



## Use of Expressive in Interpersonal Communication of Students who Need Counseling Services at SMP Negeri 56 Palembang

Eno Leriani<sup>1</sup>, Evia Darmawani<sup>2</sup>, Arizona<sup>3</sup>

<sup>123</sup> (Guidance and Counseling Education, PGRI University Palembang).

\* Corresponding Author. E-mail: <sup>1</sup>ennoleriani05@gmail.com

Receive: 11/10/2023

Accepted: 15/12/2023

Published: 01/03/2024

### Abstrak

Language is the ability to express desires and needs through communication. The function of language is basically a statement of thoughts or feelings as a tool for communication, carried out in writing or orally according to the opportunity to express language with its relative scientific power. Not all students at SMP Negeri 56, especially in interpersonal communication, are able to express their feelings using expressive language. It was identified that 1 to 3 people in each class like to make noise based on expressive language, causing negative impacts such as bullying among their friends. This research aims to determine the use of expressive language in interpersonal communication of students who need counseling services. The research uses quantitative descriptive methods. The research sample consisted of 62 students from classes VII A and VII B. Data collection techniques used questionnaires and documentation. Data analysis uses the percentage formula ( $F/N \times 100\%$ ). The results of this study indicate that the frequency of each use of expressive language in interpersonal communication is in the very low category which requires counseling services. Expressive language was 30 students with a percentage of 48% and interpersonal communication was 33 students with a percentage of 53% of the total number of respondents. Based on the data that has been processed and analyzed, it can be concluded that the use of expressive language in students' interpersonal communication is in the very low category so that counseling services are needed so that the implementation of this communication can run well, of course the language factor and the way it is expressed need to be taken into account.

**Keywords:** Expressive Language, Interpersonal Communication

### ABSTRAK

Bahasa yakni kemampuan untuk mengungkapkan keinginan dan kebutuhan melalui komunikasi. Fungsi bahasa pada dasarnya merupakan pernyataan pikiran atau perasaan sebagai alat untuk komunikasi, dilakukan secara tertulis maupun secara lisan sesuai dengan kesempatan untuk mengekspresikan bahasa dengan daya relatifnya secara ilmiah. Tidak semua siswa di SMP Negeri 56 khususnya dalam komunikasi interpersonal mampu menyatakannya perasaan dengan bahasa ekspresif, teridentifikasi 1 sampai 3 orang disetiap kelas suka ribut dilatar

belakangi bahasa ekspresif sehingga menimbulkan dampak negatif seperti pembullyan sesama teman. Penelitian ini bertujuan untuk mengetahui penggunaan bahasa ekspresif dalam komunikasi interpersonal siswa yang membutuhkan pelayanan konseling. Penelitian menggunakan metode *deskriptif* kuantitatif. Sampel penelitian berjumlah 62 siswa dari kelas VII A dan VII B. Teknik pengumpulan data menggunakan angket dan dokumentasi. Analisis data menggunakan rumus presentase ( $F/N \times 100\%$ ). Hasil penelitian ini menunjukkan bahwa frekuensi masing-masing dari penggunaan bahasa ekspresif berkomunikasi interpersonal pada kategori sangat rendah yang membutuhkan pelayanan konseling. Bahasa ekspresif sebanyak 30 siswa dengan persentase 48% dan komunikasi interpersonal sebanyak 33 siswa dengan persentase 53% dari jumlah responden. Berdasarkan data yang telah diolah dan dianalisis maka dapat disimpulkan bahwa penggunaan bahasa ekspresif dalam komunikasi interpersonal siswa masuk dalam kategori sangat rendah sehingga diperlukan pelayanan konseling supaya penerapan komunikasi tersebut dapat berjalan dengan baik tentu dari faktor bahasa dan cara pengekspresifnya perlu diperhatikan.

**Kata Kunci :** *Bahasa Ekspresif, Komunikasi Interpersonal*

### Introduction

All humans are social creatures who cannot live alone in their daily lives. In everyday life, people cannot live without communication. The human need for communication is to satisfy the need to be loved, appreciated and other needs. Communication is a means for humans, including students at school, to obtain the learning process. to meet the needs of learning outcomes at school. Communication takes place simultaneously with teachers, friends, parents and other school personnel. So students must have good communication skills to be able to interact well and correctly.

In this communication, a person and another person has two directions, namely reciprocal communication, for example the communicator plays an active role in providing information about something new, so that if there is an agreement there will be an agreement, conversely there will be conflict if there is no agreement.

Communicating correctly and precisely cannot be separated from the use of language, because language has a lot of influence on human survival. Language is a tool that humans use to communicate and interact in everyday life with other people, both individuals and groups. The language

used in everyday life is a communication reality that takes place in interaction. One form of language is expressive language.

Expressive language is language that expresses thoughts and feelings, in language it cannot be separated from the speech acts used in communication. Language appears in the form of individual actions or speech acts. Language skills accompanied by good speech acts can influence interpersonal communication with peers, teachers and the community.

If students do not have language skills accompanied by poor speech acts in communicating, it is feared that they will experience difficulties in social development at the next stage. The various behaviors shown by students at school in communicating through interactions with peers generally have different behavioral characteristics.

A social phenomenon that is often encountered at school is that some students experience difficulty in communicating with other students. Various causes include; ethnic differences, feeling embarrassed to interact with other students, still having a high ego, lack of self-confidence when communicating with peers.

Various behaviors of students who show an inability to use expressive language which can give rise to conflict in adolescence are inseparable from developments in the search for self-identity, often they experience an identity crisis; There was a case of bullying or bullying in Ciwidey, Bandung Regency. The bullying occurred in class. Previously there was an argument between the victim and the perpetrator which ended in beatings, the victim was hit on the arms and chest. This action was known by the school, the school has also carried out mediation with the victim, perpetrator and witnesses. Based on the results of mediation between the perpetrators and victims, the bullying occurred due to a misunderstanding about the victim's post on social media, based on information from the school that this case had been resolved amicably (Elgana, 2023) Apart from that, there was a case of premeditated murder of a family in Prajanan hamlet, Magelang Regency, Central Java. Revealing new facts that named the victim's second child as a suspect in this case. From the results of the examination carried out, the perpetrator admitted that he was hurt because he was asked to support his family. The suspect had previously attempted murder but failed. The reason the suspect did this cruel thing was because of a lack of good communication between the family and was driven by feelings of hurt because his parents paid more attention to his older sister. Due to the lack of communication within the family, the suspect made his own conclusions about the problems he was facing and determined his own solution (CNN, 2023).

The next social case occurred at MTS Gresik, where the principal beat 15 female students for having snacks outside the school even though they had been warned not to snack outside the classroom. After further examination and examination of witnesses, the suspect was found guilty of being charged under the Criminal Code

articles regarding abuse and child protection articles. The school foundation has visited the victim's family and apologized directly, the suspect in this case has also been fired by the foundation and no longer teaches at the MTs (Aksanah, 2023). In the various cases of bullying mentioned above, it turns out that this behavior related to expressive language, communication ethics also occurred at SMP Negeri 56 Palembang. The student's behavior; There are some students whose interpersonal communication skills are not good. Identified 1 to 3 students per class, often causing trouble among students starting with rude actions and words towards other students, calling them dirty words, calling them names of animals which seemed to corner and offend them. There were also students who were ignorant of calling their friends names. his parents' names. Students' etiquette when speaking to teachers is also arbitrary, as if the teacher is only considered a friend, they act with little respect for other people when they meet the teacher, calling them in a disrespectful way by shouting from a distance. There are students who do not have an attitude of tolerance because of ethnic and religious differences, there are students who intimidate, bully and ostracize other students because of these differences.

From the description presented, researchers are interested in studying in depth the use of expressive language in interpersonal communication for students who need counseling services.

### **Research Methodology**

The research methodology used is quantitative descriptive. The data collection method used in this research is a questionnaire. The data analysis technique used is Descriptive Percentage Analysis.

### **Results and Discussion**

The use of expressive language in students' interpersonal communication is based on data obtained in the field and tabulated calculation results which can be seen in the table below:

**Table 1 Tabulation of Students' Use of Expressive Language**

No. Res	Jawaban Responden					Skor Total
	SS	S	RG	TS	STS	
1.	14	7	4	2	4	31
2.	9	4	7	9	6	35
3.	11	9	8	5	4	37
4	5	6	9	10	4	34
5	10	8	13	2	2	35
6	7	12	5	5	5	34
7	13	25	8	3	1	50
8	11	29	9	9	5	53
9	8	12	3	6	2	31
10	11	18	10	4	6	49
11	9	5	15	9	11	49
12	20	6	3	2	4	35
13	17	20	5	3	5	50
14	9	7	15	6	10	47
15	6	9	7	4	8	34
16	13	6	11	11	9	50
17	8	10	7	5	4	34
18	12	9	2	6	4	33
19	19	7	0	16	6	48
20	5	21	5	2	0	33
21	31	8	9	2	1	51
22	22	10	6	8	5	51
23	10	3	8	2	10	33
24	30	9	1	3	7	50
25	5	8	7	10	4	34
26	19	20	1	5	3	48
27	21	8	0	1	2	33
28	26	15	3	2	5	51
29	11	16	8	11	4	50
30	17	5	9	8	10	49
31	9	12	3	8	3	35
32	14	9	5	2	2	32
33	18	6	11	7	8	50
34	8	19	7	3	14	51
35	10	0	9	4	10	33
36	16	9	15	7	7	54
37	8	2	6	14	3	33
38	15	7	10	8	5	45
39	4	6	18	5	1	34
40	12	8	16	4	5	45
41	7	10	8	6	2	33
42	10	15	9	12	6	52
43	8	11	5	7	2	33
44	16	9	3	8	9	45
45	6	9	14	0	6	35
46	18	9	4	7	5	43
47	15	6	8	2	3	34
48	16	4	10	0	3	33
49	19	8	5	9	12	53
50	9	15	6	4	17	51
51	14	8	9	0	2	33
52	10	6	3	18	11	48
53	15	5	7	2	5	34
54	11	7	2	8	7	35
55	4	8	3	9	20	44
56	6	8	17	5	16	52
57	10	6	3	8	14	41
58	10	15	9	12	6	52
59	14	9	5	2	2	32
60	5	6	9	10	4	34
61	11	18	10	4	6	49
62	9	3	8	2	10	32
Jumlah						2562
Rata-rata						41,32

Based on table 1 above, it can be seen that the data shows that the average respondent's answer is 41.32, with the highest score being 54 and the lowest being 31. Then, if you look at the grouping of aspects and indicators for each item, the processing results are depicted in table 4.2 below :

**Table 2 Tabulation of Interpersonal Communication**

No. Res	Jawaban Responden					Skor total
	SS	S	GR	TS	STS	
1.	12	8	10	2	2	34
2.	9	11	5	3	5	33
3.	10	12	9	1	3	35
4	7	15	12	6	2	42
5	5	25	14	8	4	56
6	3	18	10	6	9	46
7	8	4	16	18	10	56
8	10	12	9	1	3	35
9	3	20	4	3	1	31
10	5	21	23	7	7	63
11	9	7	15	6	10	47
12	12	8	10	2	2	34
13	9	11	5	3	5	33
14	7	15	12	6	9	49
15	6	25	14	8	4	57
16	10	6	15	7	9	47
17	5	21	25	9	7	67
18	9	3	8	2	10	32
19	12	10	9	18	15	64
20	9	11	5	3	5	33
21	9	11	5	3	5	33
22	12	8	10	2	2	34
23	7	15	12	4	2	40
24	9	11	5	3	5	33
25	5	6	9	10	4	34
26	9	7	15	6	10	47
27	14	7	4	2	3	30
28	9	7	15	6	11	48
29	9	11	5	3	5	33
30	9	7	15	6	10	47
31	3	20	4	3	1	31
32	10	12	9	1	3	35
33	5	21	25	7	7	65
34	9	3	8	2	10	32
35	10	12	9	1	3	35
36	12	8	10	2	2	34
37	5	19	25	9	7	65
38	10	12	9	1	3	35
39	9	11	5	3	4	32
40	5	21	25	7	7	65
41	20	20	15	17	1	73
42	20	20	15	17	1	73
43	10	12	9	1	3	35
44	12	8	10	2	2	34
45	9	7	15	6	11	48
46	10	12	9	1	3	35
47	7	15	12	6	9	49
48	12	8	10	2	2	34
49	7	15	12	6	9	49
50	10	12	9	1	3	35
51	10	12	9	1	13	45
52	9	11	5	3	5	33
53	3	18	10	6	9	46
54	3	20	4	3	2	32
55	12	8	10	2	2	34
56	7	15	12	6	9	49
57	10	12	9	1	3	35
58	9	7	15	6	10	47
59	10	12	9	1	3	35
60	8	4	16	18	8	54
61	10	12	9	1	3	35
62	7	15	12	6	9	49
Jumlah						2661
Rata-rata						42,91

Table 2 above shows the respondents' answers based on groupings of two aspects of expressive language and interpersonal communication with 5 indicators each, showing that the average of the respondents' answers is not much different, namely 4.3 (42.91) and the item indicators, overall research aspects with each each.

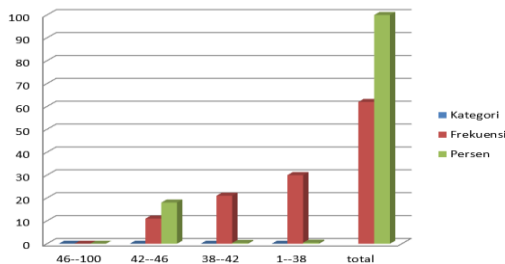
The data that has been processed and depicted in tables 1 and 2 above is then analyzed using simple statistics to find categories for each aspect according to the student's level of achievement or ability to use expressive language in interpersonal communication following the categories in the table below:

**Table 3 Categorical Use of Expressive Language**

Interval	Kategori	Frekuensi	Persentase
46-100	Sangat Tinggi	0	0%
42-46	Tinggi	11	18%
38-42	Rendah	21	34%
1-38	Sangat Rendah	30	48%
Total		62	100%

Based on table 3 above, it is known that students use expressive language in the highest category (very low) 30 students (48%), and low there are 21 students (34%) and high only 11 students (18%) and very high none who are able to use expressive language at a very high level.

**Figure 1 Graphic of Expressive Language**



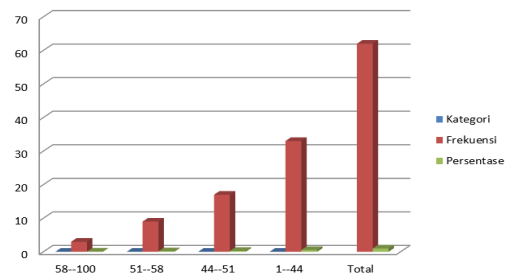
Based on the description of the research results in the diagram above, it can be seen that the percentage of expressive language of students who need counseling services is in the very high category 0%, in the high category 18%, in the low category 21% and in the very low category 48%.

**Table 4 Categorical Interpersonal Communication**

Interval	Kategori	Frekuensi	Persentase
58-100	Sangat Tinggi	3	5%
51-58	Tinggi	9	15%
44-51	Rendah	17	27%
1-44	Sangat Rendah	33	53%
Total		62	100%

Based on table 4 above, it is known that students use interpersonal communication in the highest category (very low) 33 students (53%) and low there are 17 students (27%) and high only 9 students (15%) and very high there are 3 students (5%).

**Figure 2 Interpersonal Communication Graph**



Based on the description of the research results in the diagram above, it can be seen that the percentage of students' expressive language who need counseling services is in the very high category, 5%, in the high category, 15%, in the low category, 27% and in the very low category, 53%.

**Table 5 Aspects of Word Development**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen%
		SS	S	RG	TS	STS		
Perkembangan Kata (morfologi)	1	15	16	27	34	29	572	9,22%
	2	20	8	48	32	24		
	3	20	4	39	66	11		
	4	12	33	46	18	35		

Based on table 5 above, it is known that the use of expressive language is related to word development at a level of only 9.22%, which is very low, so it is clear that this group requires counseling services.

**Table 6 Description of Semantic Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	rg	ts	Sts		
Semantik	5	10	20	30	32	29	512	8,25
	6	25	8	27	38	27		
	7	20	16	36	48	18		
	8	0	24	42	40	22		

Based on table 6 above, it is known that the use of expressive language is related to semantics at a level of only 8.25%, which is very low, so it is clear that this group requires counseling services.

**Table 7 Description of Syntax Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Rata2
		ss	S	Rg	Ts	Sts		
Sintaks	9	10	16	33	50	20	525	8,46
	10	5	20	42	46	19		
	11	30	28	30	32	23		
	12	15	8	27	46	25		

Based on table 7 above, it is known that the use of expressive language is related to syntax at a level of only 8.46%, which is very low, so it is clear that this group

requires counseling services.  
**Table 8 Description of Phenome Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	Rg	Ts	Sts		
Fenom	13	10	4	39	38	27	476	7,72
	14	5	16	18	46	28		
	15	10	12	45	50	17		
	16	25	8	3	58	20		

Based on table 8 above, it is known that the use of expressive language is related to phenom at a level of only 7.72%, which is very low, so it is clear that this group requires counseling services.

**Table 9 Description of Structural Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	Rg	Ts	Sts		
Struktural	17	0	24	42	46	19	513	8,27
	18	5	12	24	40	30		
	19	5	12	30	58	19		
	20	20	20	39	18	31		

Based on table 9 above, it is known that the use of expressive language is related to structural at a level of only 8.27%, which is very low, so it is clear that this group requires counseling services.

**Table 10 Analysis of Openness Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	Rg	Ts	Sts		
Keterbukaan	1	10	24	6	44	10	424	6,90
	2	6	32	39	42	6		
	3	5	32	36	58	5		
	4	4	4	48	38	4		

Based on table 10 above, it is known that interpersonal communication is related to openness at a level of only 6.90%, which is very low, so it is clear that this group requires counseling services.

**Table 11 Analysis of Empathy Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	rg	ts	Sts		
Empati	5	15	12	63	40	15	476	7,67
	6	20	20	39	38	20		
	7	20	20	33	34	20		
	8	5	16	27	44	5		

Based on table 11 above, it is known that interpersonal communication is related to empathy at a level of only 7.67%, which is very low, so it is clear that this group requires counseling services.

**Table 12 Analysis of Supportive Behavior Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	rg	ts	Sts		
Perilaku Suportif	9	20	12	42	44	20	540	8,70
	10	15	24	45	42	15		
	11	10	20	51	34	10		
	12	20	12	36	48	20		

Based on table 12 above, it is known that interpersonal communication is related to supportive behavior at a level of only 8.70%, which is very low, so it is clear that this group requires counseling services.

**Table 13 Analysis of Positive Behavioral Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	rg	ts	Sts		
Perilaku Positif	13	5	8	57	40	5	503	8,11
	14	15	24	54	28	15		
	15	15	16	57	32	15		
	16	5	24	33	50	5		

Based on table 13 above, it is known that interpersonal communication is related to positive behavior at a level of only 8.11%, which is very low, so it is clear that this group requires counseling services.

**Table 14 Analysis of Similarity Aspects**

Aspek	No. Item	Jawaban Responden					Jumlah	Persen
		ss	s	rg	ts	Sts		
Kesamaan	17	15	8	45	34	15	471	7,59
	18	10	24	36	56	10		
	19	5	8	24	68	5		
	20	20	8	30	30	20		

Based on table 14 above, it is known that interpersonal communication is related to similarity at a level of only 7.59%, which is very low, so it is clear that this group requires counseling services.

## Discussion

### Discussion of Expressive Language

Expressive language has an important role in communication because expressive language is one of the factors that allows communication to run well. For students, using good expressive language can move them in a positive direction so that they are able to face all demands, difficulties and bear risks in their activities.

The term expressive language is spoken language where facial expressions, intonation and body movements can be

mixed together to support the communication carried out. According to Rahardi in (Apriastuti, 2019) every study of language structure must begin with the study of speech acts, speech acts are a concrete manifestation of language functions which are the basis for analysis. Expressive language can be observed directly and interpreted when communicating so that it stimulates encouragement or generates energy for the emergence of a certain behavior. According to Aisiyah, et al (2023) expressive language is a language ability that can be seen and expressed, therefore, improving speaking ability is included in expressive language ability.

The discussion of expressive language will provide two processes, namely acquisition and learning. Language acquisition occurs unconsciously as a result of natural communication. This language activity is experienced by people who have been in social interaction for quite a long time. In contrast to language acquisition, language learning refers to the accumulation of language knowledge through something that is realized in the form of learned rather than acquired abilities.

### **Discussion of Interpersonal Communication**

Interpersonal communication is essentially a form of personal communication, namely face-to-face communication between people which allows each participant to capture other people's reactions directly, both verbal and non-verbal, according to Pontoh in (Pratiwi, 2020). In interpersonal communication there is a process of exchanging information between two or more people whose reactions can be immediately known and vice versa. According to William Schutz in (Rahmi, 2021) that sustainable interpersonal relationships depend on how well they relate to three basic needs, namely: affection, inclusion and control. Communication is said to be effective if it

is marked by the existence of interpersonal relationships when we communicate. We not only convey the content of the message but we also determine the level of interpersonal relationships.

According to Sugiyono (2020), successful communication is getting a response or attention from the communicant to achieve effectiveness, of course it cannot be separated from the five general qualities that are considered in carrying out interpersonal communication and each have their own roles but both aim at the effectiveness of interpersonal communication so that similarities do not require accepting and approving all other people's behavior, equality means accepting another party or giving unconditional positive regard to another party. And it can be concluded that expressive language when communicating has a very strong connection to supporting success in communication so that good communication is created, mutual respect and of course increases the relationship for those who convey it, but if the opposite happens then this of course must be corrected so that communication can run smoothly. Good. However, in this research, this occurred when students carried out learning activities at school. The results of the descriptive data show that the use of expressive language in interpersonal communication is mostly in the low category, which can be seen from the frequency of each variable. The frequency of the expressive language variable shows the highest number in the very low category as many as 30 students with a percentage of 48% and the frequency of the interpersonal communication variable shows in the very low category as many as 33 students with a percentage of 53% in other words that Ho uses expressive language in interpersonal

communication for students who need counseling services. tend (low). So it can be concluded that the use of expressive language in students' interpersonal communication is in the very low category so counseling services are needed so that the implementation of this communication can run well, of course the language factor and the way it is expressed need to be taken into account.

### Conclusion

Based on the data that has been processed and analyzed, it is concluded that the use of expressive language in

interpersonal communication has a very important role in communication because expressive language is one of the factors that allows communication to run well. Expressive language is also used according to one's way of thinking and understanding, it can be in written form or in verbal discussion. In accordance with the opportunity to express language with its relatively natural power. The results of this study show that expressive language in interpersonal communication is in the very low category as shown in the frequency of each variable.

### BIBLIOGRAPHY

- Ahla, A., Setyawan, D. A., & Siswanto, A. (2022). Hubungan Dukungan Keluarga dengan Kemampuan Bahasa Ekspresif Anak Usia Prasekolah di Raudhathul Athfal Bina Anaprasa Kota Banjarmasin Kalimantan Selatan. *Jurnal Pendidikan Tambusai*, 6(2), 13697–13706.
- Apriastuti, A. A. (2019). Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia Vol 8 No 1 , Maret 2019 Pengaruh Pemanfaatan Media Audio Visual Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia Vol 8 No 1 , Maret 2019. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 8(1), 22–34. [https://ejournalpasca.undiksha.ac.id/index.php/jurnal\\_bahasa/article/view/2989/0](https://ejournalpasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/2989/0)
- Arifin, M. S., Swastinah, T., Ernawati, S., Jember, U. I., Jember, U. I., & Jember, U. I. (2019). *Self confidence siswa kelas xi smk hidayatul mubtadiin*. 54–61.
- Gereda, A. (2022). *language logic ( Prinsip-Prinsip Pernalaran Berbahasa)*. Purwokerto, Jawa Tengah: Amerta Media.
- Habibah, S. L., & Wirastania, A. (2020). Komunikasi Interpersonal Peserta Didik Di Sekolah. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling PD ABKIN JATIM & UNIPA SBY*, 429–436.
- Hamandia, M. R. (2020). Kemampuan Komunikasi Interpersonal Dosen Dalam Meningkatkan Kemandirian Belajar Mahasiswa. *Jurnal Publisitas*, 6(2), 113–123. <http://ejurnal.stisipolcandradimuka.ac.id/index.php/JurnalPublisitas/article/download/30/13>
- Hayati, M. L., & Darmito, E. (2019). Keefektifan penggunaan strategi pengelolaan diri dalam konseling kelompok untuk meningkatkan disiplin belajar peserta didik. *Jurnal BK UNESA*, 9, 53–65.
- Habsy, B. A. (2022). *Panorama Teori-Teori Konseling Modern dan Post Modern*. Malang: Media Nusa Creative.
- Hartatik, n. s., hasdianah, rohan, & setyowati, a. (2017). *mengenal bimbingan dan konseling dalam institusi pendidikan*. 2021: media nusa creative.
- Interpersonal, K., & Chips, T. (2022). , sehingga H0 diterima dan Ha ditolak, dapat disimpulkan bahwa layanan bimbingan kelompok dengan teknik talking chips



- berpengaruh positif pada kemampuan komunikasi interpersonal siswa. Kata kunci : Bimbingan Kelompok, Komunikasi Interpersonal, Talking Chi. 6(2), 220–228.
- Kartiani, B. S. (2021). Pengaruh Konseling Kelompok Terhadap Kemampuan Komunikasi Interpersonal Siswa. *Realita : Jurnal Bimbingan Dan Konseling*, 5(2). <https://doi.org/10.33394/realita.v5i2.3418>
- Kesumawati, N., & Aridanu, I. (2021). *Statistik Parametrik Penelitian pendidikan*. Palembang: NoerFikri.
- Kusuma, R. H. (2020). *KONSELING KELOMPOK BERBASIS NILAI-NILAI KELOMPOK PESANTREN : layanan untuk meningkatkan pengaturan diri sendiri*. Palembang: Bening Mwdia Publishing.
- Lukman, & Amri, A. (2018). Strategi Komunikasi Interpersonal Guru dalam Meningkatkan Keterampilan Membaca pada Siswa Kelas IV SD Negeri Butar Aceh Singkil *Interpersonal Communication Strategy of teachers in Improving the reading skill of fourth grade Students of SD Negeri Butar Ace*. 3, 267–278. [www.jim.unsyiah.ac.id/FISIP](http://www.jim.unsyiah.ac.id/FISIP)
- Lumongga, N. (2017). *Konseling Kelpompok*. Jakarta: KENCANA.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1(1), 1–10. <https://doi.org/10.35335/kampret.v1i1.8>
- Maskur, M. (2021). Komunikasi Interpersonal antara Guru dan Murid di Pondok Pesantren Mukhtar Syafa'at Blok Agung TegalSari Banyuwangi. *JDARISCOMB: Jurnal Komunikasi Dan Penyiaran ...*, 2203, 43–64. <https://ejournal.iaida.ac.id/index.php/JDARISCOMB/article/view/1091%0Ahttps://ejournal.iaida.ac.id/index.php/JDARISCOMB/article/download/1091/735>
- Matapatun, Y., & Saud, H. (2020). Analisis komunikasi interpersonal dan penyesuaian diri remaja. *Jurnal Konseling Dan Pendidikan*, 8(1), 32–37. <https://doi.org/10.29210/140800>
- Melenia, C. N., Wulandari, S., & MS, D. (2022). Strategi Komunikasi Interpersonal Guru dan Siswa dalam Proses Pelaksanaan Asesmen Nasional Berbasis Komputer di SD NEGERI 62 OKU. *Jurnal Massa*, 03, 1–11. <https://journal.unbara.ac.id/index.php/JM>
- Mulyono, T. T., Syahrul, M., Nurhayati, R., Alhabsyi, N. M., Rangkuti, A. A., Solong, N. P., et al. (2022). *Teori Komunikasi Pendidikan*. Sukoharjo, Jawa Tengah: Pradina Pustaka.
- Mulawarman, Nugraheni, E. P., Putri, A., & Febrianti, T. (2020). *Psikologi Konseling*. Jakarta: KENCANA.
- Mulawarman, Ariffudin, I., & Rahmawati, A. I. (2020). *Konseling Kelompok Pendekatan Realita Pilihan dan Tanggung Jawab*. Jakarta: KENCANA.
- Noorlaila, F. I. (2023). *PENGANTAR BIMBINGAN DAN KONSELING DI SEKOLAH*. Tasikmalaya, Jawa Barat: EDU PUBLISHER.
- Oktavia, W., & Manaf, N. A. (2022). Strategi Bertutur dalam Tindak Tutur Ekspresif Siswa pada Proses Pembelajaran Bahasa Indonesia. *Jurnal Basicedu*, 6(3), 4953–4966. <https://doi.org/10.31004/basicedu.v6i3.2783>
- Pratiwi, W. I. (2020). Strategi Komunikasi Interpersonal Guru Dalam

- Pelaksanaan Strategi Komunikasi Interpersonal Guru Dalam Pelaksanaan Pembelajaran Jarak Jauh Di Sekolah Dasar, Klaten, Jawa Tengah. *Jp3Sdm*, 9(2), 30–46.
- Rahmanita, A. N., & Ratnawati, E. (2018). Strategi Komunikasi Interpersonal Guru dalam Membangun Kepercayaan Diri Siswa Kelas IX untuk Menghadapi Ujian Akhir Sekolah Berstandar Nasional (USBN) di MTs Negeri 10 Majalengka. *Edueksos : Jurnal Pendidikan Sosial & Ekonomi*, 7(1), 105–118.  
<https://doi.org/10.24235/edueksos.v7i1.3100>
- Rahmi, S. (2021). *komunikasi interpersonal dan hubungannya dalam konseling*. Banda aceh, Aceh: Syiah Kuala University Press.
- Sidik, Z., & Sobandi, A. (2018). Upaya Meningkatkan Motivasi Belajar Siswa Melalui Kemampuan Komunikasi Interpersonal Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 50.  
<https://doi.org/10.17509/jpm.v3i2.11764>
- Sugiyono. (2021). *metode penelitian kuantitatif kualitatif dan R&D / Dr. Sugiyono editor Sutopo*. Bandung: afabeta.
- Widodo, H., Sari, D. P., Wanhar, F. A., & Julianto. (2021). Pengaruh Pemberian Layanan Bimbingan dan Konseling Terhadap Komunikasi Interpersonal Siswa SMK. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 2168–2175.  
<https://edukatif.org/index.php/edukatif/article/view/1028>