

ABSTRACT

Sari, Budi Kartika. 2014. *Relationship of Teachers' Interpersonal Communication and Students' Learning Activeness At SMP Muhammadiyah 4 Giri*. Thesis, English Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor (1) Dr. Khoirul Anwar, M.Pd (2) Candra Hadi Asmara, M.Pd.

Keywords: Correlation, Interpersonal Communication

Interpersonal communication is the way teacher communication with students to give information about lesson with some effect and some feedback in teaching learning process. Interpersonal communication is very important role to improve students' learning activeness in English teaching learning process. Students' learning activeness is activity and creativity through the variety of how to learning experience of the students.

From that reason, the writer wants to prove there is really positive correlation between teachers' interpersonal communication and students' learning activeness at junior high school. Therefore the writer interested in finding out the correlation between teachers' interpersonal communication and students' learning activeness.

This study was aimed to find out the correlation between teachers' interpersonal communication and students' learning activeness. The writer chooses the students of SMP Muhammadiyah 4 Giri at VII grade and the writer use questionnaire as an instrument.

The research finding showed that: (1) the statistical analysis of teachers' interpersonal communication and students' learning activeness showed that the p -value is 0,000. The significant level is smaller than 0, 05 it means the null hypothesis (H_0) can be rejected. Based on the result, it could be concluded that there was significant correlation between teachers' interpersonal communication and students' learning activeness. (2) There is positive correlation between teachers' interpersonal communication and students' learning activeness. It can be seen from the r -value (Spearman Correlation) that is +0,821. It means the correlation in a positive direction that was variable X and variable Y were straight line, if the value of data result, there were very high correlation between teachers' interpersonal communication and students' learning activeness. It was showed from the r -value $+0,821 > +0,800$.

For suggestion, teachers' interpersonal communication is one of important way the teacher to increase the students' activeness in English learning process. So, if teacher want to develop their students' activeness, teacher must have a good ability in interpersonal communication with their students. Interpersonal communication makes students more enjoying to following English learning. If the students feel enjoying to following the English learning it can increase the students' activeness to increase their knowledge with active in English learning process.

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Keywords: Korelasi. Komunikasi Interpersonal

Komunikasi interpersonal adalah cara guru berkomunikasi kepada siswa untuk memberikan informasi tentang mata pelajaran dengan memberikan efek dan beberapa timbal balik dalam proses pembelajaran. Komunikasi interpersonal sangat berperan penting untuk mengembangkan keaktifan siswa dalam proses pembelajaran bahasa Inggris. Keaktifan belajar siswa adalah akitifitas dan kreatifitas melalui berbagai macam cara belajar dari pengalaman siswa.

Dari alas an diatas, penulis ingin membuktikan benarkah ada korelasi positif antara komunikasi interpersonal guru dan keaktifan belajar siswa di SMP. Oleh karena itu penulis tertarik untuk mencari tahu korelasi antara komunikasi interpersonal guru dan keaktifan belajar siswa.

Penelitian ini bertujuan untuk mencari tahu korelasi antara komunikasi interpersonal guru dan keaktifan belajar siswa. Penulis memilih siswa kelas 7 di SMP Muhammadiyah 4 Giri dan penulis menggunakan angket sebagai instrument.

Hasil penelitian menemukan bahwa: (1) analisis statisti menunjukkan komunikasi interpersonal guru dan keaktifan belajar siswa menunjukkan bahwa nilai p adalah 0,000. Tingkat signifikan lebih kecil dari 0,05 berarti hipotesis null (H_0) dapat ditolak. Berdasarkan hasil penelitian, dapat disimpulkan bahwa ada hubungan yang signifikan antara komunikasi interpersonal guru dan keaktifan belajar siswa. (2) ada korelasi positif antara komunikasi interpersonal guru dan keaktifan belajar siswa. Hal ini dapat dilihat dari nilai-r (Korelasi Spearman) yaitu +0,821. Artinya korelasi dalam arah yang positif dimana variable X dan Y adalah garis lurus, jika nilai data hasil, ada korelasi yang sangat tinggi antara komunikasi interpersonal guru dan keaktifan belajar siswa. Itu ditunjukkan dari nilai-r $+0,821 > +0,800$.

Untuk saran, komunikasi interpersonal guru adalah salah satu cara yang paling penting untuk meningkatkan keaktifan belajar siswa dalam pembelajaran bahasa Inggris. Jadi, jika guru ingin mengembangkan keaktifan belajar siswa, maka guru harus memiliki kemampuan yang baik dalam komunikasi interpersonal dengan siswa mereka. Komunikasi interpersonal membuat siswa lebih senang mengikuti pelajaran bahasa Inggris. Jika murid merasa senang mengikuti pelajaran bahasa Inggris itu bisa menumbuhkan pengetahuan mereka dengan aktif mengikuti proses pembelajaran.