CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1 Definition of Interpersonal Communication

Interpersonal communication involves at least two people who have the traits, values opinions, attitudes, thoughts and behaviors are typical and vary. Moreover interpersonal communication also requires give and take action between the actors involved in the communication. In other words, the communicators exchange information, thoughts and ideas, and so on. Interpersonal communication is a special form of human communication that occurs when we interact with other people simultaneously and mutually influence each other mutually, simultaneous interaction means that communicators have the same action on the information at the same time anyway. Mutual influence means that communicators each affected due to the interaction between them. Interaction affects the thoughts, feelings and the way they interpret information. (Beebe& Beebe) in Journal "Act Diurna" by W.P. Pontoh (2013:2).

Interpersonal communication in essence is a form of personal communication. Interpersonal communication is communication between people face to face, which allows each participant to catch the reaction of others directly, both

verbally and nonverbally. Interpersonal communication potential for the instrumental function as a tool to influence or persuade others, because we can use our words to heighten the sensory organs persuasiveness message we communicate to our communicants. As communication is the most complete and perfect, interpersonal communication plays an important role until whenever, as long as people still have emotions. Face-to-face communication in reality makes people feel more familiar with each other, in contrast to communication through the mass media such as newspapers, television, or through advanced technology. (Mulyana) in Journal "Act Diurna" by W.P. Pontoh (2013:2-3).

Based on the definition above, there are at least two important things to consider, among other things: 1) Face to face 2) Communications made by two or more persons. The researcher has concluded that interpersonal communication is communication between two people occurs in face-to-face interaction that can capture all the reactions of others verbally and nonverbally between two people or small group directly or indirectly with giving feedback response.

2.1.1 Components of Interpersonal Communication

Based on Suranto (2011: 7-10) there are some components that influence in interpersonal communication. There are:

1) The communicator is people who make, formulate, and send a message.

2) Encoding is action of communicator contents formulate thoughts into symbols, words, and so forth feel confident communicator with a beam that is organized and how explain it.

3) The message is result of encoding such as information, idea, symbol, or stimulus like verbal or nonverbal message.

4) Media are tools for sending messages from communicator to communicant if they cannot meet like a newspaper, audio, handphone and etc.

5) Communicant is people who receive message, analyzes, and evaluates message so he/she can make understand.

6) Decoding is process understanding receive messages from communicator.

7) Feedback is response or reaction that came from communicant after receive message. Feedback can positive, negative or neutral.

8) Noise is everything that can disturb process sending and accepting message.

9) The context of the communication, the context in which communication takes place, covering the context of space, time and value.

Devito (1997: 259-264) in Suranto (2011: 82-84) said if there are five positive attitudes must prepare in interpersonal communication, there are:

1) Openness is attitude that can accept input from others, and to deliver important information to others. So there is availability to opening reveal the information. Openness characterized by honesty in response to any givestimulus when communicate. Openness in one of positive attitude in interpersonal communication. Because openness, make interpersonal communication going on fair, transparent, and two-way and can be accepted by all participants of communicates.

2) Empathy is person's ability to feel if they became someone, can understand something that is being experienced by other people, feel what others feel, and

understand the problem from the point of view of something other people. People who have empathy be able to understand motivation and experience of other, their feeling and attitude, as well as their hope and desire. But we are not accustomed to understand any situation with our viewpoint, but also from the point of view of others.

3) Supportiveness is effective interpersonal communication because there is relationship to support opened interaction.

4) Positiveness shown in the form of attitudes and behavior. Positiveness shown with respect for others, positive thinking towards others, excessive unsuspecting, believes it is important to others, giving praise and appreciation, and commitment to doing cooperation.

5) Equality is acknowledged that both of people have an interest, both of people are equally valuable and precious, and each requires. Equality includes placing themselves with others, aware of the different interests, recognized the importance of the presence of others, do not impose the will, two-way communication, mutual need, and enjoy and comfortable situation of communication.

2.1.2   Characteristics of Interpersonal Communication

Based on Suranto (2011: 14-16) there are five characteristics of interpersonal communication:

1) The current two-way messaging

In the interpersonal communication there are communicator and communicant. Communicator and communicant are same, because they can

change the character. The communicator can be a receiver and the communicant can be a sender.

2) Non formal situation

Interpersonal communication usually occurs in a non formal situation and personal approach.

3) Instant feedback

Because communication interpersonal occurs with face to face, then feedback can be seen immediately. Communicant can give immediately respond verbal in form or nonverbal like view, expression, nod and etc.

4) Near participants of communicating

The meaning of near distance is physical (participant of communicating face to face in the same place) or psychological (showing the relationship of intimacy between individuals).

5) The participants of communicating sending and receive spontaneous in verbal or nonverbal.

To improve the effectiveness of interpersonal communication, participant makes a convincing, by using optimized verbal and nonverbal together to consolidating the purpose of communication.

Beside that, Judy C mentions there are six characteristic of interpersonal communication, there are:

1) Interpersonal communication starts from our self. It means that process of understanding or scoring about another person comes from our self.

2) Interpersonal communication is transactional, the meaning is interpersonal communication is dynamic, a mutual exchange of messages and continuous.

3) Interpersonal communication includes the content of the message and interpersonal relationships, the meaning is the effectiveness of interpersonal communication is not only determined by the quality of the message, but also determined by the level of relations between individuals.

4) Interpersonal communication requires physical proximity between each other participants of communicating face to face, it is makes interpersonal communication more effective.

5) Interpersonal communications puts the two participants of communicate depend on each other more effectively. That is indicates that interpersonal involved with emotion, so there is dependence emotional between the participants of communicate.

6) Interpersonal communication cannot be changed or repeated, that what has been said cannot be deleted or repeated. If already said, just can apologize, it cannot be removed what had been said.

2.1.3 Purpose of Interpersonal Communication

Based on Suranto (2011:19), interpersonal communication is action oriented; the meaning is oriented action which is to get specific purpose. There are some purposes of interpersonal communication:

a) Give attention to other people.

In this matter the communication with greeting, smile, and etc.

b) Finding our self

It means that, when someone involve in interpersonal communication so occur learning process about their self and other.

c) Finding outside the world

With interpersonal communication we can get the opportunity to get a variety of information, including important communication and actual.

d) Developing and keep harmonic relationship

As human beings, one of the biggest needed each person is to make and keep harmonic relationship because each person can not live without another.

e) Influencing attitudes and behavior

Interpersonal communication is the process of delivering a message from one person to another to tell or change attitudes, opinions, or behavior whether directly or indirectly (using media).

f) Looking for fun or quality time

Sometimes, people make an interpersonal communication just to take relax and amuse themselves for daily activity.

g) Leaving disadvantages of miscommunication

Why interpersonal communication can leave disadvantage because interpersonal communication can approach with directly, explain about trouble message that can make interpretation.

h) Giving help (counseling)

Psychiatric experts, clinical psychologist, and therapeutic using interpersonal communication in their professional activities to direct his client.

2.2 Definition of Students' Learning Activeness

The reality of teaching learning is to develop activity and creativity through a variety of interactions and learning experience of the students. Activeness of student learning is an important basic element for the success of the teaching learning process. Activeness is an physic and mental activity that are doing and thinking as a connection that cannot be separated (Sardiman, 2001:98) in Nirma's article. Successful must learn through a kind of activities, both of physical and mental activity. Physical activity is an active enterprising student with part of the body, make things, play and work, not only sitting and listening, seeing or just passive. Students who have psychic activity (psychiatric) is if the power of his soul to work as much or many functions in the context of learning.

Students' activeness in learning activities is only developing their own knowledge. They are active to develop an understanding of the problems in the learning process. Activeness is defined as a thing or a situation where students can be active. Rousseau (Sardiman, 1986: 95) in Nirma's article explains that every student must active to study by themselves. Without any activity, learning process will not be happen. Mc Keachie explains the principle of activeness if an individual is "human in active always learning and want to know" (Dimyati, 2009: 45) in Nirma's Article . All knowledge must be getting by own observation, own experience, own investigation, the own facilities itself, both of spirit and techniques.

It can be concluded that students' activeness in learning is any activity that both of physical and non-physical students in the process of teaching learning activities are implemented to create a conducive situation in the classroom.

2.2.1   Classification of Students' Learning Activeness

Many kind of students' activities in school. Students' activities are not only listen and record as usual in traditional schools. Kinds of students' activity in teaching learning process are (Sardiman, 1988:99) in Nirma's article:

1) Visual activities, that include reading, observe a picture for demonstration, experiment, and work of others.

2) Oral activities, such as: stating, formulating, asking, and giving advice, opinion, interviewing, discussion.

3) Listening activities, for example listening: conversation, discussion, music, speech.

4) Writing activities, like writing stories, essays, reports, questionnaire, make notes.

5) Drawing activities, for example, drawing, create graphs, maps, diagrams.

6) Motor activities, that includes: conducting experiments, making the construction, and playing.

7) Mental activities, for example: responding, remembering, problem solving, analyzing, making decisions.

8) Emotional activities, such as: interested, bored, excited and calm.

9) Non physical activities, such as: Students can manage between mentally, emotional, and intellectual in study.

One of learning assessment is to see how far the students can follow process teaching learning. Nana Sudjana (2004:61) in Nirma's article explain that students learning activeness can see on this term: 1) participant in learning task; 2) involved in problem solving; 3)ask other students or teachers, if do not understand how to solve the problem; 4) try to find kind of information for solving the problem.; 5) discussion with group according teacher instructions; 6) appreciate our self ability; 7) train our self to solve the problem or similar problems; 8) use and apply opportunity to solve the problem.

Based on explaining above, it can be concluded that if the students learning activeness can be viewed by a variety of things, like attention (visual activities), listening, discussing, readiness, student, asked, courage students, listening, solving problems (mental activities).

2.2.2 Factors Including of Students' Learning Activeness

Students learning activeness can stimulate and develop students' talent, students can also think critically and can solve the problem. Besides that, the teacher can manipulate the system in a systematic learning, so it can give stimulate of students in learning activeness.

Activeness is influence by several factors. There are 1) Giving motivate to getting attract attention so the students can more active in teaching learning process; 2) Explaining the purpose of instructional (basic skill to learners); 3) remind learning competence to students; 4)Giving stimulus (problems, topic, concept for learning); 5)giving instruction to students how to learn; 6) produce activity, students participant in learning process; 7) giving feedback; 8) Doing test

to monitored and measured students skills; 9) Summary the material that presented in last lesson.

Activeness can improve in students' involvement at the time of study. Moh. Uzer Usman(2009:26-27) in Nirma's article explain about the ways of improving student involvement, there is using more time for teaching learning, improving students participants in teaching learning, and give teaching according by teaching goals. Beside to improve student involvement that's also explains students learning activeness. To improve students' involvement or students learning activeness by knowing and helping children who are less in students' involvement or students learning activeness and investigating cause of an effort that can do to improve students activeness, according with students individual need. It is so important to improve students to thinking actively in teaching learning process.

Based on explanation above, it can be concluded that if activeness is influence with variety of factors such as interesting or giving motivation to students and improving activeness with knowing situation of students who are less in students' involvement in teaching learning process.

2.2.3   Principle of Learning Activeness

There are some principles to improve learning activeness (Sriyono 1992:16) in Nirma's article:

1) Stimulates learning

Students received a message from teachers as stimulus. There are two ways to help students received messages easier. First need repetition to help students

more understand. Second, students mentioning again messages delivered by
the teachers.

2) Attention and motivation

There are some ways to improve attention and motivation, such as a variety of
teaching learning to repeat information, giving new stimulus with questions
for students, giving opportunities for students to explore their learning.

3) Response of students

In the teaching learning process, many students' activities can achieve through
physical response. These responses must be improve for students in teaching
learning process.

2.3 Previous Study

The researcher relates this study with the previous research. The first is article
"The relationship interpersonal communication between students and lectures
with achievement of psychology students in Gunadarma University" written by
Ernawati and Dr. Awaluddin Tjalla (2013). The result showed that there were
correlation significant interpersonal communication between students and lecture
with physiology students achievement in Gunadarma University.

The second journal entitled "The Effect Of Interpersonal Communication
Intensity Academic Counselor and Student Learning motivation in STIKes Mega
Rezky Makassar" written by Abdul Malik Iskanda (2011). The result of the
research shows that the description of communication interpersonal intensity of
the Academic Counselor with students in high category. And the description of
the students learning motivation at STIKes Mega Rezky Makassar in high

category. The factors are caused by the success wish, interesting activity in learning, concerned with the future the competition wish in the class. There was significant effect the interpersonal communication intensity toward the student learning motivation. Thus, for increasing the students learning motivation should be done more active and serious, especially for academic matter of students.

The third from Journal "Acta Diurna"Vol I.No.I Th.2013 entitled "Interpersonal Communication Teachers to Improving Students Knowledge" written by Widya P. Pontoh (2013). The results of the research were 1) Interpersonal Communication Teachers to Improving Students Knowledge was good enough, 2) Teachers using good language to communication with students, 3) Message that sending in interpersonal communication in teaching learning and motivation to make students more quick to understand about teachers meaning.

The fourth from thesis entitled "Interpersonal Communication Teachers with Students Learning Motivation at Sixth Grade in MI Darul Huda Ngaglik Sleman" written by Nurhidayah (2013). The result of this study was there were stronger relationships between interpersonal communication teachers and students learning motivation with r score 0,886.