

related to learning achievement in VTLP other than those examined in this study.

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APPENDICES

Appendix 1. Instrument

1. Questionnaire

Lattice questionnaire of teacher-students interpersonal communication based on QTI

Variable	Indicator	Description	Item of Questions	Number of Questions
Teacher Interpersonal Communication	Leadership Behaviour	Notice what's happening and lead the class,	1, 2,	2
		Organize,	3, 4,	2
		Give orders and set tasks,	5, 6,	2
		Determine the procedure, structure the classroom situation	7, 8,	2
		Hold the students attention	9, 10	2
	Helping/Friendly Behaviour	Behave in a friendly or considerate manner	11,12, 13*	3
		Inspire confidence and trust/helping	14, 15, 16	
	Understanding Behaviour	Be patient,	17,	1
		Listen with interest, empathize	18,19	2
		look ways to settle differences, show confidence and understanding	20, 21	2
		Be open to the	22	1

		students		
Student Responsibility/ Freedom Behaviour	Give opportunity for independent work		23, 24, 25	3
	Give responsibility to students		26*, 27, 28	3
Uncertain Behaviour	Show the hesitation		29*, 30*, 31*, 32*, 33*, 34*	6
Dissatisfied Behaviour	Show the dissatisfaction		35*, 36*, 37*	3
	Show the suspicion and criticize		38*, 39*, 40*	3
Admonishing Behaviour	Get angry		41*, 42, 43*	3
	Express irritation and anger, correct, forbid, punish		44*, 45*, 46*	3
Strict Behaviour	Keep reins tight, check and judge		47*, 48, 49	3
	Get class silent, exact norms and set rules		50, 51*, 52*	3

*Negative statements

Responses are indicated on a point scale with five choices: Always, Sometimes, Rarely, and Never. Where '1' represent a lack of agreement with the proposition, and '5' represents agreement: the higher the score.

The answer of negative statements, namely answers that do not support ideas where the scores Always score "1", Often score "2", Sometimes score "3", Rarely score "4" and Never score "5".

Alternative Choices	Score	
	Positive statement	Negative statement
Always	5	1
Often	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

Table 3.1: Scale Likert

The use of statements "Always", "Often", "Sometimes", "Rarely" and "Never" follow the conditions:

'Always', if the students feel what is in point answers with a percentage >80-100%

'Often', if the students feel what is in point answers with a percentage >60-85% .

'Sometimes', if the students feel what is in point answers with a percentage >40-60%

'Rarely', if the students feel what is in point answers with a percentage >20-40%

'Never', if the students feel what is in point answers with a percentage >0-20%

2. STUDENTS' TEST SCORE

Speaking' Score System by Heaton

Comprehensibility	
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Appendix 2. Questionnaire of Students' Perceptions on the Teacher Interpersonal Communication on VTLP

PENGANTAR

Kepada Yth. Siswa/ikelas XI
di SMA Negeri 1 Bulukumba.

Dengan hormat, peneliti memohon Siswa/i untuk mengisi angket penelitian ini dengan benar sesuai dengan kenyataan yang Anda lihat, rasakan, dan alami selama mengikuti kegiatan belajar dan mengajar EFL (Bahasa Inggris) di SMA Negeri 1 Bulukumba secara virtual. Peneliti akan menjaga kerahasiaan Anda dalam menjawab pertanyaan/ Pernyataan ini. Terima kasih atas kesediaan Anda mengisi angket ini.

Petunjuk Pengisian Angket :

1. Isilah Nama, NIS, Kelas pada tempat yang telah disediakan
2. Bacalah setiap pertanyaan/ pernyataan dengan baik
3. Berilah penilaian kepada guru yang mengajar Anda di kelas XI dengan subjek Bahasa Inggris terhadap pernyataan berikut ini dengan cara member tanda centang (√) pada kolom jawaban yang menurut Anda paling tepat. Adapun arti alternatif jawaban yang ada adalah sebagai berikut:

SL : Selalu
SR : Sering
KK : Kadang-Kadang
J : Jarang
TP : Tidak Pernah

4. Jawaban anda tidak ada yang benar atau salah, karena ini bukan merupakan tes atau ulangan.

Identitas Responden:

Nama :

NIS :

Kelas :

**ANGKET PERSEPSI SISWA TENTANG KOMUNIKASI INTERPERSONAL
GURU BAHASA INGGRIS SECARA VTLP KELAS XI TAHUN AJARAN
2020/2021 PADA SMA NEGERI 1 BULUKUMBA**

Berilah tanda (√) pada kolom yang Anda anggap sesuai

No.	Pernyataan	Jawaban				
		SL	S	KK	J	TP
1	Guru mengarahkan siswa belajar dengan baik.					
2	Guru mengatur kelas dengan baik.					
3	Guru membuat situasi kelas yang nyaman.					
4	Guru menjelaskan materi pelajaran secara runtut.					
5	Guru memberi perintah kepada siswa untuk aktif dalam kegiatan pembelajaran di kelas.					
6	Guru memberikan tugas kepada siswa.					
7	Guru memberikan langkah-langkah mengerjakan tugas kepada siswa di kelas.					
8	Guru menjelaskan prosedur penilaian kepada siswa.					
9	Guru mampu membuat siswa berkonsentrasi dalam belajar.					
10	Guru mampu memfokuskan perhatian siswa terhadap materi pelajaran.					
11	Guru bersikap ramah terhadap siswa.					
12	Guru senang bertegur sapa dengan siswa.					
13	Guru hanya menjawab pertanyaan siswa seperlunya saja.					
14	Guru senang membimbing siswa dalam mengerjakan soal latihan yang dirasa sulit oleh siswa.					
15	Guru mudah diajak/ditemui untuk konsultasi.					

16	Guru bersedia menjelaskan kembali, bila siswa mendapatkan kesulitan di dalam memahami isi materi yang diajarkan.					
17	Guru bersikap sabar dalam membimbing siswa.					
18	Guru dapat memahami ketika ada siswa yang kurang mengerti tentang materi pelajaran yang sedang diajarkan.					
19	Guru mendengarkan dengan penuh perhatian ketika siswa menanyakan sesuatu.					
20	Guru mau berdiskusi dengan siswa untuk menyelesaikan perbedaan pendapat.					
21	Guru memberi siswa waktu tambahan untuk pekerjaan rumah yang tidak dapat diselesaikan pada waktu yang telah ditentukan.					
22	Guru bersikap terbuka terhadap siswa, dengan tidak menutupi kesalahan yang guru perbuat.					
23	Guru memberi kesempatan siswa untuk bertanggung jawab terhadap tugas yang diberikan.					
24	Guru memberi penugasan kepada siswa untuk studi lapangan di luar kelas yang sesuai dengan materi yang diajarkan.					
25	Guru memberi kesempatan kepada siswa untuk berdiskusi di dalam kelas.					
26	Guru tidak hadir dalam kegiatan pembelajaran di kelas (kosong) tanpa memberi tugas kepada siswa.					
27	Guru menugaskan siswa untuk mempelajari materi pelajaran sebelum dijelaskan dengan caranya masing-masing.					
28	Guru memberi kebebasan kepada					

	siswa untuk bekerja sama dengan teman dalam mengerjakan tugas.					
29	Guru ragu-ragu dalam menyampaikan materi pelajaran.					
30	Guru tidak tahu apa yang harus dilakukan ketika siswanya ramai (tidak konsentrasi) dalam kegiatan pembelajaran di kelas.					
31	Guru kurang siap dengan materi yang akan diajarkan.					
32	Guru mudah bimbang dengan adanya komentar dari siswa.					
33	Guru ragu-ragu dalam mengambil keputusan.					
34	Guru merasa tidak yakin (bingung) jika ditanya siswa.					
35	Guru menunjukkan sikap tidak puas terhadap pekerjaan siswa.					
36	Guru memandang rendah kemampuan siswa.					
37	Guru kecewa terhadap perilaku siswa di kelas.					
38	Guru menganggap siswa sulit paham terhadap materi pelajaran yang dijelaskan.					
39	Guru menganggap siswa tidak akan mampu mengerjakan tugas dengan benar.					
40	Guru curiga bahwa siswa berbuat curang dalam mengerjakan tugas.					
41	Guru marah dengan bereaksi berlebihan untuk pelanggaran kecil.					
42	Guru segera menegur siswa yang melanggar aturan.					
43	Guru berkata kasar (<i>menjudgment</i> yang negatif kepada siswa) saat marah.					
44	Guru tidak sabar dalam menanggapi jawaban dari siswa.					
45	Guru mudah berselisih paham dengan siswa.					

46	Guru mudah berkomentar sinis terhadap siswa.					
47	Guru terlalu kaku terhadap peraturan yang berlaku.					
48	Guru menggunakan standar yang tinggi dalam menilai siswa.					
49	Guru disiplin dalam kegiatan pembelajaran.					
50	Guru bersikap tegas dalam proses kegiatan pembelajaran yang berlangsung di kelas.					
51	Guru membuat siswa merasa takut selama kegiatan pembelajaran berlangsung.					
52	Guru memberikan tugas yang sangat sulit dikerjakan siswa.					

Appendix 3. Respondent Permission Form

Dengan hormat,

Saya **ALFRIDHA DWI PUTRI** selaku mahasiswi dari Program Pascasarjana Universitas Hasanuddin bermaksud meminta kesediaan saudara/i sekalian bersedia menjadi responden di penelitian saya yang berjudul “***ANALYSIS OF TEACHER-STUDENTS’ INTERPERSONAL COMMUNICATION ON VIRTUAL TEACHING LEARNING PROCESS AND ITS IMPACT ON THE STUDENTS’ ACHIEVEMENT IN PRODUCTIVE SKILL IN EFL***”

Untuk kiranya, saudara/i dapat mengisi form ini:

Nama:

No. Identitas:

Apakah anda bersedia?

- a. Ya
- b. Tidak

Appendix 4. Descriptive Data Analysis

In addition to using SPSS 26.0 software, researcher also used several formulas to process data obtained by calculating descriptive statistics. In describing the data and examining the relationship between the independent variables and the dependent variable, a description of the data regarding the highest and lowest scores for each variable is presented, the data range, the data frequency distribution, and the histogram of the frequencies for each variable based on the data obtained from the research. It is calculated by dividing the data range by the number of interval classes to determine the class length. To determine each variable's tendency, the ideal mean score (mean) and the ideal standard deviation (standard deviation) were used for each variable. The formula $\frac{1}{2}$ (highest score + lowest score) is used, and the ideal standard deviation is the formula $\frac{1}{4}$ (highest score - lowest score). The score tendency for each variable is divided into four groups (Sutrisno Hadi, 2004: 126), namely:

> M + 1.5 SD and above: Very Strong

M to. M + 1.5 SD: Strong

M - 1.5 SD to <M: Average

<M - 1.5 SD: Weak

Appendix 5. Data Analysis from Students' Perception of Teacher-Students' Interpersonal Communication on VTLP by using Questionnaire

SAMPLE	Leadership											Helping/Friendly					Understanding						
	1	2	3	4	5	6	7	8	9	total	CRITERIA	10	11	12	13	Total	CRITERIA	14	15	16	17	total	CRITERIA
S1	5	4	4	2	4	4	4	2	4	33	STRONG	5	5	2	4	16	VERY STRONG	5	5	5	5	20	VERY STRONG
S2	5	5	5	4	5	5	5	4	4	42	VERY STRONG	5	5	5	4	19	VERY STRONG	4	5	5	4	18	VERY STRONG
S3	5	4	4	4	5	5	5	4	4	40	STRONG	5	4	4	4	17	VERY STRONG	4	4	4	4	16	VERY STRONG
S4	5	4	4	4	5	5	4	4	4	39	STRONG	4	5	2	4	15	VERY STRONG	4	4	4	4	16	VERY STRONG
S5	4	4	4	2	2	5	4	4	4	33	STRONG	5	4	4	4	17	VERY STRONG	4	4	4	4	16	VERY STRONG
S6	5	5	4	4	5	4	4	4	4	39	STRONG	5	5	5	5	20	VERY STRONG	5	5	5	5	20	VERY STRONG
S7	5	5	5	5	5	5	5	5	5	45	VERY STRONG	5	5	4	5	19	VERY STRONG	5	5	5	5	20	VERY STRONG
S8	4	4	4	3	5	5	3	3	3	34	STRONG	5	5	4	5	19	VERY STRONG	4	5	5	5	19	VERY STRONG
S9	3	1	2	2	2	4	2	2	2	20	AVERAGE	2	2	2	2	8	WEAK	2	2	2	3	9	WEAK
S10	5	4	4	4	5	5	4	4	4	39	STRONG	4	5	2	4	15	VERY STRONG	4	5	4	4	17	VERY STRONG
S11	5	4	4	4	5	5	4	4	4	39	STRONG	4	5	2	4	15	VERY STRONG	4	5	4	4	17	VERY STRONG
S12	4	4	4	2	4	5	2	4	4	33	STRONG	5	5	5	5	20	VERY STRONG	5	4	4	5	18	VERY STRONG
S13	5	5	5	2	4	5	2	4	4	36	STRONG	5	5	5	4	19	VERY STRONG	4	4	5	4	17	VERY STRONG
S14	5	4	4	4	5	5	4	5	4	40	STRONG	4	5	4	4	17	VERY STRONG	5	5	4	4	18	VERY STRONG
S15	4	4	4	4	5	4	4	4	4	37	STRONG	4	5	2	4	15	VERY STRONG	4	4	4	4	16	VERY STRONG

S16	4	5	4	4	5	4	4	4	4	38	STRONG	5	5	4	4	18	VERY STRONG	4	4	4	4	16	VERY STRONG
S17	5	5	5	5	5	5	5	4	4	43	VERY STRONG	5	4	4	5	18	VERY STRONG	5	5	5	5	20	VERY STRONG
S18	5	5	5	5	5	5	5	5	5	45	VERY STRONG	5	5	5	5	20	VERY STRONG	4	5	5	5	19	VERY STRONG
S19	5	4	4	5	5	5	2	2	2	34	STRONG	5	2	2	4	13	STRONG	4	4	4	4	16	VERY STRONG

CRITERIA	INTERVAL	FREKUENCY	CRITERIA	INTERVAL	FREKUENSI	INTERVAL	FREQUENCY
VERY STRONG	> 40.5	4	V. STRONG	> 13.88	17	> 13.88	18
STRONG	27- 40.5	14	STRONG	12 -13.88	1	12 -13.88	0
AVERAGE	13.5 - < 27	1	AVERAGE	10.13 -<12	0	10.13 -<12	0
WEAK	< 13.5	0	WEAK	< 10.13	1	< 10.13	1

Freedom				Uncertain					Dissatisfied					Admonishing					Strict														
NUMBER OF QUESTIONS																																	
18	19*	20	total	CRITERIA	21*	22*	23*	24*	25*	total	26*	27*	28*	29*	30*	31*	total	CRITERIA	32*	33*	34*	35*	36*	total	CRITERIA	37	38*	39*	Total	CRITERIA	TOTAL		
5	5	5	15	VERY STRONG	5	5	5	5	5	25	WEAK	3	5	3	4	5	3	23	AVERAGE	5	5	5	5	5	25	WEAK	5	3	4	12	AVERAGE	169	STRONG
5	4	4	13	STRONG	3	5	5	5	5	23	WEAK	3	5	3	3	5	3	22	AVERAGE	4	5	4	5	5	23	WEAK	4	5	4	13	AVERAGE	173	STRONG
4	5	5	14	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	5	14	WEAK	181	VERY STRONG	
4	5	4	13	STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	3	12	AVERAGE	175	STRONG	
4	5	5	14	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	3	5	5	13	AVERAGE	173	STRONG	
5	5	2	12	STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	5	14	WEAK	185	VERY STRONG	
5	3	5	13	STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	3	28	WEAK	5	5	5	5	5	25	WEAK	5	5	4	14	WEAK	189	VERY STRONG
5	5	5	15	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	5	5	5	15	WEAK	182	VERY STRONG	
3	3	4	10	STRONG	4	4	2	3	2	15	AVERAGE	1	2	4	3	4	4	18	AVERAGE	2	2	4	4	2	14	STRONG	2	4	2	8	STRONG	102	AVERAGE
5	5	4	14	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	4	13	AVERAGE	178	VERY STRONG	
5	5	4	14	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	4	13	AVERAGE	178	VERY STRONG	
5	3	4	12	STRONG	5	3	5	5	5	23	WEAK	5	5	5	5	3	3	26	AVERAGE	5	5	5	5	5	25	WEAK	4	5	5	14	WEAK	171	STRONG
5	5	4	14	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	5	5	30	WEAK	5	5	5	5	5	25	WEAK	4	5	3	12	AVERAGE	178	VERY STRONG	
4	4	5	13	STRONG	3	3	5	5	5	21	AVERAGE	3	5	2	5	5	3	23	AVERAGE	5	5	5	5	5	25	WEAK	5	4	4	13	AVERAGE	170	STRONG
4	5	4	13	STRONG	5	5	5	5	5	25	WEAK	5	5	3	5	5	5	28	WEAK	5	5	5	5	5	25	WEAK	4	5	4	13	AVERAGE	172	STRONG
4	5	4	13	STRONG	5	5	2	3	5	20	AVERAGE	4	5	4	4	4	4	25	AVERAGE	5	5	5	5	3	23	WEAK	4	3	3	10	AVERAGE	163	STRONG
5	5	5	15	VERY STRONG	5	5	5	5	5	25	WEAK	5	5	5	3	5	5	28	WEAK	5	5	5	5	5	25	WEAK	5	5	3	13	AVERAGE	187	VERY STRONG
5	5	4	14	VERY STRONG	5	5	5	3	5	23	WEAK	5	5	3	5	5	5	28	WEAK	5	5	5	5	5	25	WEAK	5	5	3	13	AVERAGE	187	VERY STRONG
4	2	4	10	STRONG	4	4	4	4	4	20	AVERAGE	2	5	4	4	4	4	23	AVERAGE	4	5	5	5	5	24	WEAK	5	5	2	11	AVERAGE	151	STRONG
INTERVAL	FREQUENCY			INTERVAL	FREQUENCY			INTERVAL	FREQUENCY			INTERVAL	FREQUENCY																				
>13.5	9			>22.5	15			>27	12			>22.5	18																				
9- 13.5	10			15 - 22.5	4			18 - 27	7			15 - 22.5`	0																				
4.5 - <9	0			7.5 - <15	0			9 - <18	0			7.5 - <15	1																				
<4.5	0			<7.5	0			<9	0			<7.5	0																				
INTERVAL	FREQUENCY			INTERVAL	FREQUENCY			INTERVAL	FREQUENCY			INTERVAL	FREQUENCY																				
>13.5	5			>175.5	9			>22.5	18			>175.5	9																				
9- 13.5	13			117 - 175.5	9			15 - 22.5`	0			117 - 175.5	9																				
4.5 - <9	1			78 - <117	1			7.5 - <15	1			78 - <117	1																				
<4.5	0			<78	0			<7.5	0			<78	0																				

Appendix 6. Data Analysis of Students' Perception on the Teacher-Students' Interpersonal Communication by VTLP using SPSS 26.0

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23
N	Valid	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.63	4.21	4.16	3.63	4.53	4.74	3.79	3.79	3.84	4.58	4.53	3.53	4.21	4.21	4.42	4.32	4.32	4.53	4.42	4.37	4.68	4.68	4.79
Std. Error of Mean		0.137	0.211	0.158	0.256	0.221	0.104	0.249	0.211	0.175	0.176	0.221	0.290	0.164	0.164	0.176	0.172	0.134	0.140	0.221	0.114	0.154	0.154	0.164
Median		5.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00
Mode		5	4	4	4	5	5	4	4	4	5	5	2	4	4	5	4	4	5	5	4	5	5	5
Std. Deviation		0.597	0.918	0.688	1.116	0.964	0.452	1.084	0.918	0.765	0.769	0.964	1.264	0.713	0.713	0.769	0.749	0.582	0.612	0.961	0.496	0.671	0.671	0.713
Variance		0.357	0.842	0.474	1.246	0.930	0.205	1.175	0.842	0.585	0.591	0.930	1.596	0.509	0.509	0.591	0.561	0.339	0.374	0.924	0.246	0.450	0.450	0.509
Range		2	4	3	3	3	1	3	3	3	3	3	3	3	3	3	3	2	2	3	1	2	2	3
Minimum		3	1	2	2	2	4	2	2	2	2	2	2	2	2	2	2	3	3	2	4	3	3	2
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Sum		88	80	79	69	86	90	72	72	73	87	86	67	80	80	84	82	82	86	84	83	89	89	91

X24	X25	X26	X27	X28	X29	X30	X31	X32	X33	X34	X35	X36	X37	X38	X39	TOTAL
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.63	4.79	4.26	4.84	4.26	4.53	4.74	4.32	4.74	4.84	4.89	4.95	4.74	4.21	4.63	3.79	172.05
0.175	0.164	0.285	0.158	0.227	0.177	0.129	0.203	0.168	0.158	0.072	0.053	0.185	0.123	0.191	0.224	4.489
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	175.00
5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	178*
0.761	0.713	1.240	0.688	0.991	0.772	0.562	0.885	0.733	0.688	0.315	0.229	0.806	0.535	0.831	0.976	19.566
0.579	0.509	1.538	0.474	0.982	0.596	0.316	0.784	0.538	0.474	0.099	0.053	0.649	0.287	0.690	0.953	382.830
2	3	4	3	3	2	2	2	3	3	1	1	3	2	3	3	88
3	2	1	2	2	3	3	3	2	2	4	4	2	3	2	2	100
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	188
88	91	81	92	81	86	90	82	90	92	93	94	90	80	88	72	3269

Appendix 7. Analysis of Teacher-Students' Interpersonal Communication on VTLP using SPSS 26.0

LEADERSHIP											
		X1	X2	X3	X4	X5	X6	X7	X8	X9	TOTAL
N	Valid	19	19	19	19	19	19	19	19	19	19
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.63	4.21	4.16	3.63	4.53	4.74	3.79	3.79	3.84	37.32
Std. Error of Mean		0.137	0.211	0.158	0.256	0.221	0.104	0.249	0.211	0.175	1.300
Median		5.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00	39.00
Mode		5	4	4	4	5	5	4	4	4	39
Std. Deviation		0.597	0.918	0.688	1.116	0.964	0.452	1.084	0.918	0.765	5.667
Variance		0.357	0.842	0.474	1.246	0.930	0.205	1.175	0.842	0.585	32.117
Range		2	4	3	3	3	1	3	3	3	25
Minimum		3	1	2	2	2	4	2	2	2	20
Maximum		5	5	5	5	5	5	5	5	5	45
Sum		88	80	79	69	86	90	72	72	73	709

UNCERTAIN							
Statistics							
		X1	X2	X3	X4	X5	TOTAL
N	Valid	19	19	19	19	19	19
	Missing	0	0	0	0	0	0
Mean		4.68	4.68	4.63	4.63	4.79	23.42
Std. Error of Mean		0.154	0.154	0.219	0.175	0.164	0.618
Median		5.00	5.00	5.00	5.00	5.00	25.00
Mode		5	5	5	5	5	25
Std. Deviation		0.671	0.671	0.955	0.761	0.713	2.694
Variance		0.450	0.450	0.912	0.579	0.509	7.257
Range		2	2	3	2	3	10
Minimum		3	3	2	3	2	15
Maximum		5	5	5	5	5	25
Sum		89	89	88	88	91	445

HELPING/FRIENDLY						
Statistics						
		X1	X2	X3	X4	TOTAL
N	Valid	19	19	19	19	19
	Missing	0	0	0	0	0
Mean		4.58	4.53	3.53	4.21	16.84
Std. Error of Mean		0.176	0.221	0.290	0.164	0.681
Median		5.00	5.00	4.00	4.00	17.00
Mode		5	5	2 ^a	4	15 ^a
Std. Deviation		0.769	0.964	1.264	0.713	2.968
Variance		0.591	0.930	1.596	0.509	8.807
Range		3	3	3	3	12
Minimum		2	2	2	2	8
Maximum		5	5	5	5	20
Sum		87	86	67	80	320

a. Multiple modes exist. The smallest value is shown.

DISSATISFIED								
Statistics								
		X1	X2	X3	X4	X5	X6	TOTAL
N	Valid	19	19	19	19	19	19	19
	Missing	0	0	0	0	0	0	0
Mean		4.26	4.84	4.26	4.53	4.74	4.32	26.95
Std. Error of Mean		0.285	0.158	0.227	0.177	0.129	0.203	0.829
Median		5.00	5.00	5.00	5.00	5.00	5.00	28.00
Mode		5	5	5	5	5	5	30
Std. Deviation		1.240	0.688	0.991	0.772	0.562	0.885	3.613
Variance		1.538	0.474	0.982	0.596	0.316	0.784	13.053
Range		4	3	3	2	2	2	12
Minimum		1	2	2	3	3	3	18
Maximum		5	5	5	5	5	5	30
Sum		81	92	81	86	90	82	512

**UNDERSTANDING
Statistics**

	X1	X2	X3	X4	TOTAL
N Valid	19	19	19	19	19
Missing	0	0	0	0	0
Mean	4.21	4.42	4.32	4.32	17.26
Std. Error of Mean	0.164	0.176	0.172	0.134	0.582
Median	4.00	5.00	4.00	4.00	17.00
Mode	4	5	4	4	16
Std. Deviation	0.713	0.769	0.749	0.582	2.535
Variance	0.509	0.591	0.561	0.339	6.427
Range	3	3	3	2	11
Minimum	2	2	2	3	9
Maximum	5	5	5	5	20
Sum	80	84	82	82	328

**FREEDOM
Statistics**

	X1	X2	X3	TOTAL
N Valid	19	19	19	19
Missing	0	0	0	0
Mean	4.53	4.42	4.26	13.21
Std. Error of Mean	0.140	0.221	0.168	0.330
Median	5.00	5.00	4.00	13.00
Mode	5	5	4	13 ^a
Std. Deviation	0.612	0.961	0.733	1.437
Variance	0.374	0.924	0.538	2.064
Range	2	3	3	5
Minimum	3	2	2	10
Maximum	5	5	5	15
Sum	86	84	81	251

a. Multiple modes exist. The smallest value is shown

**ADMONISHING
Statistics**

	X1	X2	X3	X4	X5	TOTAL
N Valid	19	19	19	19	19	19
Missing	0	0	0	0	0	0
Mean	4.74	4.84	4.89	4.95	4.74	24.16
Std. Error of Mean	0.168	0.158	0.072	0.053	0.185	0.584
Median	5.00	5.00	5.00	5.00	5.00	25.00
Mode	5	5	5	5	5	25
Std. Deviation	0.733	0.688	0.315	0.229	0.806	2.544
Variance	0.538	0.474	0.099	0.053	0.649	6.474
Range	3	3	1	1	3	11
Minimum	2	2	4	4	2	14
Maximum	5	5	5	5	5	25
Sum	90	92	93	94	90	459

**STRICT
Statistics**

	X1	X2	X3	TOTAL
N Valid	19	19	19	19
Missing	0	0	0	0
Mean	4.53	4.42	4.26	13.21
Std. Error of Mean	0.140	0.221	0.168	0.330
Median	5.00	5.00	4.00	13.00
Mode	5	5	4	13 ^a
Std. Deviation	0.612	0.961	0.733	1.437
Variance	0.374	0.924	0.538	2.064
Range	2	3	3	5
Minimum	3	2	2	10
Maximum	5	5	5	15
Sum	86	84	81	251

a. Multiple modes exist. The smallest value is shown

Appendix 8. Students' speaking test score

SAMPLE	SCORE			CRITERIA	INTERVAL	FREQUENCY
S1	6	60	EXCELLENT	EXCELLENT	> 5.38	7
S2	5	50	GOOD	GOOD	3.5 -5.38	12
S3	6	60	EXCELLENT	AVERAGE	1.6 - < 3.5	0
S4	5	50	GOOD	POOR	< 1.6	0
S5	4	40	GOOD			
S6	6	60	EXCELLENT			
S7	5	50	GOOD			
S8	6	60	EXCELLENT			
S9	6	60	EXCELLENT			
S10	5	50	GOOD			
S11	4	40	GOOD			
S12	6	60	EXCELLENT			
S13	4	40	GOOD			
S14	4	40	GOOD			
S15	5	50	GOOD			
S16	5	50	GOOD			
S17	6	60	EXCELLENT			
S18	4	40	GOOD			
S19	5	50	GOOD			

Appendix 9. Speaking test using SPSS 26.0

Statistics

X1

N	Valid	19
	Missing	0
Mean		5.11
Std. Error of Mean		0.186
Median		5.00
Mode		5 ^a
Std. Deviation		0.809
Variance		0.655
Range		2
Minimum		4
Maximum		6
Sum		97

a. Multiple modes exist. The smallest value is shown

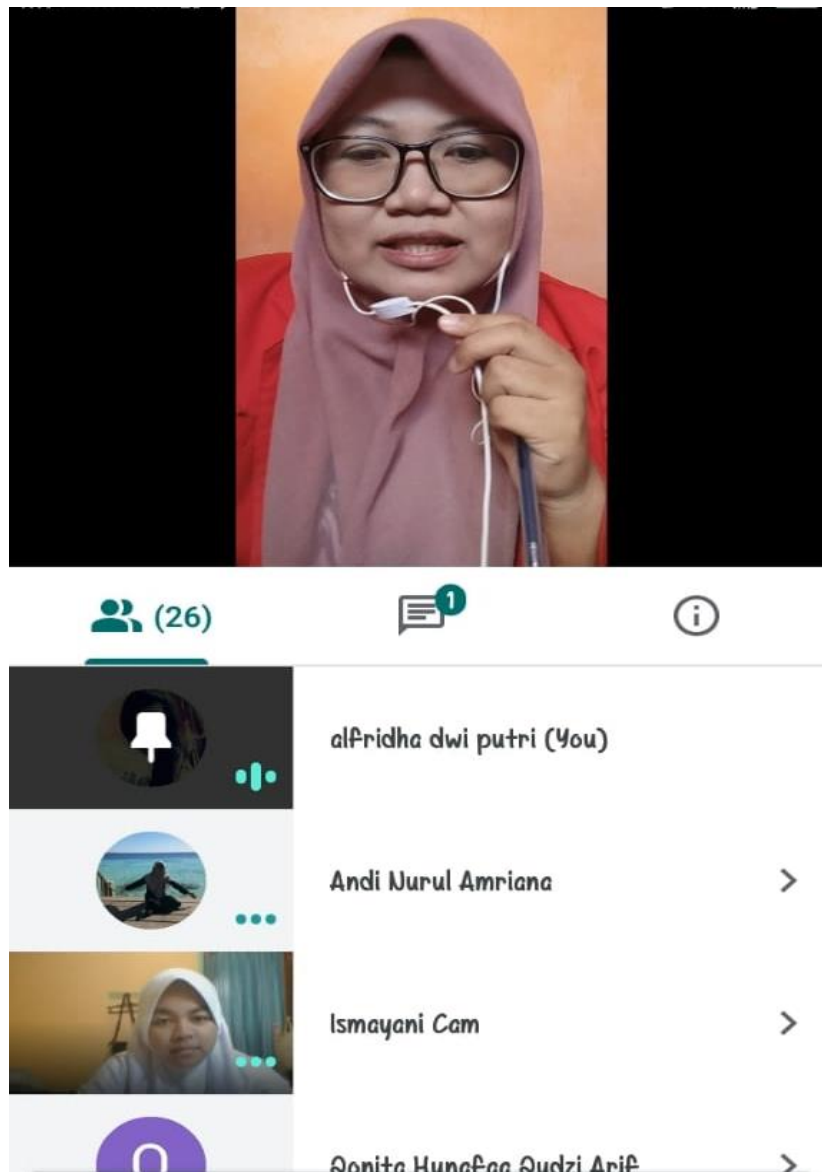
Appendix 10. Hypothesis Testing using SPSS 26.0

Coefficients^a

Model				Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.465	1.734		3.728	0.002
	Teacher- Students' Interpersonal Communication on VTLP	- 0.008	0.010	-0.188	- 0.789	0.441

a.
Dependent
Variable:
Students'
Achievement
on
Productive
Skill

Appendix 11. Observation on Teacher-Students' Interpersonal Communication on VTLP and Speaking Test using Google Meet



Picture 1. Research asks students' permission and introduces the purpose of the research



Picture 2. Teacher-Students virtual teaching-learning process using Google Meet



Picture 3. Students' speaking test on Google Meet