanation

- L : *Okay, I understand... It's simply inaversion, you know.*  
 : *So in this case, dek, semantic is derived from the words sema, semia, which indicate sign, meaning, or gesture... It's only the beginning... This isn't the point. Because you people are education majors, many of you aren't very concerned with theory....as I already stated, this semantic science, dek!! Many of us apply in the school sector since we as pedidiks are more than simply teachers....here we utilize three semantic books, namely falmer, Thompson, and Kets, which both describe semantic as a study of meaning.... Actually, this is only an introduction, and all of the information has already been uploaded to Google Classroom... isn't that right?... that has been downloaded, and I believe it has been read. Now, the semantic history begins with Plato, and then #tiba, and suddenly, students arrive#.*  
 S : *Assalamu alaikum*  
 L : *Waalaiikum salam... papilus continue to come out saimas name that speaks sign sign etc....who is plato student*  
 S : *Aristoteles*  
 L : *Try to observe what happens in the second step. Slide implies that semantic language or semantic words are outside of the language itself.. it means that another means of that language itself.. there is a term meaning on the line meaning, meaning between the line meaning, and meaning under the line... well who is this term???*  
 S : *That's the language*  
 L : *Try it again, what is the language?*  
 S : *The father of language*  
 L : *Who is his name?*  
 S : *Sessure*  
 L : *not sessure well less precise it .. the truth is that the Perdinan de Saussure .. want more details open youtube will appear his name and works ... all can be obtained on the internet now .okey okey*  
 S : *Okey, kak.*

At the extract above shows the lecturer's conversation using supportiveness for students to encourage students to get more precise answers and help students who do not understand the material that has been discussed.

### c. Giving reinforcement

L : *it's different because here's a different person (pointing at the head) this is what appears in semantic when the literal meaning is still the same.. when meaning between the line can already be different what else meaning under the line..*

*Oke saya kasi contoh bait puisinya Shakespeare karna kalian sekarang lagi belajar drama juga.. apa judul dramanya*

S1 : *Hamlet*

L : *good. Karna disini karna didrama hamlet ada kalimat kunci atau moment yang tidak boleh hilang dalam drama hamlet?*

S2 : *what is that ?*

L : *because if you delete this part you won't get the runya it's Hamlet.. There's one sentence. 'to be or not to be' is not a poem that's a drama. What's the point of that play. Now we're discussing semantics. now appears in your head (while holding the head) 'to be or not to be' continues to come out referencenya because it sees hamlet*

In the extract above the lecturer uses *equality* to provide reinforcement, he reminds student about meaning of semantic different in line and under the line, giving examples of shakespeare's poetry verses by Hemlet, **“to be or not to be”**, it's mean by literally **“So or be, but if Hamlet's meaning changes, whatever happens next will happen”**. Here the lecturer provides an analogy to make it easier for students who do not understand the material given

### d. Giving encouraging

L : *Now it's all easy guys..to see the meaning of the stars on the American flag, it's enough to just open the internet, all can be answered without counting one, two, three, four, five .. well maybe some of you say that semantics is not very useful because it's not an English skill, but when you enter the world of education, whether it's a teacher or lecturer, it's very meaningful and useful. I myself have studied semantics from strata one to strata two even now I am teaching semantics again.. masya Allah.. so! whatever you take seriously because you won't know where it's going.. right.. right?*

S : *Right*

L : *Who knows, later on as a lecturer, there are those who ask questions about semantics and then they can't answer. Linguistic..tidak father asked who the father asked syntax know ... also do not know ..*

S: *Do not be a lecturer*

L: *Now people are looking for work is relative in the sense that his head would educate but find the money .. if you want to find the money well and fro just easy. Now the dollar is your hand. Housewives can earn enough money by taking photos of Bungan and selling the flowers, right?*

S : *Yes*

L : *tapi kalian kan akan jadi sarja kecuali kalau mau jadi SP.d sarjana pulang desa jadi ibu rumah tangga duduk manis dirumah.. yah tidak apa apa juga*

# *siswa tertawa*#

*Tapi kalau anda datang kesini untuk mencapai cita-cita anda pay attention in front of you guys*

According to the excerpts above, lecturers encourage students. In order to motivate students, instructors urge them to modify their behaviors so that they do not arrive late and study attentively. so that they can achieve their goals not only to become scholars without being able to compete. here the lecturer uses **supportiveness** in encouraging students to be even more active in learning because the challenges ahead are more severe

### Closing

The Lecturer 2 closed activity by saying " .. *Ok guys thank you very much see you next meeting at the same day with different time ...Assalamu alaikum warahmatullahi wabarakatuh..* lecturer used positiveness skill As can we seen as follows extract : ..

L : ... *Ok guys thank you very much see you next meeting at the same day with different time*  
 ...*Assalamu Alaikum warahmatullahi wabarakatub*  
 S : *walaikum salam warahmatullahi wabarakatub*

### 3. Extract for Lecture 3

#### Opening Activity

##### a. Asking Condition

Extract 3. L3

L 3 : ***Are you ready?***  
 S : *Ready*  
 L 3 : ***How are you today?***  
 S : *I'm fine thanks..and you?*  
 L 3 : *I'm fine to*  
 L 3 : *Nice to meet you..*  
 S : *Nice to meet you too*

In the extract above the lecturer used openness interpersonal communication by saying '***How are today?***' and the students responded with "*i am fine and you*" here the lecturer has built interpersonal communication by asking the student's condition

##### b. Greetings

L : *Good Morning*  
 S : *Morning (source: extract 3, L3)*

In the extract above the lecturer uses openness. the reason why the lecturer used the openness in this context because the lecturer wants to initiate interactions with students.

##### c. Introduction Material

The second context in opening activity was introducing material. Introducing material in observed meeting, the lecturer used openness interpersonal communication as can be seen in the following extract:

L : ***ok today are going to study about English vocabulary... ok this is part main it's about slang...what is slang?? ...***  
 S : *slang.. language Indonesia*

In the extract above, the lecturer uses openness interpersonal communication in introducing material. communicates openly with new topic for discussion "***Today we are going to study about English vocabulary... ok this is part nine it's about slang...***". The lecturer assumes that by communicating openly it will make it easier for students to interact in class.

#### Core activity

In this activity, the lecturer gave instruction, explanation, asking, answering, giving advice, encouraging students, motivating students, giving clarification, and reinforcement and giving thanks.

##### a. Giving Instruction/Direction

L : ***what do you know slang? Maybe you have same examples?***  
 S : *otw for*  
 L : *ow..tie..dobl:yu...it`s mean otw.*  
 S : *otw*

On the extract above, it shows that lecturers use openness interpersonal communication to discuss with students to find solutions when facing problems in the class.for the **Lecturer** invite the students to test how much they know about their new topic in their lesson that day, "***what do***

*you know slang? Maybe you have same examples?*”. Here, the lecturer want to know, is the topic new or not for the student. And the student reply it, *“otw for .... ”*, in the conversation during the lesson the students give many more example how much they know about *Slang*. In this conversation the lecturer uses openness communication where he is involved in test the students knowledges to make sure the students know the basic of the topic and will build the students more knowledge in the class.

### b. Giving Explanation

The third context used by the lecturer in core activity was giving explanation. In giving explanation, the lecturer used **supportiveness** interpersonal communication skill

L : *so in English ya like this, air head it's a fool..all ears listen*

S : *listen carefully*

L : *until in your pants*

S : *nervous*

L : *and if you translate word by word ,said the word yaa..ants is ant..in your..pants..what is pants*

S : *pants*

L : *don't translate one by one*

S : *like idiom*

L : *yaa..if is language slang..*

At the extract above shows conversation between lecturer and students used supportiveness. for the lecture 3 invite the student to reveal words containing slang. During the lesson, their use the time to reveal word by word and explain how to translate slang word in utterance. The lecture made sure the student to don't translate one by one the slang word,” ***don't translate one by one***”. The lecture asked them, the synonym of slang and idiom. the lecturer helps explain to students what needs to be improved

## 4) DISCUSSION

Based on the findings of the implementation of effective interpersonal communication skills from 3 lecturers who teach at Indonesian Muslim university using the perspective of Devito theory (1997), namely openness, supportiveness, empathy, positive feeling, and equality.

### a. Openness

The *first* research subject where the lecturer initiates interactions with students, lecturers communicate openly in reminding and explaining presentation assignments to build trust to students, when students are having difficulties in class, lecturers assist them in finding solutions. The *second* research subject she used openness interpersonal communication skill for as a sign of building interaction with students. conversation between lecturers and students using interpersonal communication "openness" where he is involved in reminding students not to forget the essence of the lesson this will build student memory so that students are active during the lesson. The *third* research subject the lecturer built interpersonal communication by asking the student's condition and the lecturer initiate interactions with students. in line with (Ayoko, 2007). Communication openness is described as the ease of talking to each other and the degree of understanding acquired while talking to each other and has been used as a synonym for listening, honesty, frankness, trust, supportiveness, and other similar terms in a number of research papers (Rogers, 1987). Open communication enables students to become more involved and recognize that what they do is important to the success of their education.

### b. Supportiveness

The *first* research subject where the lecturer reminds students to change their listening habits by diligently reading because the command to read is in the Koran, namely in Surah Al-Alaq. the

point is that students are directed to be more active in learning especially reading and Motivating students to answer questions can be established so that students enthusiastically answer the examples provided by the lecturer. the *second* research subject there 3 types of supportiveness used by L2 such as, to encourage students to get more precise answers and help students who do not understand the material that has been discussed, encouraging students by praising them to be more active in remembering the discussion, and the lecturer provides support to students to get involved in the discussion. It is connected with Davito (1997) state that An open situation to support communication is effective. Effective interpersonal relationships are relationships where there is a supportive attitude. Individuals show a supportive attitude by being descriptive rather than evaluative, spontaneous rather than strategic.

### c. Positiveness

The *first* research subject; here students have different knowledge in understanding something and lecturers really appreciate the different knowledge of each student. The lecturer helps explain student answers, and the *second* research subject; the lecturers seek information on students who are not yet present in class. In line with Yin et al., 2019, he importance of positive interpersonal treatment of students by teachers is reflected in the concept of Loving Pedagogy, which stands for Loving Pedagogy. "Pedagogical love is oriented toward the needs of students," according to the belief, and the fulfillment of this belief requires teachers to treat students with respect, care, understanding and sensitivity.

### d. Equality

The first research subject, to help students understand what they missed during the group discussion session and to avoid confusion, the lecturer explains what was left unexplained prior to the session. The second research subject, to create two-way communication in teaching what lecturers do to engage in discussions, give opinions and conclude an opinion, directly involved in discussing with students and providing solutions to problems that have not been understood, the lecturer discusses with students about something new for students, in this way, two-way communication will be built. In addition, in the extract above, the lecturer is also involved in giving opinions in group discussions, the lecturer provides an analogy to make it easier for students who do not understand the material given. it relevant with Wello (2017) Students expect their teachers to respond positively to their comments, to allow students to express their views/questions, and to arrive on time. Inversely, students who ask for explanations are told to find out on their own, and students who arrive late/leave class during teaching and learning are treated as inferiors.

### e. Empathy

The only first subject used empathy. Showing big attention to students where the lecturer explains some part of material to the students in this case because the lecturer assumes that the students are not completely understanding the material.

## 5) CONCLUSION

Lecturers communicate openly in reminding and explaining presentation assignments to build trust to students. When students are having difficulties in class, lecturers assist them in finding solutions. Conversation between lecturers and students using interpersonal communication "openness" is a sign of building interaction with students.

Students are directed to be more active in learning especially reading and. Motivating students to answer questions can be established so that students enthusiastically answer the examples provided by the lecturer. Lecturer also encourages students by praising them for remembering the discussion, and the lecturer provides support to get involved in the discussion.

The importance of positive interpersonal treatment of students by teachers is reflected in the concept of Loving Pedagogy. This means that lecturers really appreciate the different

knowledge of each student and how they use this knowledge to help students understand the content of their work.

The lecturer is directly involved in discussing with students and providing solutions to problems that have not been understood. In the extract above, the lecturer is also involved in giving opinions in group discussions. The lecturer provides an analogy to make it easier for students who do not understand material given.

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