Analysis of Teacher-Students Interpersonal Communication on Virtual Teaching Learning Process of EFL

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Abstract:- This study aims to reveal interpersonal communication on Virtual Teaching Learning Process (VTLP) of EFL. Effective interpersonal communication skills are required to establish relationships and form connections between students-teacher. The research is the quantitative and qualitative method in manner. The data were gained from the results of observation and questionnaire. The researcher used concurrent embedded design. In this design, the researcher collected quan-qual data. This method is adding qualitative data into a quantitative design. The result of this research shows that teacher-students' interpersonal communication on Virtual Teaching Learning Process (VTLP) in the Strong category. The mean score of 172.05 is located in the class interval score (117–175.5). The percentage of teacher-students interpersonal communication on VTLP is 88.23% which is proven that 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 the directive profile.

Keywords:- Interpersonal, Communication, VTLP, EFL.

I. INTRODUCTION

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 emphasized 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 an emphasis on English. English even is seen as an important process of self-empowerment.

A recent account of language teaching and learning in EFL context demonstrates the high degree of student reliance on the teacher. There has also been an overwhelming of research confirming the importance of the interpersonal relationship between students and the teacher. This is due to the 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. Those 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[1], communicator style[2], affinity-seeking[3], self-disclosure[4], solidarity[5], humor[6], caring[7], and compliance-gaining[8] have contributed to an understanding of the dynamic student-teacher relationship and how it results in student learning. A brief review of the above research reveals that the nature of teacher-student relationships is 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 need to demonstrate integrity in order to gain trust and who can contribute to society's good and advance human life quality[9]. However, errors result in teachers being unable to educate students well, and they sometimes apply punishment to direct the moral and attitude of their students. Kemal[10] argued that teachers might cause the deterioration of students' relationships and disciplinary problems with their wrong attitude, such as making students compete with each other, comparing students, and being unfair in awarding and straining the promoting complaints regarding students. Similarly, in Arthur's finding[11], 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 and establishing a caring and sharing attitude to others. However, the problem is students who possess an introverted 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's 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[12] 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[10].

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 [13][14]. To realize this, the teacher must be able to implement quality classroom management. The teaching and learning process are 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[15].

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[16].

DeVito[17] stated that interpersonal communication is 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 activation 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 [18]. 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 of EFL[14].

II. RELATED STUDIES

Frymier and Marian[19] stated that communication skills served as significant predictors of learning and motivation, particularly referential skill and ego support. Communication between 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 cited in Wubbels et al [20] revealed that an interpersonal impression of classroom management impacted the students' knowledge gains within a specific topic.

The study of Fan F.A.[21] 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[22].

Furthermore, globalization encourages F.L. educators not to lose sight of the entire 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 multidisciplinary professional training[23]. 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.

These related 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 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 skills in EFL.

III. OBJECTIVES OF THE STUDY

The objective of this research is to reveal the profile of teacher-students interpersonal communication on the virtual teaching-learning process.

IV. RESEARCH METHOD

This research presents a mixed-method design. It used both qualitative and quantitative methods, in combination. This provides a better understanding of the research problem and question than either method by itself [24]. The data were gained from the results of observation and questionnaire. This research used a concurrent embedded design. Concurrent embedded design is a research method that combines the use of quantitative and qualitative research methods simultaneously or together. However, in concurrent embedded design, one of the methods dominates whilst the other one is embedded. This method was adding qualitative data into a quantitative design.

This research used a questionnaire to obtain information about teacher-students' interpersonal communication on VTLP based on students' perceptions. The questionnaire was used closed-ended with a Likert scale which is distributed to 19 students. Students only need to choose the answer that is

already available, and the respondent was expected to choose the answer that is per the actual situation. The sample is the 11th grade of *SMAN 1 Bulukumba* due to the interpersonal communication ties between teacher and students that are stronger than other grades where the teacher is the English teacher in this class at last semester. The class used VTLP with the Google Classroom and Google Meet application that help the researcher obtained the qualitative data to support the quantitative data.

The students' perception was investigated using the form of a questionnaire that is prepared and developed based on the QTI instrument. The Questionnaire on Teacher Interaction (QTI) was designed by a group of researchers in the Netherlands, where research focused on interpersonal communication between teachers and students. This questionnaire is based on a model to map interpersonal teacher behavior with the systems perspective in mind. QTI can be used to obtain the perceptions of the interpersonal behavior of either students or teachers.

Moreover, an observation is needed to support the quantitative data. An observation made is direct classroom observation for qualitative data. Direct observation allows the researcher to feel what is felt, seen, and lived by the subject. The purpose is to understand complex interactions in natural settings. The data to be observed was data regarding the interpersonal communication of teacher-students on VTLP. Video, recording, and field notes were used as the protocol to collect the data. The observation was used as the support data.

V. FINDINGS

Teacher-students' interpersonal communication is an interaction of the responsibility of the two elements between teachers and students in the process of continuous learning activities. Teacher-students' interpersonal communication cannot be separated even though learning is done virtually. Virtual learning, which has become a permanent learning system during the Coronavirus-2019 advances teachers and students accustomed to socializing on an internet connection wherever the condition is still extraneous to them, particularly in terms of interpersonal communication. Teacher-students 'interpersonal communication on VTLP in this research was analyzed based on students' perceptions of eight teacher communication, namely leadership, helping/friendly, understanding, student responsibility/freedom, uncertainty, dissatisfaction, admonishing, and strict.

The data of teacher-students' interpersonal communication on VTLP was acquired through two data sources, namely data on students' perceptions of teacher-students' interpersonal communication on VTLP measured through questionnaires and data from observation of researcher during four meetings on VTLP. Both data are needed to support each other. The students' perception data was obtained through a questionnaire, which amounted to 39 statement items using a Likert scale and distributed to 19 respondents. The data obtained from a questionnaire that was distributed to 19 respondents were analyzed using SPSS (Statistical Product Service Solutions) 26.0 for windows,

obtained a mean of 172.05, a median of 175, a mode of 178, a standard deviation of 19.57, Min of 100, Max is 188, and the range is 88. The results of the teacher-students' interpersonal communication on VTLP data analysis according to students' perceptions can be summarized in the following table:

TABLE 1. ANALYSIS OF TEACHER-STUDENTS' INTERPERSONALCOMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	172.05
Median	175
Mode	178
Std.Deviation	19.57
Min	100
Max	188
Range	88

The following is the Classification of Teacher-Students Interpersonal Communication on VTLP based on the observation.

TABLE 2. CLASSIFICATION OF TEACHER-STUDENTS INTERPERSONAL COMMUNICATION ON VTLP

Interval	Frequency	Percentage	Category
> 175.5	9	47.3 %	Very Strong
117 – 175.5	9	47.3 %	Strong
78 – < 117	1	5.26 %	Average
< 78	0	0	Weak

From Table 2, it shows that the teacher-students' interpersonal communication on VTLP, 9 students (47.3%) are in the Very Strong category, 9 students (47.3%) are in a Strong category, 1 student (5.26%) are in the Average category and not some students are in the Weak category. The data obtained from questionnaires distributed to 19 respondents indicated that the teacher-student interpersonal communication on VTLP variable.

The mean of the analysis using SPSS 26.0 for windows was 172.05 located in the class interval score (117–175.5) was Strong, so it can be concluded that the Teacher-students' interpersonal communication on VTLP is in Strong category. The percentage teacher-students' of interpersonal communication on VTLP is 88.23%. Teacher-students' interpersonal communication on VTLP is presented in the following graphic:
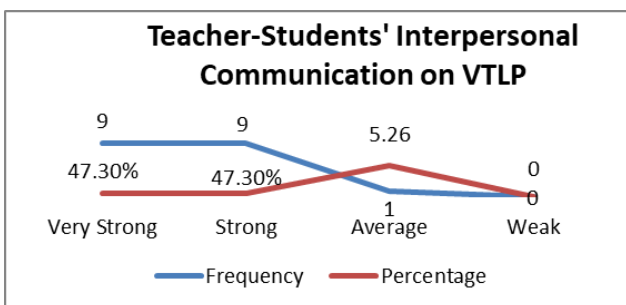

Figure 1. Teacher-Students Interpersonal Communication on VTLP

A. *Teacher-Students' Leadership of Interpersonal Communication on VTLP*

Teacher-students' leadership of interpersonal communication on VTLP in this research was analyzed through questionnaire and observation. According to the students' perceptions through 9 questions, the data obtained from a questionnaire that was distributed to 19 respondents were analyzed using SPSS 26.0 for windows, obtained Mean 37.32, Median 39, Mode 39, standard deviation 5.67, MIN 20, MAX 45 and range 25. The results of the teacher-students' leadership of interpersonal communication on VTLP based on students' perceptions can be summarized in the following table:

TABLE 3. ANALYSIS OF TEACHER-STUDENTS' LEADERSHIP OF INTERPERSONAL COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	37.32
Median	39
Mode	39
Std.Deviation	5.67
Min	20
Max	45
Range	25

TABLE 4. TEACHER-STUDENTS LEADERSHIP OF INTERPERSONAL COMMUNICATION ON VTLP CLASSIFICATION

Interval	Frequency	Percentage	Category
> 40.5	4	21.05 %	Very Strong
27–40.5	14	73.68 %	Strong
13.5– < 27	1	5.26 %	Average
< 13.5	0	0 %	Weak

Based on Table 4, there were 4 students (21.05%) stated that teacher-students leadership of interpersonal communication on VTLP was very strong, 14 students (73.68%) stated Strong, 1 student (5.26%) stated average and no student stated Weak. The data obtained from a questionnaire distributed to 19 respondents indicated that the teacher-student interpersonal relationship variable was obtained. The mean of the analysis using SPSS 26.0 for windows was 37.32 located in the class interval score (27-40.5) in the Strong category, so it can be concluded that teacher-students' leadership of interpersonal communication on VTLP is in the Strong category. The percentage teacher-students' of interpersonal communication on VTLP is 82.93%. Teacher-students' leadership of interpersonal communication on VTLP is presented in the following graphic:
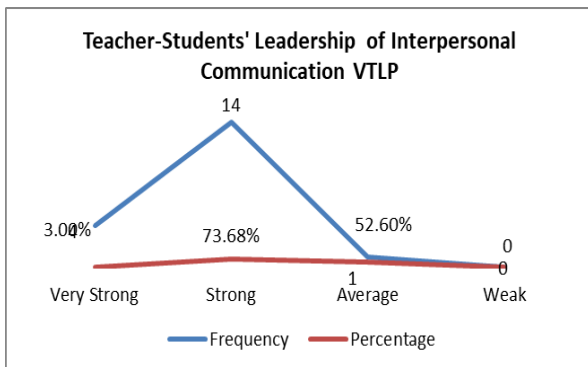
Figure 2 Teacher-students' Leadership of Interpersonal Communication on VTLP.

Based on the researcher's observation, teacher-students' leadership is shown in the video recording from the Google Meet application where the teacher invited students to read prayers before starting the lesson: "Let's pray together before our study". In addition, there is a teacher's statement that said:

Bahasa: "*Absensitetapdilakukan di Classroom meskipunsayasudah men-screen shoot nama-nama kalian*"
English: "Attendance is still done in Classroom even though I have screened your names"

These statements show that the teacher is able to lead the class. The results are supported by the observation in the Google Classroom, where the teacher explains the steps of learning starting with reading a prayer, providing material/tasks until closing the class. This shows that the teacher notices what's happening and lead class, organize, gave orders and set tasks, and determine the procedure. These criteria are included in leadership indicators.

B. Teacher-students' Helping/Friendly of interpersonal Communication on VTLP

Teacher-students' helping or friendly interpersonal communication on VTLP is measured through 4 points of statement using Likert scale with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' helping/friendly interpersonal communication on VTLP was analyzed using SPSS (Statistical Product Service Solutions) 26.0 for windows, obtained Mean 16.84, Median 17, Mode 15, standard deviation 2.97, Min is 8, Max is 20 and the range is 12. The results of the analysis of interpersonal communication data helping/friendly teacher-student can be summarized in the following table:

TABLE 5. ANALYSIS OF TEACHER-STUDENTS' HELPING/FRIENDLY OF INTERPERSONAL COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	16.84
Median	17
Mode	15
Std.Deviation	2.97
Min	12
Max	8
Range	20

TABLE 6. CLASSIFICATION OF TEACHER-STUDENTS HELPING / FRIENDLY OF INTERPERSONAL COMMUNICATION ON VTLP.

Interval	Frequency	Percentage	Category
> 13.88	17	89.47 %	Very Strong
12 – 13.88	1	5.26 %	Strong
10.13 – < 12	0	0	Average
< 10.13	1	5.26 %	Weak

Based on the Table 6, there were 17 students (89.47%) stated Very Strong, 1 student (5.26%) said teacher-students' helping/friendly of interpersonal communication on VTLP Strong, not students (5.26%) stated average and 1 student (5.26 %) which states Weak. The data obtained from a questionnaire distributed to 19 respondents showed that the teacher-students' helping/friendly of interpersonal communication on VTLP variable was obtained Mean results of the analysis using SPSS (Statistical Product Service Solutions) 26.0 for windows were 16.84 located in the score interval class (> 13.88) in the Very category. The percentage teacher-students' helping/friendly of interpersonal communication on VTLP is 84.20%. Teacher-students' interpersonal communication on VTLP is presented in the following graphic:
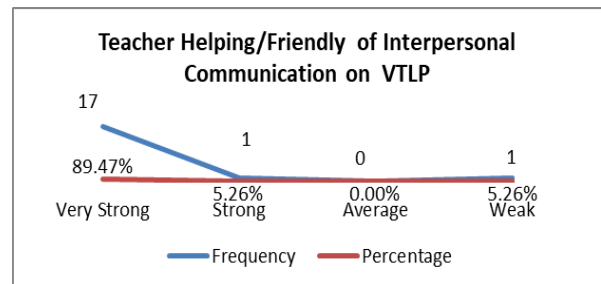

Figure 3. Teacher-students' Helping/Friendly of Interpersonal Communication on VTLP

Based on the researcher observation, teacher-students' helping/friendly is shown in the video recording from the Google Meet application where the teacher greeted students as his children and ask the students' conditions.

C. Teacher-students' Helping/Friendly of interpersonal Communication on VTLP

Teacher-students' understanding of interpersonal communication on VTLP is measured by means of a questionnaire consisting of 4 statements using Likert scale with a score of 1 to 4 and distributed to 19 respondents. Teacher-students' understanding of interpersonal communication on VTLP was analyzed using SPSS 26.0 for windows obtained mean 17.26, Median 17, Mode 16, standard deviation 2.54, Min 9, Max 20, and range 11. The results of data analysis on teacher-students' understanding of interpersonal communication on VTLP can be summarized in the following table:

TABLE 7. ANALYSIS OF TEACHER-STUDENTS'
UNDERSTANDING OF INTERPERSONAL COMMUNICATION ON
VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	17.26
Median	17
Mode	16
Std.Deviation	2.54
Min	9
Max	20
Range	11

TABLE 8. CLASSIFICATION OF TEACHER-STUDENTS
UNDERSTANDING OF INTERPERSONAL COMMUNICATION ON
VTLP

Interval	Frequency	Percentage	Category
> 13.88	18	94.74 %	Very Strong
12 – 13.88	0	0 %	Strong
10.13 – < 12	0	0 %	Average
< 10.13	1	5.26 %	Weak

As seen from Table 8, there were 18 students (94.74%) who stated Very Strong, no student (0%) stated Strong and average and but there was 1 student (5.26%) who stated Weak. The data obtained from a questionnaire distributed to 19 respondents indicated that the teacher-students' understanding of interpersonal communication variable was obtained Mean results of the analysis of SPSS (Statistical Product Service Solutions) 26.0 for windows were 17.26 located in the class interval score (> 13.88) in the Very Strong category, so that it can be concluded that teacher-students' understanding on VTLP class XI at *SMA Negeri 1 Bulukumba* in the academic year 2021/2022 is in the Very Strong category. The percentage teacher-students' understanding of interpersonal communication on VTLP is 86.30%. Teacher-students' understanding of interpersonal communication on VTLP is presented in the following graphic:
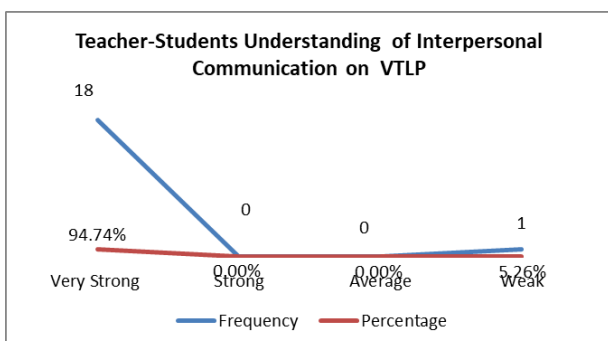

Figure 4. Teacher-students' Understanding of Interpersonal Communication on VTLP

Based on the researcher observation, teacher-students' understanding is shown in the video recording from the Google Meet application where the teacher open-minded to the students: The question in Indonesian *"Ada yang inginmenanyakansesuatutentangpembelajarankita?"* (Anyone want to ask something about our course?"). The

statement/question shows that the teacher is to greet the students.

D. Teacher-Students' Responsibility/Freedom of Interpersonal Communication on VTLP

Teacher-students' responsibility/freedom of interpersonal communication on VTLP was measured through a questionnaire totaling 3 statements using a Likert scale with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' freedom of interpersonal communication on VTLP was analyzed using the help of SPSS 26.0 for windows, obtained mean 13.21, Median 13, Mode 13, standard deviation 1.437, Min 10, Max 15 and range 9. The results of data analysis on teacher-students' responsibility/freedom of interpersonal communication on VTLP can be summarized in the following table:

TABLE 9. ANALYSIS OF TEACHER-STUDENTS'
RESPONSIBILITY/FREEDOM OF INTERPERSONAL
COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	13.21
Median	13
Mode	13
Std.Deviation	1.437
Min	10
Max	15
Range	9

TABLE 10. CLASSIFICATION OF TEACHER-STUDENTS'
RESPONSIBILITY / FREEDOM OF INTERPERSONAL
COMMUNICATION ON VTLP.

Interval	Frequency	Percentage	Category
> 13.5	9	47.37 %	Very Strong
9 – 13.5	10	52.63 %	Strong
4.5 – < 9	0	0 %	Average
< 9	0	0 %	Weak

Based on Table 10, there were 9 students (47.37%) who stated Very Strong, 10 students (52.63%) stated Strong, no students (0%) stated Average and Weak. The data obtained from a questionnaire distributed to 19 respondents showed that the teacher-students' freedom interpersonal relationship variable obtained mean of the analysis using SPSS 26.0 for windows was 13.21 located in the class interval score (9 – 13.5) was Strong, so it can be concluded that the teacher-students' responsibility/freedom of interpersonal communication on VTLP is in the Strong category. The percentage teacher-students' freedom of interpersonal communication on VTLP is 88.07 %. Teacher-students' responsibility/freedom of interpersonal communication on VTLP is presented in the following graphic:
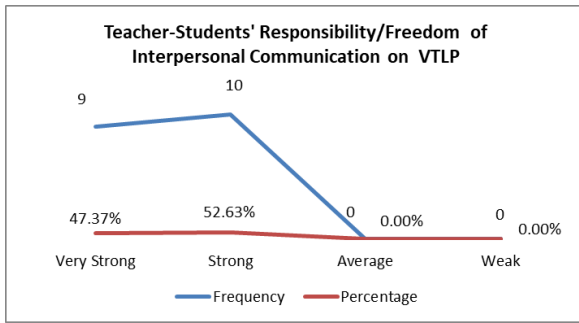
Figure 5. Teacher-students' Responsibility/Freedom of Interpersonal Communication on VTLP

From the observation, teacher-students' responsibility/freedom is shown in the Google Classroom, where the teacher is to feel free the students to work their task individually, it is shown on the statement "Individual task: make a dialogue Opinion and Thoughts. This shows that the teacher trusts the students to give responsibility/freedom. The criteria are included in students' responsibility/freedom indicator.

E. Teacher-Students' Uncertain of Interpersonal Communication on VTLP

Teacher-students' uncertain of interpersonal communication on VTLP was measured through a questionnaire totaling 5 statements using a Likert scale with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' uncertain of interpersonal communication on VTLP, the results obtained were Mean 23.42, Median 25, Mode 25, standard deviation 2.694, Min 15, Max 25 and range 10. The results of teacher-students' uncertain data analysis of interpersonal communication on VTLP can be summarized in the following table:

TABLE 11. ANALYSIS OF TEACHER-STUDENTS' UNCERTAIN OF INTERPERSONAL COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	23.42
Median	25
Mode	25
Std.Deviation	2.694
Min	15
Max	25
Range	10

TABLE 12. CLASSIFICATION OF TEACHER-STUDENTS UNCERTAIN OF INTERPERSONAL COMMUNICATION ON VTLP

Interval	Frequency	Percentage	Category
> 22.5	14	73.68 %	Weak
15 – 22.5	5	26.31 %	Average
7.5 – < 15	0	0 %	Strong
< 7.5	0	0 %	Very Strong

As seen on the Table 12, there are 14 students (73.68%) who stated Weak, 5 students (26.31%) stated that they were Average, and no students (0%) stated that they were Strong and Very Strong. The data obtained from a questionnaire distributed to 19 respondents showed that the teacher-student

interpersonal relationship variable was obtained. The mean result of the analysis of SPSS 26.0 for windows was 23.42 located in the class interval score (> 22.5) in the Weak category, so it can be concluded that teacher-students' uncertain of interpersonal communication on VTLP is in the Weak category. The teacher-students' uncertain of interpersonal communication on VTLP is an axis that has a negative meaning, so the percentage of teacher-students uncertain of interpersonal communication on VTLP = 100% - 93.68% = 6.32%. Teacher-students' interpersonal communication on VTLP is presented in the following graphic:
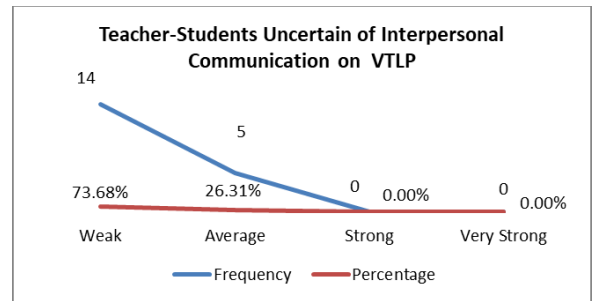

Figure 6. Teacher-students' Uncertain of Interpersonal Communication on VTLP

In this observation, teacher-students' uncertain is shown in the video recording from Google Meet is very limited, this is shown only in the teacher' action shows that there is no commitment to the actions that have been taken, where the teacher feels that he has given an assessment on his student middle-exam but in reality, he does not. This is evidenced in the following statements in Indonesian Language: "*Kamusudahlihatnilaiujianmidmu?" "Belum diperiksa Pak*" ("Have you seen your mid-exam scores?" - Teacher - "Not checked sir". Student

This shows that the teacher shows hesitation about the action he has done. The criteria are included in the uncertain indicator. This strongly supports the results of the analysis of students' perceptions through a questionnaire which only shows 6.32%.

F. Teacher-Students' Dissatisfied of Interpersonal Communication on VTLP

Teacher-students' dissatisfied of interpersonal communication on VTLP was measured through a questionnaire totaling 6 statements using a Likert scale with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' dissatisfied of interpersonal communication on VTLP was obtained Mean 26.95, Median 28, Mode 30, standard deviation 3.61, Min 18, Max 30 and range 12. Teacher-students' dissatisfied data analysis results of Interpersonal Communication on VTLP can be summarized in the following table:

TABLE 13. ANALYSIS OF TEACHER-STUDENTS' DISSATISFIED OF INTERPERSONAL COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	26.95
Median	28
Mode	30
Std.Deviation	3.61
Min	18
Max	30
Range	12

TABLE 14. CLASSIFICATION OF TEACHER-STUDENTS DISSATISFIED OF INTERPERSONAL COMMUNICATION ON VTLP

Interval	Frequency	Percentage	Category
> 27	12	63.16 %	Weak
18 – 27	7	36.84 %	Average
9 – 18	0	0 %	Strong
< 9	0	0 %	Very Strong

Look at Table 14, there were 12 students (63.16%) who stated Weak, 7 students (36.84%) stated that they were Average, and no students (0%) stated that they were Strong and Very Strong. The data obtained from a questionnaire distributed to 19 respondents showed that the teacher-student' dissatisfied of interpersonal communication variable was obtained. The mean results of the analysis of SPSS 26.0 for windows are 26.95 located in the class interval score (18-27) in the Average category, so it can be concluded that teacher-students' uncertain of Interpersonal Communication on VTLP is in the Weak category. The teacher-students' dissatisfied of interpersonal communication on VTLP is an axis that has a negative meaning, so the percentage of teacher-student's dissatisfied of interpersonal communication on VTLP = 100% - 89.83% = 10.17%. Teacher-students' dissatisfied of interpersonal communication on VTLP is presented in the following graphic:
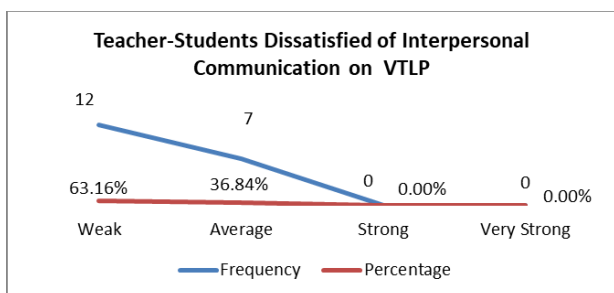

Figure 7 Teacher-students' Dissatisfied of Interpersonal Communication on VTLP

Based on the researcher observation, there is no action taken by the teacher and it shows the dissatisfied indicator.

G. Teacher-Students' Admonishing of Interpersonal Communication on VTLP

Teacher-students' admonishing of interpersonal communication on VTLP was measured through a questionnaire totaling 5 statements using a Likert scale with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' admonishing of interpersonal communication on

VTLP was analyzed using the help of SPSS 26.0 for windows, obtained Mean 24.16, Median 25, Mode 25, standard deviation 2.54, MIN 11, MAX 25 and range 11. Results of teacher-students' admonishing data analysis of interpersonal communication on VTLP can be summarized in the following table:

TABLE 15. ANALYSIS OF TEACHER-STUDENTS' ADMONISHING OF INTERPERSONAL COMMUNICATION ON VTLP

Name	Data Analysis
Total Respondent (N)	19
Mean	24.16
Median	25
Mode	25
Std.Deviation	2.54
Min	11
Max	25
Range	11

TABLE 16 CLASSIFICATION OF TEACHER-STUDENTS ADMONISHING OF INTERPERSONAL COMMUNICATION ON VTLP.

Interval	Frequency	Percentage	Category
> 22.5	18	94.74 %	Weak
15 – 22.5	0	0 %	Average
7.5 – < 15	1	5.26 %	Strong
< 7.5	0	0 %	Very Strong

Based on Table 16 above, there were 18 students (19.74%) stated Weak, no student (0%) stated Average, 1 student (5.26%) stated Strong and no student (0%) stated Very Strong. The data obtained from a questionnaire distributed to 19 respondents indicated that the teacher-students' admonishing of interpersonal communication on VTLP variable was obtained. The mean of the analysis using SPSS 26.0 for windows was 24.16 located in the class interval score (> 22.5) was Weak, so it can be concluded that the Teacher-students' admonishing interpersonal communication on VTLP is in the Weak category. The teacher-students' admonishing of interpersonal communication on VTLP is an axis that has a negative meaning, so the percentage of teacher-student's admonishing interpersonal communication on VTLP = 100% - 96.64% = 3.36%. Teacher-students' admonishing interpersonal communication on VTLP is presented in the following graphic.
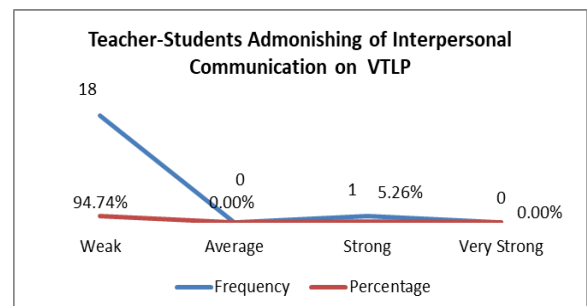

Figure 8 Teacher-students' Admonishing of Interpersonal Communication on VTLP.

In this observation, teacher-students' strict is shown in the video recording from Google Meet is very limited. Look at in the following statements in Indonesian "*Kenapawajahmuitu, belum mandi kan*?" (Look at you, have you showered?).

This shows that the teacher showed an expression to check students who are not ready to take part in learning. The criteria is included in the admonishing indicator. This strongly supports the results of the analysis of students' perceptions through a questionnaire which only shows 3.36%.

H. Teacher-Students' Strict of Interpersonal Communication on VTLP

Teacher-students' strict of interpersonal communication on VTLP was measured by means of a 3-point questionnaire with a score of 1 to 5 and distributed to 19 respondents. Teacher-students' strict of interpersonal communication on VTLP was obtained mean 13.21, Median 13, Mode 13, standard deviation 1.44, Min 10, Max 15 and range 5. Results of Teacher-students' strict of Interpersonal Communication on VTLP data analysis can be summarized in the following table:

TABLE 17. ANALYSIS OF TEACHER-STUDENTS' STRICT OF INTERPERSONAL COMMUNICATION ON VTLP.

Name	Data Analysis
Total Respondent (N)	19
Mean	13.21
Median	13
Mode	13
Std.Deviation	1.44
Min	10
Max	15
Range	5

TABLE 18 CLASSIFICATION OF TEACHER-STUDENTS STRICT OF INTERPERSONAL COMMUNICATION ON VTLP.

Interval	Frequency	Percentage	Category
> 13.5	5	26.32 %	Weak
9 – 13.5	13	68.42 %	Average
4.5 – < 9	1	5.26 %	Strong
< 9	0	0 %	Very Strong

Table 18 shows that there were 5 students (26.32%) who stated Weak, 13 students (68.42%) stated that they were Average, 1 student (5.26%) was Strong, and no student (0%) stated that they are Very Strong. The data obtained from a questionnaire distributed to 19 respondents showed that the teacher-students strict of Interpersonal Communication on VTLP variable was obtained. The mean of the analysis was 13.21 located in the class interval score (> 13.5) was Weak, so it can be concluded that the Teacher-students' strict of interpersonal communication on VTLP is in the weak category. The teacher-students' strict of interpersonal communication on VTLP is an axis that has a negative meaning, so the percentage of teacher-student's strict of interpersonal communication on VTLP = 100% - 88.07% = 11.93%. Teacher-students' strict of interpersonal communication on VTLP is presented in the following graphic:
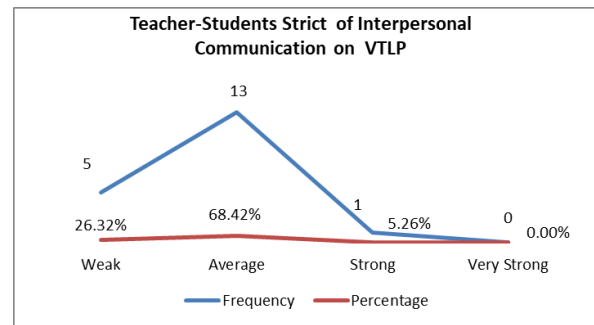

Figure 9 Teacher-students' Strict of Interpersonal Communication on VTLP.

Figure 9 shows in this observation, there is no action taken by the teacher and it shows strict indicator.

I. Typology of Teacher-Students' Interpersonal Communication on VTLP

Teacher-students' interpersonal communication on VTLP according to student perceptions that have been analyzed based on each indicator scale of the teacher-students' interpersonal communication consists of eight interpersonal communications include leadership, helping/friendly, understanding, students responsibility/freedom, uncertain, admonishing, and strict. The results of the analysis of the mean score of teacher-students' interpersonal communication on each indicator scale for teacher-student interpersonal behavior on VTLP can be summarized in the following table.

TABLE 19 PERCENTAGE MEAN SCORE ANALYSIS OF TEACHER-STUDENT INTERPERSONAL COMMUNICATION ON VTLP ACCORDING TO STUDENTS' PERCEPTION ON EACH INDICATOR SCALE.

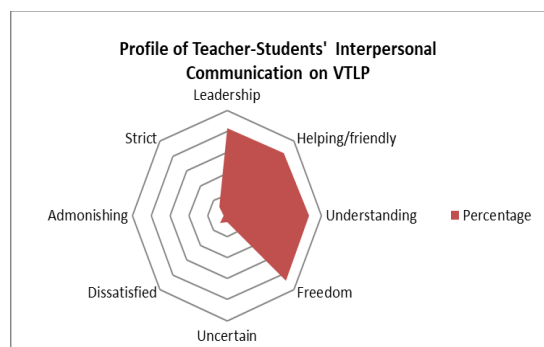| Category of Teacher-Students' Interpersonal Communication on VTLP	Percentage
Leadership	82.93%
Helping/Friendly	84.20%
Understanding	86.30%
Students Responsibility/Freedom	88.07%
Uncertain	6.32%
Dissatisfied	10.17%
Admonishing	3.36%
Strict	11.93%

Figure 10. Profile Teacher-Students' Interpersonal Communication on VTLP

The teacher-students' interpersonal communication profile on VTLP depicted on the radar chart is interpreted into a typology of interpersonal communication profiles. It is included in the typology of teachers with directive profiles. The directive profile described that the English teacher had the learning environment in a class is well-structured and task-oriented. The Directive teacher is organized efficiently and normally completes all lessons on time Teacher dominates class discussion, but generally holds students' interest. The teacher usually isn't really close to the students, though the teacher is occasionally friendly and understanding. Teacher has high standards and is seen as demanding. While things seem businesslike, the teacher continually has to work at it. Teacher gets mad at times and has to remind the class that they are there to work. Teacher likes to call on students who misbehave and are inattentive. This normally straightens them up quickly.

VI. CONCLUSION

Based on the result, teacher-students' interpersonal communication on VTLP class XI at *SMA Negeri 1 Bulukumba* in the academic year 2021/2022 is in the Strong category. The mean score of 172.05 located in the class interval score (117–175.5). The percentage teacher-students' of interpersonal communication on VTLP is 88.23% which is proven that the teacher-students' interpersonal communication profile on VTLP depicted on the radar chart is interpreted into a typology of interpersonal communication profiles.It is included in the typology of teachers with the directive profile. The Directive showed teacher with a directive profile is well-structured and task-oriented. The Directive showed the teacher is organized efficiently and normally completes all lessons on time. Utilizing complex online media that provide easy accessibility for students will strengthen the learnability 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.

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