

Improving Interpersonal Communication Skills through Group Discussion Techniques in Grade VIII Students of SMP Negeri 1 Wates and SMP Negeri 3 Wates

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Abstract—This study aimed to the improve interpersonal communication skills through group discussion techniques in grade VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates. This research is classroom action research conducted using Kemmis and Taggart model. The subject of this research was of class VIII of SMP Negeri 1 Wates and SMP Negeri 3 Wates. The instrument of data collection used was observation guidelines and scale of interpersonal communication skills. Data analysis technique in this research was quantitative data analysis in the form of scale and qualitative data analysis. The results showed that the improvement of interpersonal communication skill of class VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates could be done using group discussion technique. This is evidence by the increase in the average value of interpersonal communication skills before the action to the average score after the action of cycle I and action cycle II. In the first cycle, the class VIII students of SMP Negeri 1 Wates increased by 43.8 points, while in the second cycle 74.7 points. For the class VIII students of SMP Negeri 3 Wates, the increase in first cycle was 26.5 points, while in the second cycle it was 75.7 points. Thus, group discussion techniques could improve interpersonal communication skills of class VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates.

Keywords—Group discussion, interpersonal communication skills

I. INTRODUCTION

Humans are born as social beings who cannot live alone. As social beings, humans will have the desire to speak, exchange ideas, send and receive information and work together to meet needs. Communication becomes a very important thing to do in human relationships. Communication therefore represents the very essence of human condition [1]. Good communication or social skills pay many dividends in people's lives [2]. By communicating people will be more satisfied and their existence is beneficial to others.

Interpersonal communication skills are needed to avoid misunderstanding between individuals who

communicate. The one of the factors that become obstacles in intimate interpersonal relationships is the difficulty communicating feelings effectively [3]. The difficulty of communicating these feelings can be experienced by everyone as well as experienced by junior high school students. Junior high school students are individuals who are in transition from childhood to adulthood. The age range of junior high school children is between 13 and 16 years of age at that age in early adolescence [4]. Hurlock describes adolescence comes from the word adolescence which means grown into adulthood [4].

At the age of junior high, students experience physical or psychological changes so that at that time students will experience problems. One is the problem of interpersonal communication skills. That one of the tasks of adolescent development is to develop interpersonal communication skills and learn to associate with peers or others, both individually and in groups [5]. For that teenager requires social competence in the form of skills related to others in order to get along well with social groups. One of the causes of rejected students in the group is the lack of interpersonal communication skills with others. with its social group. In shaping students' interpersonal communication skills, the role of counseling and guidance in schools is required. It is also experienced by students of class VIII SMP Negeri 1 Wates and SMP Negeri 3 Wates.

When researchers conducted observations at SMP Negeri 1 Wates, researchers found some students with low interpersonal communication skills. This can be seen when the researchers asked spontaneously to some students, the students did not respond and even more fun to play the gadget. In addition, researchers found some students who use the language "slang" when talking to teachers and friends. The same thing was found when the researchers conducted interviews with BK teachers SMP Negeri 3 Wates, it was found that some students still have low interpersonal communication skills especially class VIII. This is marked by students not daring to express their

opinions, using the "slang" language to talk to teachers and friends, unintentionally when speaking offensive friends, trembling when dealing with people, preferring to play with gadgets rather than with friends and less responsive moments talked to other friends. It can be concluded that grade VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates possess low interpersonal communication skills.

II. THEORY

A. *Interpersonal Communication Skill*

Humans are social beings who need to connect with other humans. Humans also have encouragement such as the urge to self-actualization, curiosity, encouragement to meet needs and so on. To achieve that encouragement can be done by communicating with others. Communication helps in developing, strengthening, and maintaining personality dispositions through the social consequences that result from communicators [6]. This opinion confirms that with interpersonal communication skills possessed by someone will help develop and strengthen the personality of the person. A strong personality will influence its existence in the social environment it occupies.

With interpersonal communication skills it is expected that individuals who communicate can understand each other, can communicate thoughts and feelings appropriately and clearly, can receive and support each other and can solve conflicts and forms of interpersonal problems that may arise in communication.

Interpersonal communication consists of communication that occurs between two people in the context of their relationship when developing and helps them to negotiate and determine their relationship [7]. Interpersonal conversation content is sometimes very intimate, such as when a romantic partner who discusses the same details of sensitive health problems experienced by one of them. This opinion explains that interpersonal communication occurs in the relationship of two people who are negotiating about a problem that is sometimes intimate.

Several characteristics of interpersonal communication which include two-way message flow, non-formal atmosphere, immediate feedback, communication participants are at a close distance and communication participants send and receive messages simultaneously and spontaneously, both verbally and nonverbally [8]. Focuses on the characteristics of interpersonal communication is a two-way message that is built in a non-formal atmosphere and requires immediate feedback and communication participants are at close range in sending and receiving messages simultaneously and spontaneously, both verbally and non-verbally [8].

Some aspects of basic skills needed are as follows: that aspects of interpersonal communication skills that must be owned by someone so that communication runs effectively there are four, namely being able to understand each other, able to communicate thoughts and feelings appropriately and clearly able to accept and support each other or help each other and be able to solve conflicts and other forms of interpersonal problems that may arise in communication with others [3].

Aspects of interpersonal communication skills are opening by expressing information honestly in accordance with the actual conditions of interaction, showing empathy, showing support by being a good listener and showing a positive attitude by respecting the existence and interests of others [9].

Factors that influence a person's interpersonal communication skills are identification of expectations, recognizing obstacles, planning communication and adaptation to change [10]. If someone already knows their hopes and then knows what obstacles are hindering those expectations, the individual will adapt. Through adaptation it is hoped that the individual can overcome the obstacles that will occur.

Interpersonal communication runs smoothly and brings expected results, both the giver and the recipient of the message need to have the necessary interpersonal skills and communication skills [11]. Skills needed are social skills that can help those who communicate understand how to achieve personal and relational goals in communication with other people and behavioral skills that can help implement behavior in order to achieve goals both personal and relational in communicating with others.

Interpersonal communication both face to face and online is formed by intelligent technology in which we live [12]. The growth of new communication technologies that defines traditional distinctions between interpersonal and mass communication has promoted considerable interest in between face to face and computer mediated social interaction [14].

B. *Group Discussion*

Group discussion is one type of group guidance. Where in group discussions there is a conversation or conversation between two or more individuals. However, not all talk can be said as a discussion. According to) mentions group discussions are planned conversations between three or more people with the aim of solving problems or to clarify a problem, under the leadership of a leader [14]. Group discussions not only to solve problems, but also to enlighten problems, as well as to develop personal. Group discussion is an activity planned by a group of people to solve or clarify problems and develop personally. In group discussions there is an exchange of information and experience that can be taken into consideration for solving problems.

That a summary of group discussions begins, especially at the beginning and end of each group session [15]. This discussion helps to achieve prominent experiences as classroom learning and how this is shared. This opinion focuses on the purpose of group discussions that can help group members achieve learning experiences from prominent things that are shared during the discussion activities.

There are goals that are carried out in group discussions, namely, to obtain attitudes, bring out feelings, perceptions and ideas from participants about the chosen topic [16]. This opinion explains that with group discussions, it is expected that group members can benefit from raising ideas related to the topic of discussion.

Type of discussion [17]:

- 1) Whole group
- 2) Buzz-group
- 3) Panel Discussion
- 4) Symposium
- 5) Collegium
- 6) Informal debate
- 7) Fishbowl

The type of discussion based on the number of discussion participants and the discussion. The number of participants in group discussions depends on the type of group discussion. The number of participants in group discussions will affect the process of group discussions.

The buzz group is a small group that negotiates to work on solutions to problems and reports. They are often used in classroom training [18]. They can also be used in simple problem solving. The opinion emphasized that in the buzz group negotiations took place which discussed the solution to the problems carried out by small groups in classroom training.

The buzz group methods are small discussion groups that are formed for certain tasks such as generating ideas, solving problems or achieving a general perspective on a topic and are followed by overall class discussion in a certain period [19]. This opinion implies buzz group is a discussion conducted by small groups to solve problems in a certain period.

Research on the use of group discussion methods to improve students' interpersonal communication skills has been widely practiced. The results of this study indicate that effective group guidance is done to help choose a realistic field of study for students [20]. This research is relevant to the research that will be done that is equally using group guidance to improve a certain aspect. Aspects to be improved in this study are students' interpersonal communication skills.

The study indicates that group guidance with effective discussion techniques to improve students' motivation to express an opinion [21]. This research

is relevant to the research that will be done because both utilize one of the techniques in service delivery process.

The success of the above research becomes one of the research backgrounds taken. Various studies above explain that the group discussion can overcome or help various kinds of problems both from motivation, self-efficacy, student problems in school and as a driver of student achievement.

III. METHODOLOGY

This study uses a classroom action research approach. In this study, researchers used a qualitative and quantitative approach. At this stage, researchers use the Spiral model developed by Kemmis and Taggart [22], which in its cycle consists of planning, action, observation, and reflection.

Subjects in this study were students of class VIII, amounting to 10 students of grade VIII SMP Negeri 1 Wates and 10 students of class VIII SMP Negeri 3 Wates. The student age averages 14 to 15 years. The selection of subjects was based on the results of discussions with Guidance and Counseling teachers at SMP Negeri 1 Wates and SMP Negeri 3 Wates, and results from interpersonal communication skills scales.

Instrument of data collection using interpersonal communication skill scale and plan for the implementation of group discussion services. The interpersonal communication scale developed by researchers based on four aspects mentioned by Supratiknya [3] is able to understand each other, able to communicate the thoughts and feelings of a person in a precise and clear, capable of mutual acceptance and mutual support or mutual help, able to solve conflicts and other forms of interpersonal problems that may arise in communication with others. Scale created by the researcher using the Likert scale in accordance with the opinion of Saifuddin Azwar [23] with 4 choices of answers that are very appropriate (SS), appropriate (S), inappropriate (TS) and highly inappropriate (STS). The scale is presented in the form of favorable and unfavorable statements. The reliability value of this interpersonal communication skill scale is 0.892.

Data analysis used by researcher in this research is quantitative data analysis. Quantitative data analysis techniques used to analyze data in the form of scale to know the improvement of their interpersonal communication skills. The data is presented in the form of diagrams as shown below:

IV. RESULT AND DISCUSSION

Interpersonal communication skill in grade VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates before the action is done that included in the low category. This can be seen from the filling of the scale and behavior of students. Before each action

there were 10 students with low category while others in medium and high category. The results of the observation show students are embarrassed to express opinions and less active in the learning process.

Action research was conducted to improve interpersonal communication skill of grade VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates with group discussion. The results showed that there was an increase in interpersonal communication skill of VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates.

The results of the study note that the interpersonal communication skills of students have undergone changes such as being open, daring to express their opinions, responding to the opinions of friends. Students dare to express their opinions without being appointed and actively involved in group discussion activities. improvement of interpersonal communication skill of student can be seen from comparison of pretest result, posttest I and posttest II.

TABLE I. DATA OF IMPROVEMENT

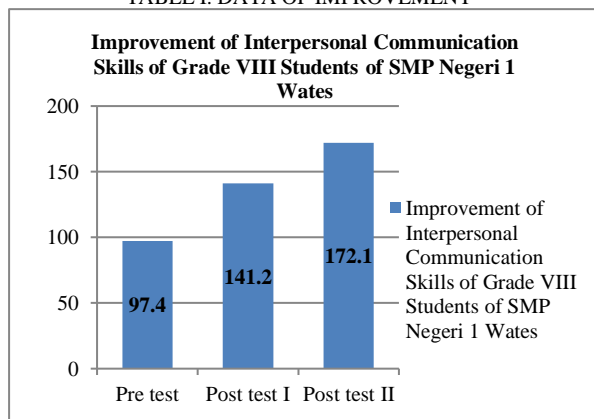
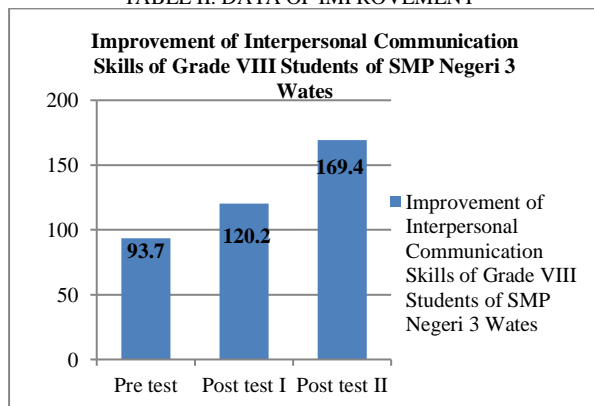


TABLE II. DATA OF IMPROVEMENT



The average score of pretest result of grade VIII students of SMP Negeri 1 Wates is 97.4. After a first cycle study consisting of 4 actions, the average score increased to 141.2. After a cycle II study consisting of 4 actions, the average score increased to 172.1. While the average score of pretest results of grade VIII students of SMP Negeri 3 Wates is 93.7. After a cycle I study consisting of 4 actions, the average score

increased to 120.2. After a cycle II study consisting of 4 actions, the average score increased to 169.4.

V. CONCLUSION

Based on data analysis and research discussion, it can be concluded that group discussion technique can improve interpersonal communication skill of class VIII students of SMP Negeri 1 Wates and SMP Negeri 3 Wates. This can be seen from the increase in the average value of interpersonal communication skills from before the action to the average score after the action of cycle I and action cycle II. The result of the average score of pretest result of grade VIII of SMP Negeri 1 Wates is 97.4 then after posttest I the average score increased to 141.2 then the average score increased to 172.1 in posttest II. While the average score of pretest results of grade VIII students of SMP Negeri 3 Wates is 93.7 then the average score increased to 120.2 after posttest I then the average score increased again to 169.4 after posttest II. Thus, group discussion techniques can improve interpersonal communication skills of grade VIII students SMP Negeri 1 Wates and SMP Negeri 3 Wates.

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