

Chapter Two

Literature Review

In this chapter, the researcher would like to discuss the theories related to the research. This chapter includes the theoretical description and the conceptual framework. The theoretical description presents the discussion of any literature related to students' perceptions on teachers' interpersonal skills. The conceptual framework summaries all relevant theories, which help the researcher solves the researcher problem.

Theoretical Description

In this theoretical description, the researcher would like to discuss the theories which include students' perceptions on teachers' interpersonal skills.

Perception. The understanding about perception can be derived from some sources.

Perception is process by which become aware of objects, events, and especially people through your senses: sight, smell, taste, touch, and hearing. Perception is an active, not a passive process. Your perception result from what exist in the outside world and from your own experiences, desires, needs and wants, love and hatreds (DeVito, 2004, p.91)

Romanov (2011) also argued that perception includes senses, feelings, ideas, thoughts and theories. In addition, George and Jones (2013) perception is a process by which individuals select, organize, and interpret the input from their

sense (vision, hearing, touch, smell and taste) to give meaning and order to the world around them. In conclusion, with those definitions, we can conclude that perception is the opinion of someone in conscious mental to decide something, feel or also to interpret something.

Teachers' Competence

Teacher should strengthen their competence with their task as an educator. Usman (2005) mentions there are four competences that the teachers should be possessed, namely pedagogy competence, personality competence, social competence and professional competence. The four of competences are interconnected each other. These competences can be categorised into two, hard competence and soft competence. Hard competence includes pedagogy competence and professional competence. Meanwhile, soft competences are personality competence and social competence (Schulz, 2008).

Teacher competence on a large scale which must be owned in accordance with Indonesian Republic law section 14 year 2005 includes the competence of pedagogy, personality and professional obtained by the profession education. There are experts' say that personality competence is the most important, but it does not mean pedagogy and professional competence are unimportant. According to Kherunian (2013), the personality competence is the basis for pedagogy and professional competence. Therefore, personality competence is the main key for teachers to have pedagogy and professional competence.

According to Celik (2011), teachers' competence is descriptive of qualitative nature of teacher behaviour appearing to be entirely meaningful. Celik defines a teachers' competence is the ability of teacher to responsibly perform their duties appropriately. Ciechanowska (2010) mentions there are three definitions of teachers' competences. First, teachers' competence is the ability of a teacher to realize the planned educational aim. Second, teachers' competence is the real characteristic of a teacher's personality showing the way to create fixed educational purpose. Third, teachers' competence is the conditioned behaviour to reach the educational purpose.

According Brekelmans, Korthagen, Wubbels and Koster (2005) teachers' competences are aptitude, ability and skill owned by someone having a job to teach a student to have good personality like the educational purpose. In Indonesian Republic law no 14 year 2005, it is explained that competence is a set of knowledge, skill and behaviour which must be owned, perceived, and mastered by a teacher in undertaking their professional duty. Teachers personality have contributed enough to the success of education, especially in learning activities and also teachers personality have significant influence on the formation of private students. Good personality of teacher also can encourage students to learn enthusiastically.

Hard skills. Hard skills are the skills that people use to do a job. Hard skills are tangible skills that people learn in the school and utilize at both work and life, Arat (2014). In other words, "hard skills are mastery of the science, technology and engineering skills that are associated with the field science" (Rokhmawan,

2012, p. 51). The ways to master hard skills of teacher are the abilities in mastering teaching technique and control the field of knowledge. In other words the teachers that have good hard skill certainly have wide knowledge and also be able to teach as well.

Soft skills. There are many experts defining what soft skill is. Schulz (2008) argues soft skills refer to the cluster of personality traits, social grace, facility with language, personal habits, friendliness and optimism that mark people to varying degree. Similarly, Ridder, Meysman, Oluwagbemi and Abeel (2014) defines soft skills are the abilities of people to have good manners, optimism, common sense, a sense of humor, empathy, and the ability to collaborate and negotiate with others. Meanwhile Robles (2012) states that soft skills are critical for productive performance in today's workplace, current and future business leaders or emphasizing the development of soft skill.

Soft skills are the abilities of humans in communication with others and work in team. Soft skill also the abilities of someone to convey ideas, so that others people can understand the messages that people express and also the ways to overcome stress (Muqowim, 2012). Soft skills can complement hard skills, which are the technical requirements of job. It means that soft skills more related to the psychological skill of people.

Soft skill can help teachers in teaching process. Sudana (2014) defines teachers who have soft skill in teaching can become a role model to students. The teachers can develop students' attitude. Teacher is a motivator to their students. It

means that the teachers that have soft skills can motivate to students to build their confident in learning. Teachers that have soft skill in teaching are also able to become an innovator to give some ideas in learning to their students. Furthermore, soft skill of teachers in teaching also can help teachers to become a leader. It means that the teachers are able to give some directive or support students to get best achievement in learning.

There are two experts said that soft skill consisted of two parts, namely intrapersonal skill and interpersonal skill. According to Muqowim (2012), intrapersonal skills are the ability to regulate oneself. In other words, intrapersonal skills are more relating to someone recognize themselves, motivate self, work hard and have ambition. Meanwhile, interpersonal skills are more related to someone's competence in interacting with other people, like showing empathy to the other people, building good communication with others, building relationship with other or also motivating others. According to Vijaya (2013), intrapersonal skills include self-understanding, values, desires to learn and self-management. Interpersonal skills include teamwork skill, adaptability of environment and social skill.

Interpersonal Skills

Definition of interpersonal skills. Human is a social species who cannot live alone. People certainly need others to interact. In interacting with others, people require certain skill that is interpersonal skill. There are some definition of interpersonal skills from the experts. According to Lievens and Sacket (2012), an interpersonal skill refers to skills related to social sensitivity, relationship

building, working with others, listening and communication. Interpersonal skills also in define as skills to recognize and respond to properly feeling, attitudes and behaviour, motivate and respect the wishes of others. In other words interpersonal skills are the ability to respond or understand the attitude of others as well.

Teachers as the powerful element in teaching process should be able to build good communication with their students. According to Med (2007, p.152), “interpersonal skills are those essential skills involved in dealing with the relating to other people, largely on a one-to-one basis”. It means that teachers who have interpersonal skills are important. It can help teachers to build good communication both for them and their students.

Most experts say that interpersonal skills are the ability of someone to interact with others. Matin (2010) also argues that interpersonal skill is the skill that is used by a person to properly interact with others. Meanwhile, Marvin and Irma (2008) mention a people that have interpersonal skill certainly has a keen ability to others as individuals. In other words, interpersonal skills are the set of abilities enabling a person to interact positively and work effectively with others.

Components of Interpersonal Skill

There are many researches explaining about components of interpersonal skills that teacher should have (Lievens and Sackett, 2012; Wubbels, Brok, Tartwijk, Levy, 2012). It can be summarized from those researches, that the majority of components found are: communication skill, relationship building skill, motivating skill and doing teamwork skill.

Communication skill. In teaching and learning process, the teachers should have communication skill to communicate with their students. The teacher should be able to build good communication between teacher to teachers and also teacher to students. According to Hussainy, Jandaghi, Karimi and Hamidizadeh (2012), to become a professional teacher, the teachers should be able to develop their communication skills. It means that, communication skill is one of important thing of teacher in teaching process.

Communication is an integral feature of human activities. It means that people who have the ability to communicate can easily interact with others. Communication can be described as the process of transferring and receiving ideas, information, and message (Jain, 2013). Moreover, Matin et al (2010) also argues that communication is transmission of meaning from one to other or to many people, whether verbally or non-verbally. It means that communication is something crucial to make other people understand the meaning of our ideas.

Interpersonal communication skills are vitals in workplace where new job requirement, new skills, and new ways of working with people are changing at drastically (Kambeya, 2008). In learning process, the teachers' duty is also become an educator for their students. Teachers should able to communicate with their students. It means that the teachers should have good communication. Interpersonal communication of teachers can be a key element of an effective school (Hall, 2000).

There are some experts explaining about the principals of interpersonal communication of teachers. According to Kambeya (2008) there are four

principals of teachers' interpersonal communication, namely they identified face-to-face communication, written and verbal, support and caring, and trust and support. Furthermore, according to Slater (2005), attitude and productivity of teachers are certainly affected by the principals' interpersonal communication of teachers.

According to Brener (2003), one of the most important issues in interpersonal communication skill is listening skill. It means that, communication skill is the ability to deliver the message that they speak, so the students can understand easier. In other words, both teachers and students should be able to build good communication as a communicator and as a listener. In line, according to Rui (2007) in interpersonal communication situations there is always a two-way flow of communication. In other words, there is a person as a sender the message and another person as a receiver the message.

There are the principles of communication skill. According Muqowim (2012), there are five principles of communication skills that abbreviated as REACH which means respect, empathy, audible, clarity and humble. Respect is mutual respect for each other with detail of every opinions, proposals, and rejection should be listened. In other words, respect is more appreciate each other. Empathy is the ability to listen or understand others before be heard or understand the person. Audible is media uses that may be understood others. Clarity is clarity message, it means that our words not ambiguous. Humble an attitude of humility, serving, appreciate, be a good listener, accepting criticism, self-control and placing greater interest.

According to Hairuzila (2009), communication is the most important part in life. One of the way to make effective communication is confidence. Effective communication have some points in communicating, which is the the body language, pitch of the voice and the use of appropriate words. It is vital to a person to be able to communicate effectively and understandable by others. It usually can be carried by people who have interpersonal skill.

Markovic and Axmann (2007) mention that “the body has its own language. The body language can be in accordance with the words-the verbal language, but there can also be a discrepancy”. It means that in communication the people not only explain their ides with their speak but also people can more detail their ides with their body language. Markovic and Axmann also said that most of people often believe body language more than believe the words.

In conclusion, one of a component of interpersonal skill that should be owned teachers is communication skill. Good communication between teachers and students which teachers could deliver lessons to good and clear on each learning. Good communication will produce a message that easily to understand.

Relationship building skill. Relationship building including one in interpersonal skill should be owned a teacher. According to Sardiman (2004), there are some components that influence the result of learning process, namely, teachers organize matter, method applied and the media that have used. Beside that, one of important factors that succeed in learning process is relationship between teachers and students.

Teacher should be able to build positive relationship between their students. Positive relationship between teachers and students influence students' motivation and outcome. Therefore teachers suggest having positive connection with their student. Hamre and Pianta also mention, "when teachers form positive bonds with the students, classroom becomes spaces in which students can engage in academically and socially productive ways" (Hamre & Pianta, 2001).

To measure interpersonal relationship between teachers and students it can be seen from a teacher that gives little attention in the form of student teachers' involvement in the game, giving gifts to the students. So the teachers can also express concern over the absence of the students to establish relationship with students (Medler, 2010).

The skill of giving motivation. According to Muqowim (2012), the success of an activity is strongly influenced by motivation, thus the ability to confer motivation very important owned by teachers in order to obtain success in learning process.

The role of teachers as motivator is important lies in order to increase passion in activities student learning. Teachers should be able to stimulate and give thrust and reinforcement to increase the potential students in learning and to cultivate creativity students who can be a useful tool to the learning process. Sardiman (2004) argues as for one of the reasons motivation skill including into interpersonal skill that must be held by a teacher is because motivation skill related to the essence work educate that require skillfulness social, related to

performance in the sense personalization and socialization self. Based on the words before that interpersonal skill more reflect with social someone including teachers.

The skill of doing team work. In lives most of people have already joined certain organization or association, while in organization the people requires to have leaderships' attitude.

Success of interpersonal can also be seen than success the person in building a team. According to Pachauri and Yadav (2014), teamwork is the ability to build a good rapport, interact and work effectively with others, and also recognize and respect others' attitude, behaviour and beliefs. Someone who can afford to build a team on ascertained have souls of leadership. Teachers who can afford to build a team have a responsibility that high to the learning process and to the environment and also ability to give contribution to the planning and coordinate group work.

Muqowim (2012) states that the interpersonal skills that are widely accepted in Indonesia context are motivation skill, leadership skill, negotiation skill, presentation skill, communication skill, relationship building skill, public speaking skill, and self-marketing skill.

The Importance of Interpersonal Skill

Interpersonal skill is important skill that must be have by everyone. To become a professional in their job, people should have interpersonal skill. For example, to succeed in teaching the teachers should have good interpersonal skill. The teachers need to understand what the students wanted. The teachers also

should be able build good communication or interact with their students. If the teacher did not have good interpersonal skill, they can not to build positive communication or positive relationship with their students.

There are some benefits of teacher's interpersonal skill in teaching process. Duffy (2004) mentions there are some effects of teachers' interpersonal skill, one of the effect is reduce of students' anxiety in learning process. Interpersonal skills of teachers can make atmosphere of learning more comport and interesting. In other words, teachers' interpersonal skill influences of students learn effectively in learning.

Another important factor of teachers' interpersonal skill is good communication between teachers and students can build positive relationship for both. According to Syaefudin (2007), the relationship between teacher and students is a tool a control the students at the school and outside the school. The relationship between the teachers and students will be plaited carefully by the presence of the good attitude of teachers in communicating, good in looking, the mind-set of teacher in deciding the problems and responsibility of the teacher.

Teachers' interpersonal skill is important to students in learning process. According to Skinner and Belmot (1993), teachers' interpersonal skill can influence students' attitude and students' belief. If the teachers have good interpersonal skill, it means that the teachers can build good interaction with their students. It can influence the attitude of students when they interact to teacher or when they interact with their other students.

Teachers' Interpersonal Skill and Students' Learning

In learning process that adopts student centered approach the teachers should have good communication skills. It can impacts to their students. One of impacts is to students to develop students' communication skill in inside class or outside class. Jain argues "it is very important to make the learners comfortable with the language they have to communicate in" (Jain, 2013, p. 78).

Teachers who have interpersonal skill also can become facilitator with their students (Reeve, 2006). In learning process, students learn to listen, to say, to ask questions and interact between teachers-students or students-students. If the teachers have positive interpersonal skill they be able to become a good facilitator for their students. They can be able to listen and answer everything that students asked. They also be able to occur in fair between their students.

There are some activities that could be used to develop a communication skill of teachers in learning process. Such as group work, task work and information gap activities. These could be achieve through the following activities: task-completion activities: puzzle, games, map-reading and other kinds in classroom tasks in which the focus will be on ability to use communication skills to complete a task (Jain, 2013).

According to Jain (2013), there are kinds of interpersonal communication skill that can teachers use in learning process. First is information gathering activities, like students will conduct survey, interview and searches in which they will use the communication skill to collect information. Second, opinion-sharing

activities are the activities where students compare values, opinions and beliefs.

Then, discussion/debate activities and the last one is oral presentation.

Interpersonal relationships between teachers and students have some effects in students' learning environment. Baker et al mention interpersonal relationship both teachers and students enable students to feel safe and secure in their learning environments (Baker et al, 2008). In other words, teachers' interpersonal can make students feel safe and comfort in learning process. There is another effect of teachers' interpersonal relationship in learning process. When teachers form positive bonds with students, it can impact on classroom. Classroom becomes supportive spaces in which students can engage in academically and socially productive way (Hamre and Pianta, 2001). Therefore, teachers' interpersonal skill could presences closeness, warmth and positivity in learning environment.

Learners in the process to get the best outcome need a teacher to support them in order to reach the highest possible achievement. Teachers who have good interpersonal skill that students needed to reach it. One of the skills is as a facilitator to their students. According to Yan (2012), as facilitators, teachers need to do all the efforts to help make the learning easier and motivate learners to play to the best of their potentials, which includes: helping learners to acquire the knowledge and skills and motivate learner to learn actively.

Interpersonal skill of teacher is one of fundamental to the process of learning, (Burkill et al, 2000). It means that, teachers' interpersonal skill is the basic of learning process. Elston (2010) also argues that interpersonal skill of

teachers will play a vital role in an individuals' education. Many of the learning situation that higher education students are exposed to rely heavily on these types of skill.

Review of Related Research

There were many researches that involve interpersonal skills of teachers as the main problem. Some of researches tried to connect teachers' interpersonal skills with students' learning. One of the researches was conducted by Brok, Levy, Brekelmans, Wubbels (2006) entitle "Teacher Interpersonal Behaviour and Students' Subject-Specific Motivation". The research brought together insight from research on teaching in specific subject, learning environments research and effectiveness research by linking teacher interpersonal behaviour to students' subject. They tried to investigate the added value of students' perception of teacher interpersonal behaviour on students' subject specific motivation. The data of 52 third-year ELF-classes (English as a Foreign Language; 1041 students), taught by 32 secondary teachers, were included in the analyses. They used multilevel analysis of variance to investigate the effect of teaching on motivation and included several covariates as well. For all of the discerned subject-related attitude variables - pleasure, relevance, confidence and effort, a positive and strong effect was found for teacher Proximity. The results demonstrated the significant role of teacher interpersonal behaviour in student motivation and the importance of combining insights from various educational research disciplines.

Another research was conducted by Rani and Tyagi (2013) entitled “Effect of Interpersonal Relationship on Attitude of Teacher Educators. An Empirical Study”. This research finding was limited in clarifying interpersonal relationship and its effect on the attitude of teachers. This research conducted an empirical study on relationship between the interpersonal skills and the attitude of teachers. The result of this research was good interpersonal relationship impact positively on the attitude of the teacher educators. Therefore, it was essential to have strong interpersonal relationship for the teachers especially teacher educators.

Conceptual Framework

Teachers must develop their interpersonal skill to interact with their students. Teachers who have good interpersonal skill can affect students’ learning. It can make students feel more comfortable in learning process. In English Education of UMY there are two cases. First, there were some students who felt afraid to interact with their teachers because they consider that their teacher was not friendly to them. It made them afraid to communicate and build relation with their teacher. Another case was some of students felt very comfortable with their teachers in English Education Department of UMY. Most of them were interested in joining the teachers’ class.

Teachers’ interpersonal skills and students’ learning is very closely related each other. In learning process, teachers’ interpersonal skills have some impacts to students’ learning. If the teachers have good interpersonal skill, it means that the teachers can build communication between their students. Teachers who have

good interpersonal skills also can build relationship with their students, give motivation and doing team work. One of the positive impacts of good interpersonal skill of teacher is that students feel more confident. Nevertheless, if the teachers have poor interpersonal skill, it can impact to students and then students feel do not enjoyable in learning.

Figure 2.1. Conceptual Framework

