

THESIS

**ANALYSIS OF TEACHER-STUDENTS INTERPERSONAL
COMMUNICATION ON VIRTUAL TEACHING LEARNING
PROCESS AND ITS IMPACT ON STUDENTS'
ACHIEVEMENT IN PRODUCTIVE SKILL OF
ENGLISH**

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**ENGLISH LANGUAGE STUDIES
CULTURAL SCIENCE FACULTY/POSTGRADUATE
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LEMBAR PENGESAHAN THESIS

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Alfridha Dwi Putri

ABSTRACT

ALFRIDHA DWI PUTRI (F022182008) *Analysis of Teacher-Students Interpersonal Communication on Virtual Teaching Learning Process and Its Impact on Students' Achievement in Productive Skill of English* (Supervised by Abidin Pammu and Nasmilah)

Effective interpersonal communication skills are required to form connections and establish relationships. The research aimed to analyze the interpersonal communication of the teacher-student on virtual teaching-learning process (VTLP) and its impact on students' achievement in productive skill of EFL. This research is quantitative and qualitative method. The data were gained from the results of observation, questionnaire, and oral test. Researcher used concurrent embedded design. In this method, researcher collected QUAN-qual data during a correlational study, the two datasets were analyzed separately, and they address different research questions. This method is adding qualitative data into a quantitative data. The quantitative data addressed whether the teacher-students' interpersonal communication had an impact on the students' achievement in productive skill. However, qualitative data assessed how the participants experienced interpersonal communication on VTLP. The results of this research show the teacher-students' interpersonal communication on VTLP in the Strong category. The Mean score 172.05 located in the class interval score 117–175.5 with the percentage 88.23%. It is supported by the teacher-students' interpersonal communication profile on VTLP depicted on the radar chart is interpreted into a typology of interpersonal communication profiles is included in the typology of teachers with directive profiles. Moreover, the significance of teacher-students' interpersonal communication on VTLP more than 0.05 ($0.441 > 0.05$) which is proven teacher-students' interpersonal communication on VTLP not significantly impact student achievement on productive skill of English.

Key Words: *Interpersonal, Communication, VTLP, Productive*

ABSTRAK

ALFRIDHA DWI PUTRI (F022182008) *Analisis Komunikasi Interpersonal Guru-Siswa pada Pembelajaran Virtual dan Dampaknya terhadap Prestasi Siswa dalam Kemampuan Produktif Bahasa Inggris* (dibimbing oleh Abidin Pammu and Nasmilah)

Keterampilan komunikasi interpersonal yang efektif dibutuhkan untuk membentuk koneksi dan menjalin hubungan. Penelitian ini bertujuan untuk menganalisis komunikasi interpersonal guru-siswa pada *Virtual Teaching-Learning Process* (VTLP) dan pengaruhnya terhadap prestasi belajar siswa dalam keterampilan produktif EFL. Penelitian ini menggunakan metode kuantitatif dan kualitatif. Data diperoleh dari hasil observasi, angket, dan tes lisan. Peneliti menggunakan desain *embedded concurrent*. Dalam metode ini, peneliti mengumpulkan data kuantitatif dan kualitatif selama studi korelasional, kedua dataset dianalisis secara terpisah, dan menjawab pertanyaan penelitian yang berbeda.. Metode ini menambahkan data kualitatif ke dalam data kuantitatif. Data kuantitatif membahas apakah komunikasi interpersonal guru-siswa berdampak pada prestasi siswa dalam keterampilan produktif. Sebaliknya, data kualitatif menilai bagaimana partisipan mengalami komunikasi interpersonal dalam VTLP. Hasil penelitian ini menunjukkan komunikasi interpersonal guru-siswa pada VTLP dalam kategori Kuat. Skor *Mean* 172.05 berada pada interval kelas 117–175.5 dengan presentasi 88.23%. Hal ini didukung oleh profil komunikasi interpersonal guru-siswa pada VTLP yang tergambar pada radar *chart* diinterpretasikan menjadi tipologi profil komunikasi interpersonal yang termasuk dalam tipologi guru dengan profil direktif. Selain itu, tingkat signifikansi komunikasi interpersonal guru-siswa pada VTLP lebih besar dari 0.05 ($0.441 > 0.05$) yang menunjukkan bahwa komunikasi interpersonal guru-siswa pada VTLP tidak berpengaruh signifikan terhadap prestasi belajar siswa pada keterampilan produktif dalam bahasa Inggris.

Kata-Kata Kunci: *Interpersonal, Komunikasi, VTLP, Produktif*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching of English as a foreign language (EFL) occupies an important position in the Indonesian education system, as it becomes a core content within tertiary education curricula. As an important part of curriculum content, the teaching of English has placed emphasis on the four skills, such as speaking, reading, listening, and writing. With the rapid development of science and technology, there has been a shift of teaching orientation due to the increasing demands of literacy skills with the emphasis on speaking ability but still maintain the other three skills. Speaking even seen as an important process of self-empowerment.

Recent account of language teaching and learning in EFL context demonstrates high degree of student reliance on teacher. There has also been an overwhelming of research confirming the importance of interpersonal relationship between students and the teacher. This is due to emerging dynamics of complexities that affect the nature of skill transfer notably from the teacher to the students. In addition, variables affecting the language acquisition process are mostly in reference to teaching styles, communication techniques and choice of teaching methods. This are interdependent of each other where motivation and ways of teachers in handling the lesson will all play important roles in this aspect.

The past twenty years of research on instructional communication has identified several interpersonal variables that are positively related to learning. Variables such as immediacy (Andersen, 1979; Christophel, 1990), communicator style (Norton, 1977), affinity-seeking (Frymier, 1994a), self-disclosure (Sorensen, 1989), solidarity (Nussbaum & Scott, 1980), humor (Wanzer & Frymier, 1999), caring (Teven & McCroskey, 1997), and compliance-gaining (Plax & Kearney, 1992) have contributed to an understanding of the dynamic student-teacher relationship and how it results in student learning. A quick review of the above research reveals that the nature of student-teacher relationships are important to effective learning outcomes.

One of the missions of the country's future development is to improve the quality of human resources and the skill to master science and technology. It can be realized through education. In Indonesia, the government emphasizes the education system to change the curriculum demands of times and technology. Curriculum changes to evaluate the performance of educators and others, efforts to enhance the quality of education. However, currently, Indonesian culture is still undergoing on same problems each year, such as education equity, costs, and quality, which are essential issues.

Higher education quality cannot be obtained if the morals, habits, and character of students and instructors are not under the purpose of education. It is evidenced by a high number of teaching staff who teach

but are not following their fields. It is proven by the Regional Education Balance Sheet, which shows that the average teacher competency test results are still 50-60%. Since several teachers have broad insights, in-depth knowledge, and excellent mastery of the material, but are less successful in getting their students to gain understanding.

Professional development in education regards teachers as persons who needs to demonstrate integrity in order to gain trust and who can contribute to society's good and advance human life quality. (Husu and Tirri, 2007:393). However, errors result in teachers being unable to educate students well, and they sometimes apply punishment to direct the morale and attitude of their students. Kemal (2009:1224) argued that teachers might cause the deterioration of students' relationships and disciplinary problems with their wrong attitude, such as comparing students, making students compete with each other, and being unfair in awarding and straining the promoting complaints regarding students. Similarly, in Arthur's finding (2011:186), many teachers cited discipline and role modeling. Unlike students who saw discipline in the context of punishment.

Teachers as a "main actor" in the classroom are required to instruct their students in socializing an establishing a caring and sharing attitude to others. However, the problem is students who possess an introvert nature and do not share their things with others and keep to themselves. In the classroom situation, sometimes students do not understand the learning of the material, do not clear with their teacher explanation, and need work in

group/pairs. It is needed to be avoided, and students should be taught to possess a caring and sharing attitude to gain successful learning. Bullough (2011:27) stated that teaching is essentially and fundamentally a moral enterprise, a few noting that the nature and quality of the teacher/student relationship inform virtually all that the teachers do, including how they organize and present lessons. How a teacher cares for students is thought to be among the most important of all professional matters. Therefore, classroom management is related to positive teacher-student relations and supportive conditions in the classroom. (Kemal, 2009:1224).

Additionally, educational institutions and governments should attempt to reduce the gap between teacher-student relations and students' comprehension in the learning process, especially in learning EFL. To realize this, the teacher must be able to implement quality classroom management. The teaching and learning process is essentially an interaction of teacher-students. In the interaction, there will be a process of reciprocal communication between the parties involved. Learning behavior that occurs in students arises as a result of teaching behavior in the teacher-related through communication.

Teachers, in this case, are required to have excellent communication skills. Lack of communication will detain personality development. Therefore, Interpersonal Communication is needed to prevent misunderstandings by paying attention to the components of listening and equating perception. For practical implication in the

classroom context, interpersonal communication refers more especially to communication that occurs among teachers/lecturers-students, and students-students, which allows them to communicate both verbally and nonverbally to produce shared meanings and accomplish academic and social goals which create a private bond among them in terms of socially and psychologically noticed appropriate distance. (Rasyid, 2015:35).

DeVito (2013:5) stated that interpersonal communication as the verbal and nonverbal interaction between two (or sometimes more than two) independent people. Teacher-student interpersonal communication is essential in the learning process as a form of management in the classroom. It is analogous to learning as an activities process that involves interactions between the teacher and students. Good teacher-student interpersonal communication can generate positive things towards students to shape students' attitudes and motivate them to learn. The motivation of students who are formed subsequently can increase student learning achievement. Teachers who can influence student attitudes during learning can increase student attention and enthusiasm in participating in education. Teacher-student interpersonal communication can foster better student motivation, self-acceptance, and better achievement.

Nevertheless, the outbreak of Covid-19 constrains the educational institutions in many parts of the world to close down, teachers and students are required to teach and learn virtually on a global scale. In Indonesia, the government plans Technology-based Distance Education to

become a permanent learning system. It is in harmony with the era of the Industrial Revolution 4.0, which continues to advance. Technology efficiency with software and applications provides opportunities for schools, especially stakeholders, to do a variety of modeling of learning activities. Indeed, this can help the teaching and learning process going forward. Hence, in this research, the researcher analyzed the teacher-students interpersonal communication on the virtual teaching-learning process and its impact on students' achievement on the productive skill in English.

B. Research Question

Related to the statement above, the researcher investigated the teacher-students interpersonal communication virtual teaching-learning process and its impact on students' productive skill in English with the following research questions:

1. What is the profile of teacher-students interpersonal communication on virtual teaching-learning process?
2. How does teacher-students interpersonal communication on virtual teaching-learning process impact the productive skill in English?

C. Research Objective

Based on the research questions, the objective of the research are:

1. To reveal the profile of teacher-students interpersonal communication on virtual teaching-learning process.

2. To disclose how teacher-students interpersonal communication on virtual teaching-learning process impact the students' productive skill in English.

D. Significance of the Research

The findings of the research are expected to be useful information and positive contribution to students, teacher of English, and other researchers:

1. For students are expected to understand their perceptions of the learning on virtual teaching-learning process (VTLP) and become one of the drivers for students to be more diligent in optimizing the quality of their learning achievement. Still, now they have to deal with interpersonal communication on VTLP of English.
2. For the English teacher, this research becomes the reference as the guidance to include interpersonal communication on VTLP. It means that they can practically this research as the reference of the way how to do interpersonal communication on VTLP.
3. For the other researchers, the result of this research hopefully gives valuable knowledge about how to teach by using interpersonal communication on VTLP.

E. Scope and Limitation of the Research

This research focused on the teacher-students interpersonal communication on virtual teaching-learning process (VTLP) and its impact

on the students' achievement in productive skill in EFL at the 11th Grade Students of SMAN 1 Bulukumba. This research was restricted to build up the impact of teacher-students interpersonal communication by VTLP on the students' achievement in a productive skill that is focused on speaking/oral skill by comprehensibility aspect. The research conducted to analyze teacher-students' interpersonal communication on VTLP and its impact on the students achievement in productive skill of English has several limitations.

The instruments in the research were questionnaires and observations, both of which were done virtually as an effort to prevent the spread of Corona-19 virus so that there some limitations experienced in obtaining data such as questionnaire there is a possibility for respondents not honest and severe under the actual conditions in filling out the questionnaire, the results of observations are minimal because researcher and respondents are limited in space and time where meetings are conducted through applications. This condition makes researcher difficult to observe the class and respondents. In addition, students' achievement which is measured through speaking test virtually allows students to commit some cheating, such as looking at notes when doing tests.

Limited ability, time, cost and energy caused by the Corona-19 virus pandemic, the research subjects only took a limited sample, namely class XI IPA 1 SMA Negeri 1 Bulukumba academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

There have been a lot of studies already documented in relation to interpersonal communication with surprising findings. The findings have warranted the effects of interpersonal communication in improving the language skills of students in various contexts of both ESL and EFL situations.

Frymier and Marian (2000:215) stated that communication skills served as significant predictors of learning and motivation, particularly referential skill and ego support. Communication of teachers and students is relational as well as content-driven. However, the evidence is growing that effective teaching means personal communication between teachers and students as well as expertise and effective delivery of the content. As argued by Fricke et al cited in Wubbels et al (2012:182) revealed that an interpersonal impression of classroom management impacted the students' knowledge gains within a specific topic.

The study of Fan F.A. (2012:483) has shown a significant statistical relationship between the teacher-students' interpersonal relationships and students' academic achievements in social studies. Indeed, teachers influence students by the kind of social atmosphere they establish in their classrooms and by the patterning of their interactions with individual students. The teacher is more dominant than anyone else in the setting of the classroom climate, with the teacher's behavior as the central

determinant. Therefore, the teacher must be sensitive enough to perceive how each person fares while trying to carry the class along. It confirms that teacher interpersonal behavior could be considered as a vital teacher factor in students learning outcomes. (Georgiou et al cited in Wubbles et al, 2012:131).

Furthermore, globalization encourages F.L. educators not to lose sight of the whole even as they are busy teaching testable structures and drawing up the course syllabi's structural progression. Keeping an eye, on the whole, means catching the essence of a word, an utterance, a gesture, a silence as they occur inside and outside the classroom, and seeing them as a manifestation of a speaker's or a writer's voice, informed by an awareness of the global communicative situation, rather than just by the correct way of constructing sentences, paragraphs, and texts. For FL educators, such awareness is developed through careful attention to their students' experiences and memories and reflection on their own experience informed by a multidisciplinary professional training. (Kramsch, 2014:309). It suggests that Indonesian teachers are perceived to be more co-operative than hostile. Teachers' perceptions of their interpersonal behavior indicated a similar pattern with their students' perceptions: higher ratings on positive behavior than negative. (Maulana et al., 2011:45).

These previous studies explain that interpersonal communication between teachers and students is the key in class management because the teacher, as the role model, must create a positive atmosphere to improve a favorable classroom atmosphere for students. However, this

learning is different in virtual. Teachers and students only focus on their screen devices resulting in limited interactions, both verbal and nonverbal, such as forms of interaction that include touch, movement, reprimands, even methods in giving attention. It encourages the researcher to analyze teacher-students interpersonal communication on VTLP and determine the impact on students' achievement on productive skill in EFL.

B. Theoretical Discussion

1. Teacher-Students Interpersonal Communication on VTLP

1.1 The Model of Teacher-Students Interpersonal Communication

The model of teacher student interaction has been around for many years. The theory of language acquisition has also reinforced that interpersonal communication play a vital role in the process of both productive and receptive skills. Wambui, Alice & Elizabeth (2012:2) explain that communication as a form of interaction carried out by two or more people to get responses. In line with Alfred (2001:13), communication involves various sources and receivers. It uses various channels to convey various messages to achieve various effects or results. It assumes that communication as an interaction carried out by two people or more to get a response. It appears a vital role in creating understandings and establishing relationships.

Communication in classrooms is more complex and unpredictable than in many other situations. Communication is an indicator of how to interpret the information and transform that information into action

behavior in social judgments. (Dutaa; Georgeta Panisoaraa & Ion, 2015: 1008). In order for the communication process in education to run effectively, it is crucial to know the various forms of communication that are often carried out. It can be known whether someone is conducting interpersonal communication or intergroup communication involving many people.

Interpersonal communication involves at least two people who have different and unique characteristics, values, attitudes, thoughts, and behaviors. It includes a particular form of human communication that occurs when we interact simultaneously with other people and mutually influence each other, simultaneous interaction means that the actors of communication have the same action on information at the same time. Wood (2010:17) defines interpersonal communication focuses on what happens between people, not where they are, or how many are present. It is distinct from the interaction between people.

Interpersonal communication is important in the field of language teaching because it accounts for as the essential communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally. Brooks and Heath (1993:7) support it, a process by which persons share information, meanings, and feelings through verbal and nonverbal messages.

A progressive form of communication between two (or more people) in which the message exchanged significantly influences their thoughts, emotions, behaviors, and relationships. (McCormack, 2010:13).

As the perfect communication, interpersonal communication plays a vital role at any time, as long as humans still have emotions. The reality is that face-to-face communication makes people feel more familiar with each other, different from communication through mass media such as newspapers, television, or even through the most sophisticated technology. It is more specifically to communication between people and creates a personal bond (Solomon & Theiss, 2013:5).

Interpersonal communication is action-oriented, that is oriented towards a particular goal. Interpersonal communication expresses attention to others, find an identity. Kodzi et al. (2011) in Maliki (2013:75) posited that functional interpersonal interactions had positive effects on academic achievement, a situation where parents provided materials and financial support and were generally involved in school affairs those students had better grades than students whose parents were not involved. Less parental involvement in the classroom also has adverse effects on students' grades. They concluded that the quality of social relationships is associated with academic outcomes.

In teaching, interpersonal communication between teachers and students can occur in the classroom, when the teacher asks questions while approaching one of the students. However, it can also occur outside the classroom when students come to the teacher to ask questions. For example, students invite their teachers to discuss after learning in a more relaxed situation and less time. Petegem; Creemers; Rossel & Aelterman (2006:34) assume some teachers prefer a disciplined environment for

learning, whereas others are disposed of a pleasant classroom atmosphere to help students feel safe to take risks and be creative. In another point, Tuckman (1995:177) stated that a teacher should have pedagogical skills. For example, a "good" teacher knows how to communicate information, lead discussions, ask questions, wait for answers, prepares lesson plans, write learning prescriptions, etc. In other words, teachers should have competencies, e.g., good English teachers are proficient in grammar, writing, and literature outstanding teachers of mathematics are experts in their discipline; the best science teachers have scientific minds.

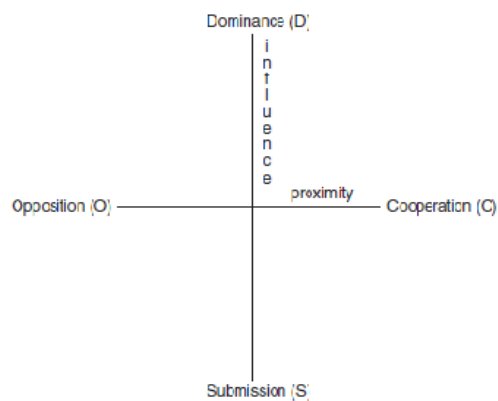


Figure 1. Two-dimensional coordinate system of the model for interpersonal teacher behavior. (Leary, 1957 in Wubbels & Brekelmans, 2005:8)

Wubbels et al., (2005) in Goh (2009:34) described the model of interpersonal teacher behavior, as depicted in Figure 1, which comprises eight teacher behavior scales. The model takes the form of an octagon with eight sectors representing eight facets of teacher behavior, starting with Leadership (DC) and ending with Strict (DO). The description of the

types of teacher behavior possessed in eight sectors is explained in the following Figure 2:

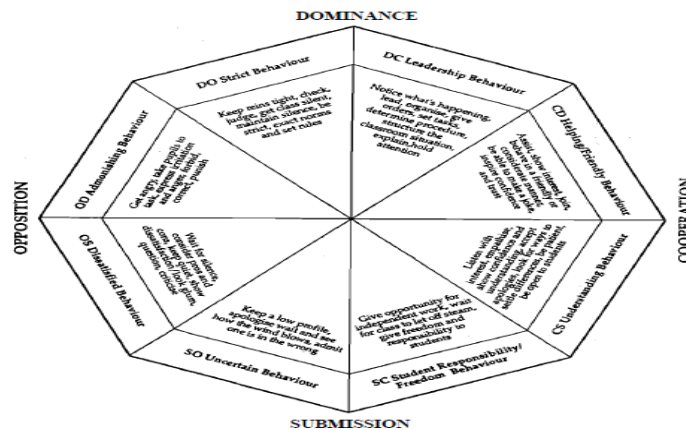


Figure 2. Model of Interpersonal Teacher Behavior (Goh, 2009:35)

Based on the picture above on each pattern of teacher behavior is described as follows:

- 1.1 Leadership behavior; notice what's happening, lead, organize, give orders, set tasks, determine, procedure, structure the classroom situation, explain, hold the attention.
- 1.2 Helping/friendly behavior; assist, show interest, join behave in a friendly or considerate manner, be able to make a joke, inspire confidence and trust
- 1.3 Understanding behavior; listen with interest, empathize, show confidence and understanding, accept apologies, look for ways to settle differences, be patient, be open to students.
- 1.4 Student responsibility/freedom behavior; give opportunity for independent work, wait for class to let off steam, give freedom an responsibility to students

1.5 Uncertain behavior; keep a low profile, apologize, wait and see how the wind blows, admit one is in the wrong

1.6 Dissatisfied behavior; wait for silence, consider pros and cons, keep quiet, show dissatisfaction/look glum, question, criticize

1.7 Admonishing behavior; angry, take pupils to task, express irritation and anger, forbid, correct, punish

1.8 Strict behavior; Keep reins tight, check, judge, get class silent, maintain silence, be strict, exact norms and set rules

The perceptions of teachers and students can be researched by using Questionnaire on Teacher Interaction (QTI). The QTI was designed according to the two dimensional Leary model and the eight sectors to map teacher-student relationships (Wubbels et al., 1985). It was initially promoted in the Netherlands, and a 64-item American version was also constructed in 1988 (Wubbels & Levy, 1991). The Dutch items were formulated, based on large numbers of interviews with teachers and students (Wubbels & Levy, 1993). The authentic Dutch version consists of 77 items rated on a five-point Likert scale ranging from 'Never/Not at all' to 'Always/Very.' The items are divided into eight scales consistent with the eight behavior types. The instrument has been translated into the following languages: English, French, German, Hebrew, Russian, Slovenian, Swedish, Norwegian, Finnish, Spanish, Mandarin Chinese, Singapore Chinese, and Indonesian. (Wubbels & Brekelmans, 2005:10).

Fisher and Rickards (1998:3-4) explained that researchers in the Netherlands had extended this field by using QTI (Wubbels, Creaton, &

Hooymayers, 1992; Wubbels & Levy, 1993). The Dutch researchers (Wubbels, Creaton, & Holvast, 1988) investigated teacher behavior in a classroom from a systems perspective, and it is assumed that participants' behaviors mutually influence each other. The behavior of the students influences the behavior of the teacher and, in turn, influences the students' behavior. Thus, a circular communication process develops that not only consists of behavior but also determines behavior.

Waldrup & Fisher (2002:144) explained in a distinct study of the QTI in Australia, the perceptions of 490 mathematics students were used. It was obtained that students developed more positive attitudes towards their mathematics in classes where the teacher showed leadership, helping-friendly behaviors, and students' minimal admonishment. Student cognitive gains were least in classes where students perceived that the teacher was dissatisfied, allow them mostly freedom and responsibility, and where they were implicated in investigations (Rawnsley & Fisher 1997).

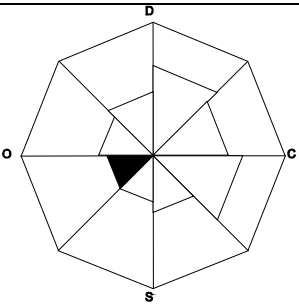
1.2 Typology of Teacher Interpersonal Communication (Behavior)

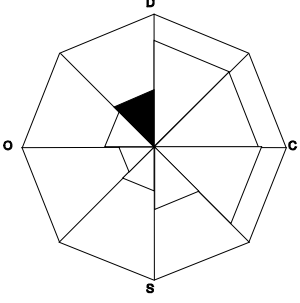
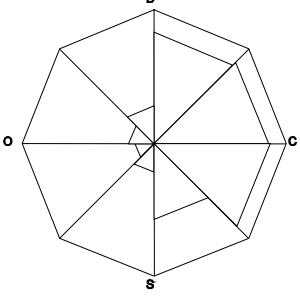
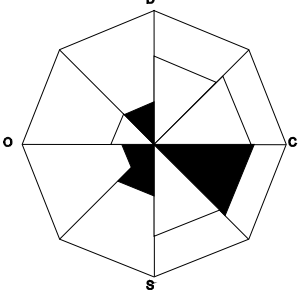
Brekelmans (1989); Wubbels & Levy (1993) in Brekelmans; Brok & Tartwijk (2005:205) stated the typology of teacher interpersonal relationships in classrooms categorized into eight different types of relatively stable patterns could be distinguished in both Dutch and American classes, named Directive, Authoritative, Tolerant/ Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, Drudging, and

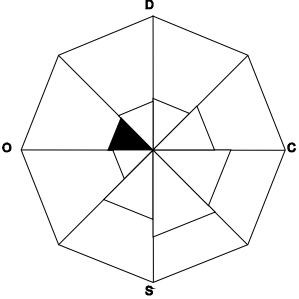
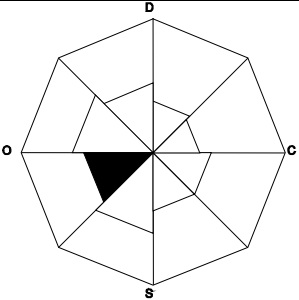
Repressive. These patterns are characterized in terms of the two dimensions in the Model for Interpersonal Teacher Behavior.

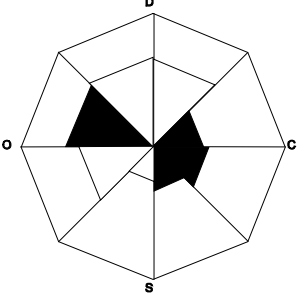
Brekelmans; Brok & Tartwijk (2005:206-209) explained the characteristics of eight types interpersonal styles. The types are Iso characterised by means of Figure representations using the eight sections of the Model of Interpersonal Teacher Behaviour. The greater the shaded part in each section the more the pattern of interpersonal relationships is characterised by this sector 1. Also, based on observation research, it has been able to provide descriptions of the classroom environment that is typical for each of the eight types.

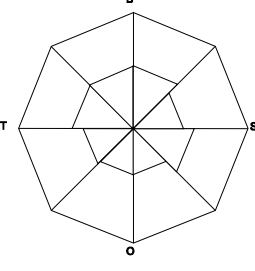
Table 1. Interpersonal Profiles of the eight Types of the Typology of Interpersonal Styles

Types of Interpersonal Communication	Classroom Environment
 <p data-bbox="309 1518 427 1547">Directive</p>	<p data-bbox="715 1173 1369 1796">The learning environment in a class with a teacher with a directive profile is well-structured and task-oriented. The Directive teacher is organised efficiently and normally completes all lessons on time. S/he dominates class discussion, but generally holds students' interest. The teacher usually isn't really close to the students, though s/he is occasionally friendly and understanding. S/he has high standards and is seen as demanding. While things seem businesslike, the teacher continually has to work at it. S/he gets angry at times and has to remind the class that they are there to work. S/he likes to call on students who misbehave and are inattentive. This normally straightens them up quickly.</p>

 <p>Authoritative</p>	<p>The Authoritative atmosphere is well-structured, pleasant and task-oriented. Rules and procedures are clear and students don't need to be reminded. They are attentive, and generally produce better work than their peers in the Directive teacher's classes. The Authoritative teacher is enthusiastic and open to students' needs. S/he takes a personal interest in them, and this comes through in the lessons. While his/her favorite method is the lecture, the authoritative teacher frequently uses other techniques. The lessons are well planned and logically structured.</p>
 <p>Tolerant and Authoritative</p>	<p>Tolerant and Authoritative teachers maintain a structure which supports student responsibility and freedom. They use a variety of methods, to which students respond well. They frequently organise their lessons around small group work. While the class environment resembles Profile 2 (authoritative), the Tolerant/Authoritative teacher develops closer relationships with students. They enjoy the class and are highly involved in most lessons. Both students and teacher can occasionally be seen laughing, and there is very little need to enforce the rules. The teacher ignores minor disruptions, choosing instead to concentrate on the lesson. Students work to reach their own and the teacher's instructional goals with little or no complaints.</p>
 <p>Tolerant</p>	<p>There seem to be separate Dutch and American views of the Tolerant teacher. To the Dutch, the atmosphere is pleasant and supportive and students enjoy attending class. They have more freedom in Profile 4 classes than in those above, and have some real power to influence curriculum and instruction. Students appreciate the teacher's personal involvement and his/her ability to match the subject matter with their learning styles. They often work at their own pace and the class atmosphere sometimes may be a little confused as a result.</p> <p>In the U.S., however, the Tolerant teacher is seen to be disorganised. His/her lessons are</p>

	<p>not prepared well and they don't challenge students. The teacher often begins the lesson with an explanation and then sends the students off to individually complete an assignment. While the teacher is interested in students' personal lives, his/her academic expectations for them aren't evident.</p>
 <p>Uncertain/Tolerant</p>	<p>Uncertain/Tolerant teachers are highly cooperative but don't show much leadership in class. Their lessons are poorly structured, are not introduced completely and don't have much follow-through. They generally tolerate disorder, and students are not task-oriented. The Uncertain/Tolerant teacher is quite concerned about the class, and is willing to explain things repeatedly to students who haven't been listening. The atmosphere is so unstructured, however, that only the students in front are attentive while the others play games, do homework, and the like. They are not provocative, however, and the teacher manages to ignore them while loudly and quickly covering the subject. The Uncertain/Tolerant teacher's rules of behaviour are arbitrary, and students don't know what to expect when infractions occur. The teacher's few efforts to stop the misbehaviour are delivered without emphasis and have little effect on the class. Sometimes the teacher reacts quickly, and at other times completely ignores inattentiveness. Class performance expectations are minimal and mostly immediate rather than long-range. The overall effect is of an unproductive equilibrium in which teacher and students seem to go their own way.</p>
 <p>Uncertain/Agressive</p>	<p>These classes are characterised by an aggressive kind of disorder. Teacher and students regard each other as opponents and spend almost all their time in symmetrically escalating conflicts. Students seize nearly every opportunity to be disruptive, and continually provoke the teacher by jumping up, laughing and shouting out. This generally brings a panicked over-reaction from the teacher which is met by even greater student misbehaviour. An observer in this class might</p>

	<p>see the teacher and student fighting over a book which the student has been reading. The teacher grabs the book in an effort to force the student to pay attention. The student resists because s/he thinks the teacher has no right to his/her property. Since neither one backs down, the situation often escalates out of control. In the middle of the confusion the Uncertain/Aggressive teacher may suddenly try to discipline a few students, but often manages to miss the real culprits. Because of the teacher's unpredictable and unbalanced behaviour, the students feel that s/he is to blame. Rules of behaviour aren't communicated or explained properly. The teacher spends most of his/her time trying to manage the class, yet seems unwilling to experiment with different instructional techniques. S/he prefers to think 'first, they'll have to behave'. Learning is the least important aspect of the class, unfortunately.</p>
 <p>Repressive</p>	<p>Students in the Repressive teacher's class are uninvolved and extremely docile. They follow the rules and are afraid of the teacher's angry outbursts. S/he seems to overreact to small transgressions, frequently making sarcastic remarks or giving failing grades. The Repressive teacher is the epitome of complementary rigidity. The Repressive teacher's lessons are structured but not well-organised. While directions and background information are provided, few questions are allowed or encouraged. Occasionally, students will work on individual assignments, for which they receive precious little help from the teacher. The atmosphere is guarded and unpleasant, and the students are apprehensive and fearful. Since the Repressive teacher's expectations are competition-oriented and inflated, students worry a lot about their exams. The teacher seems to repress student initiative, preferring to lecture while the students sit still. They perceive the teacher as unhappy and impatient and their silence seems like the calm before the storm.</p>

 <p data-bbox="304 533 432 566">Drudging</p>	<p data-bbox="715 235 1366 958">The atmosphere in a Drudging teacher's class varies between Type 5 and 6 disorder. One thing is constant, however: the teacher continually struggles to manage the class. S/he usually succeeds (unlike Types 5 and 6), but not before expending a great deal of energy. Students pay attention as long as the teacher actively tries to motivate them. When they do get involved, the atmosphere is oriented toward the subject matter and the teacher doesn't generate much warmth. S/he generally follows a routine in which s/he does most of the talking and avoids experimenting with new methods. The Drudging teacher always seems to be going downhill and the class is neither enthusiastic nor supportive nor competitive. Unfortunately, because of the continual concern with class management the teacher sometimes looks as though s/he's on the verge of burnout.</p>
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The Directive, Authoritative and Tolerant/Authoritative types all display about the same amount of Influence; these three types are all characterized by fairly dominant behaviour. However, they differ in the amount of Proximity. The Directive teacher is the least co-operative, as indicated by the relatively low scores on the co-operation scales but a high score on strictness, while the Tolerant/Authoritative teacher is considered the most co-operative. The Tolerant teacher is about as co-operative as the Authoritative teacher, but differs from the Authoritative teacher in regard to the degree of dominance. The remaining types all show much lower levels of co-operation with varying degrees of dominance. (Maulana; Opdenaker; Brok & Bosker, 2011:35)

Amongst all the types mentioned, the Directive, Authoritative, Tolerant and Tolerant/Authoritative are found to be representative of the

most common teacher-student interactions and of an activity-based learning environment, which correlates positively with students' engagement and motivation in classrooms (Brekelmans; Wubbels& Levy, 1993 in Maulana; Opdenaker; Brok&Bosker, 2011:36). Although all eight types were found in Dutch and American classrooms with similar frequencies, they were also found in other countries with different frequencies of occurrence.

1.3 Interpersonal Communication on VTLP

To face the lockdown during the COVID-19 outbreak, the government issued a policy for schools to ask students to study at home using virtual learning. The teacher must ensure that teaching and learning activities continue, even if students are at home. The solution, teachers are required to be able to design learning media as innovation by utilizing online media. Teachers can do learning together at the same time using applications and social media as learning media. Of course, this triggers the emergence of new things that are encountered in implementing virtual learning, especially regarding interpersonal communication.

According to the Kimovski et, al (2001) virtual classroom is defined as an alternative of the "classical classroom". Virtual learning is undoubtedly different from conventional learning, and it takes skills and accuracy in building communication so that learning is not chaotic and rigid for students. The problems that occur are not only sourced from infrastructure in virtual learning such as gadgets, internet connections, applications with user-friendly platforms, and online socialization that is

efficient, effective, continuous, and integrative to all educational stakeholders. The most critical problem is the assumption that the teaching profession will not be replaced by technology. Some teachers in schools claim virtual learning is not active as regular learning activities (face-to-face) because some material must be explained directly and more completely. Besides, the material submitted online is not necessarily understood by all students. Based on online teaching experience, this system is only useful for giving assignments, and the possibility of the results of these assignments being given when students will enter, so it is likely to accumulate.

Utilizing complex online media that provide easy accessibility for students will strengthen the learn ability of the students learning a foreign language. This is based on the experiences of teachers who have been indulging in complex activities teachers' experiences, the teacher must be accustomed to teaching by utilizing complex online media that must be packaged adequately, easily accessed, and understood by students. Thus, the teacher must design lightweight and active virtual learning by utilizing appropriate online devices or media and following the material being taught. Although online learning will provide more extensive opportunities to explore the material to be taught, the teacher must be able to choose and limit the extent of the scope of the material and the appropriate application of the material and learning methods used. This fact is closely related to teacher-student interpersonal communication. Teachers need to be creative in creating a positive atmosphere in the

classroom, even though virtual learning is new for some stakeholders to achieve learning objectives. Researcher from India, Mishra, Tushar & Abha (2020) investigated students' perception of online learning during Covid-19 in India found that some students lack of interest and attention during the online classes as they were not accustomed of learning with smart phones and computers turned into the major setback for them. That is why, they felt to develop soft skills, especially listening skills online, as early as possible.

2. Students' Achievement in Productive Skill

Effective practices for education are essential to ensure that public investment in our schools provides the maximum yield for our students, communities, states, and nations. The challenge has been defining and measuring terms such as effective, proficient, and sufficient when we examine instructional practice, student outcomes, and funding equity. Student achievement is impacted on numerous levels, including students' factors, interactions with others such as parents, teachers, administrators, and the larger systems that surround the student, e.g., school districts, neighborhoods, local economy, political policy, and multicultural relations. (Bertolini & Stremmel, 2016:1)

In skills development, proper testing is necessary. Hughes suggests (1989: 8) testing measures language proficiency, discovers students success in a students' objective of a course of a study, diagnoses students' weaknesses and difficulties. If the teacher is incapable of identifying and analyzing the problems students make in the target

language, he will not be able to give a hand at all through appropriate anticipation, remedial work, and additional practice (Heaton, 1989: 2). Heaton adds (1989: 2) a test enables teachers to determine the difficult part of the language program faced by the class.

Communication skill accounts for the very important variable in the process of knowledge transfer in the classroom. The basic skills are listening, speaking, reading, and writing. These are called "language skills." Language skills are divided into receptive skills and productive skills, otherwise known as active and passive skills. The passive skills deal with listening and speaking, while the active skills focus on reading and writing. Without listening, no speaking is possible; without reading, writing is possible. So, the four skills go in pairs. (Sreena & Ilankumaran, 2018:670)

Productive skills are speaking and writing. Learners who possess efficient, productive skills can produce something. They are also known as active skills. Learners need to generate language to communicate their ideas, either in speech or text. Speaking skill is apparent in society in various styles such as formal, informal, normal, strong, etc. These styles are situation based, and speakers need to strike the right thoughts. For example, learners have already spent time practicing receptive skills within the shape of a poem, listening to it, and reading it. They now continue to productive skills by writing their own. (Sreena & Ilankumaran, 2018: 670)

2.1 Needs for Productive Skills

As mentioned before, productive skills would not exist without the support of receptive ones. Passive knowledge such as listening and reading symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, heard, and repeated sounds of an FL. This should also prove that types of skills are inseparable. When learning, receptive skills come first and should be followed by the practical application of productive ones. If a learning process fails one of them, the outcome will not be complete. (Golkova & Hubackova, 2014: 478)

2.2 Understanding speaking as a productive skill

Speaking is part of the productive skill. This is because speaking is most of the acts which are not directly observable. (Chastain, 1976:333). In line with Clark (1977:223) stated that speaking is an instrumental act. Speakers express their thought and argue an issue in which the speakers try to affect their listeners by speaking. To achieve good speaking skills, there are five internal processes that learners should do. First, people's thoughts are an outgrowth of their feelings, desires, and needs. They have something to say and are motivated to communicate their thoughts to others. The second, speech involves the conversation of thoughts to language. The third, the sounds, words, and forms used are stored in internal cognitive networks. The fourth, the speakers' competence is brought into play as they begin the conversion of thought to speech. The last, the listeners can hear the result and the performance skill in action.

So, if those five processes run well, it may help them improve their speaking skills and easily understand the material.

2.2.1 The problems of speaking

As an international language, several people argue that English is difficult to learn. According to Ur (1991:121), the problems faced by the students have included inhibition, the lack of theme to be spoken, the low participant, and the use of mother tongue. The students frequently inhibited in trying to say something in a second language. Usually, many students perceive ashamed and fearful to speak the second language in the classroom. They worry that they will make mistakes in speaking about the vocabulary, pronunciation, and grammar structure. The learners are worried about making fault fearful or critics or losing face or naturally shy of their speech's attention. (Ur, 1991:121). Even if they are not inhibited, students always complain that they cannot think of anything to say: have no reason to express themselves beyond the guilty feeling that they should be speaking. Low or uneven participation is compounded by the tendency of some learners to dominate, while others speak very little or not. The crucial problem, in classes where learners share the same mother tongue, they may tend to use it because it is easy, and they feel less "exposed". If they are talking in small groups, it can be not easy to get some classes-particularly the less disciplined or motivated ones – to keep to the target language.

2.2.2 Solution of the problems

As a means to solve students' problems, Penny Ur (1991:121) proposes that the teacher can take advantage of Group Work to solve some of the problems. It sheer amount of learner talk going on in a limited time and lowers the inhibitions of learners who are unready to speak in front of the class. Another suggestion is to base the activity in a natural language. Language should be easily recalled and produced by the participants to speak fluently with less hesitation. It is a good idea to teach essential vocabulary before the activity starts. It is also essential to make a careful choice of topic and task to stimulate interest. On the whole, the more explicit the purpose of the discussion, the more motivated participants will be. A final piece of advice Ur gives is that teachers should keep students speaking the target language, being there as much as possible, reminding students, and modeling the language use.

2.2.3 Assessment for speaking

Speaking establishes to be one of the main goals when learning English. Gulkova & Hubackova (2014:478) explain the favorite TEFL activities that are considered to be suitable even for learners-beginners, such as using everyday phrases in short face-to-face conversation, role-play telephone conversations, and games in the ESL/EFL. At this early stage, some learners enjoy upkeep their diaries, labeling pictures, or filling in word bubbles in comics with everyday phrases. Students get acquainted with more specialized vocabulary during the latter stage, and previously

claimed that activities could be replaced with more advanced levels of those and new types of tasks.

Concerning factors that influence the result in teaching, ensuing activities can be used the complicated conversation role-plays with stress on proper grammar structures and extended vocabulary register of particular topics, description of real-life topics and severe local and global issues in writing tasks, e.g., an oral summary of a film, read a book or heard story. There are numerous ways to increase learners' awareness of adequate phraseology of any foreign language and grammar accuracy, but one important and necessary part in the process of learning is teachers' evaluation and provided feedback. Conventionally, the teacher evaluates his learners either by giving grades or verbally. The teacher's feedback involves criteria such as the focus on content, i.e., clarity, original idea, organization, and delivery of the speech, and activity goals were kept. A standard tool to collect some information of this kind is to design the evaluation sheet. An exciting outcome is revealed when the instructor distributes self-evaluation sheets to his students and evaluates themselves. The teacher may even discover initially unexpected assessments from his students when comparing his and the student's grading (Riggenbach and Lazaraton, 1991:129).

For assessing the students, there are some criteria levels of performances by designing a scoring rubric, rating scale, or checklist. A scoring rubric is to reflect the instructional objectives and ask colleagues for feedback. In this criteria, the teacher shares their rubric with the

students and get the students' rubric input it. Rating procedures are described as the essential elements of effective communication, so they become the highest level of performance, with less effective performances listed at lower levels on the rating levels. While the checklist is to check the dimensions or aspects of oral language that want to assess. (O' Malley& Pierce, 1996:65)

On the other hand, there are two types of scoring rubric; a holistic scale and analytic. On a holistic scale, the teacher may discover that students do not always fit neatly into one category or another because every student has a different personality. (O' Malley& Pierce, 1996:65.) So they may not conform totally to a single category. The teacher can give the decision to practice more and benefit from a colleague's feedback. In holistic scoring, the teacher needs about three to six levels of performance. While analytic more complicated. In analytics are most effective for communication diagnostic information such as students' strengths and needs. (O' Malley & Pierce, 1996:65). Both of them are used for assessing the communicative effect or grammatical accuracy. A primary trait score assesses the students' ability to achieve a specific communication purpose, for example, to persuade the listener to adopt a particular point of view. Teachers did oral language assessment for the learners to know the students' ability to communicate in English. From the oral language, the teacher will know what the students need. Then, the teacher can produce appropriate instructional goals, objectives, and assessment activities.

Among those ways to assess speaking, the researcher assessed students' short talk on a given topic. They may be allowed several days or only a few minutes in which to prepare the talk and, in some cases, they may be provided with notes or reference material. It is a real test of sustained speech, but it constitutes a challenging examination for foreign language learners at all but the most advanced stages. Indeed, this particular type of examination is generally severe for first language speakers. The asses can be improved slightly by reducing the time allotted for the talk and asking students questions based on their talk, thus introducing a reciprocal speech situation. The questions are asked either by the teacher or by a group of students. In whatever situation, the talk is given; however, the teacher must make every attempt to put the students at ease. (Heaton, 1998:102)

C. Conceptual Framework

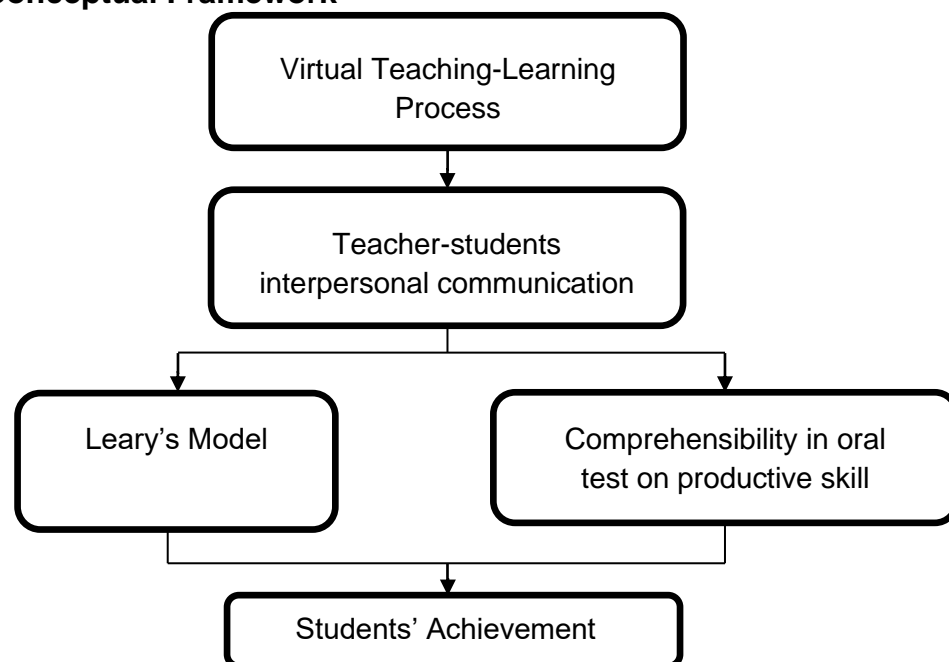


Figure 3. Conceptual Framework