THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIP ON TEACHING-LEARNING PROCESS
(A Study at SMPN 2 Sakti and SMPN 1 Keumala)

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2019 M / 1440 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri A-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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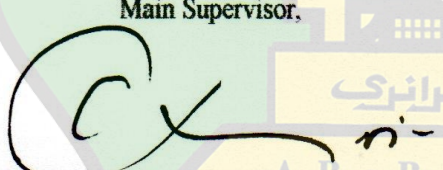140203242

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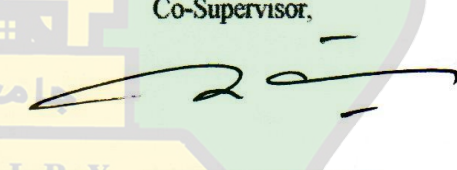Department of English Language Education

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

On:

Monday, $\dfrac{\text{01 July 2019}}{\text{27 Syawal, 1440 H}}$

In Darussalam, Banda Aceh

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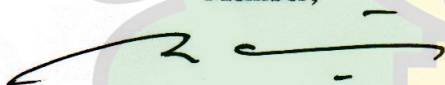
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Saya yang membuat surat pernyataan,

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ACKNOWLEDGEMENT

Alhamdulillah. All praises to be Allah '*Azza wa Jalla,* The Most Gracious, The Most Merciful, and The Most Beneficent who has given His mercy and blessing upon the writer in finishing this study. Peace and salutation be upon the Prophet Muhammad *Shallahu 'alaihi wasallam,* to his family and companion who have always been true inspiration for all human beings.

My deepest gratitude is addressed to my first supervisor, Khairiah Syahabuddin, M.HSc. ESL., M. TESOL, Ph.D. and my second supervisor, Rahmi Fhonna, MA., who have helped me going through all tough situations in writing this thesis. I also thank them for their encouragements, supports, suggestions, patience, guidance, and many more. In addition, I would like to acknowledge my academic supervisor, Azizah, M. Pd. and all lecturers of English department for every support.

Moreover, I owe my deepest thank and sincere gratitude to the very special and important people in my life, my beloved parents, Syahkubat Ibrahim and Nurhayati Poeteh, to my only one sister, Sriwahyuni, S. Pd., my brothers, Helmi Fitra S, Pd., and Fajar Munanda, S. Pd., and my brother-in-law, Abdul Wahab; for their prays, kindnesses, endless love, and everlasting support both financial and moral. Also, to my only one cute niece, Qanita Annasya Sabiya; thank you for always bring happiness around us. I love you all without limit.

In addition, my sincere thank goes to NPOEIR big family who has supported and motivated me endlessly to finish this study. To my auntie, Anie Poeteh and my uncle, Yusri; thank you for being my adopted parents in this largest city since I was in university. Also, to all my beloved cousins: Riski Agustina, S. Pd., Alvi Zuhra, S. Pd., Ade Aulia, S.E., Anshar, S.E., Muhammad Ikhsan, S.P., Anas Aulia Putra, S. Tr. Kes., Alvin Maulana, Rizka Siti Alifa, Lisda Mayanti, Yudisth Fawwaz, Dani Rizqullah, and Yuannisa Nasywa; thank you so much for you all hugs, loves, motivations, and kindnesses.

The last but not least, my special appreciation is addressed to all my caring and loving friends, *Bunga Kampungan* Squad, Sri Okta Rahmayani, S. Pd., Firda Ulfa, S. Pd., Azzatul Mazrida, S. Pd., and Raudhatul Jannah. My inspiration friends, Siti Musfirah, S. Pd., and Rizka Malda Phonna, S. Pd. Unit-07 of English Department UIN Ar-Raniry year 2014. I proudly thank you for always being with me in finishing this study and may Allah always bless you.

Finally, I wish this thesis could give valuable and useful information for the readers. All suggestions and critics are warmly welcomed.

Banda Aceh, May 25th, 2019

Ulfa Maghfirah

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ABSTRACT

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Thesis working title : The Influence of Teacher-Student Relationship on Teaching-Learning Process (A Study at SMPN 2 Sakti and SMPN 1 Keumala)

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Keywords   : Influence; teacher-student relationship; teaching-learning process; correlation; senior high school students

This study was carried out to explore the teacher-student relationship and to find out whether there was a correlation between teacher-student relationship and English teaching-learning process. The research was conducted to the third grade students in suburban area which is SMPN 2 Sakti and remote area which is SMPN 1 Keumala. Forty three (43) students from both schools were purposively taken as the sample of this study. In order to gain more information about this study, mixed method design was used. The questionnaire and interview were used to find out the influence of teacher-student relationship on teaching-learning process. The participants were asked to answer 22 statements of questionnaire and responded 5 questions of interview section. The data were analysed by using Likert scale, the Pearson Product-Moment correlation coefficient, and Miles and Huberman (1994) model. The result of questionnaires from the two schools showed that between teacher and students there were a sufficient relationship with each other. In SMPN 2 Sakti, the result showed that there was a significant correlation between teacher-student relationship and teaching-learning process, from the *raw* score which was 0,745; it meant both variables refer to high correlation. Then, it was strengthened by the *t* score, in which $t_{counted}$ was higher than t_{table} (4,784 ≥ 2,100). However, the result at SMPN 1 Keumala showed that there was no significant correlation between the two variables; it can be seen from the *raw* score which was only 0,401 which meant both variables refer to moderate correlation. The *t* score show that $t_{counted}$ was lower than t_{table} (2.004 ≤ 2,097). In conclusion, both schools in suburban area and remote area had difference in correlation between teacher-student relationship and teaching-learning process.

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CHAPTER I

INTRODUCTION

This chapter provides descriptions on the teacher-student relationship influences the teaching-learning process in a classroom and introduces the problem of study. It starts with the background of thinking justifying the need of conducting the study. It continues with the research questions, the aims of the study, the significance of the study, the terminologies, and some previous studies related to this study.

A. Background of the Study

Due to a universal language, English is one of languages that most of people would like to speak fluently and learn about. Recently, English plays an important role in several fields, such as education, science, politic, technology, and many more (Luz, 2015). In education circle, English has become one subject matter that has to be mastered by students at school. However, to master the English is not easy, the students need a good motivation in order to encourage them in learning English. Further, good motivation can be obtained from different sources such as parents, friends, teachers, and environment. Hence, in education circle, teachers play a significant role to take responsibility for it (Varga, 2017). It makes sense that the more the teacher motivates the students the more students will learn.

Many studies have been done to solve the problem in motivating and interesting the student to learn English. According to Whitaker (2004), the major variable in the classroom is not the student, but the teacher. A teacher also needs to be supportive, which means the one who creates a positive classroom environment and the one who encourages students' behavior and motivation in learning. Therefore, the roles of teacher can be vital to the effectiveness of language learning in classroom (Luz, 2015). According to Nugent (2009), the best productivity in a classroom comes from effective cooperation between the teachers and the students. There are many ways to motivate and encourage students in learning English, one of them by building a positive relationship and communication among students. It is agreed that good teaching involves good communication among the teachers and the students and among students as well.

In line with this, Larson (2011) argues that the teacher-student relationship has an important influence on students' attitudes and achievements, as well as the relationships that students create inside the school. If the students are comfortable with the teachers and the environment in the school, they can create more positive relations, for instance, friendship, develop a better way to behave in the social context, and improve their social skills. Additionally, Marzano (2003) considers the relationship among teachers and students as a key to succeed in the teaching-learning process. Most people believe that if teachers can create a good relationship among his/her students, it can lead the students to learn and understand more about the material. Baker (2006, as cited in Gablinske, 2014) also states that "positive teacher-

student relationships may be one of the most important environmental factors in changing a child's educational path"(p. 03).

Furthermore, According to Hattie (2015), a positive relationship among teachers and students in classroom will provide a positive influence on students' participation and teaching-learning process as well. It can promote students to behave well and being cooperative in classroom. On contrary, a low relationship will give a negative impact on teaching-learning process and students themselves, this kind of relationship usually leads to poor classroom interaction, lack of motivation among students as well as lack of interest in learning.

Based on all of the explanation above, the writer believes that positive relationship between teachers and students influence on teaching-learning process; and students' interaction and behavior in English classroom. Therefore, they are able to catch the material faster and be more motivated to learn English. However, although there are plenty studies have been proved that teacher-student relationship is quite important in teaching-learning process, some of teachers in Junior High School are not actually aware of this case. Thus, this study focuses on how important the relationship between teacher and student in which influences on the teaching-learning process in classroom.

B. Previous Studies

To support the recent study, the relevant studies are presented here to give the readers a better understanding of the basic concept of this study on the influence of teacher-student relationship on teaching-learning process.

In line with this, Amari'a (2012) did a study entitle "The Influence of Teacher-Student Relationship on Students' Motivation". This study used quantitative research method which used questionnaire and observation as the research instruments. In this study, she found that there was a sufficient relationship among teacher and student at MAN Saripan Jepara. The study also revealed that the relationship between the teacher and student influence the students' motivation in learning. Furthermore, the pearson product moment (r) showed there was a significant relationship between teacher-student relationship and students' motivation in learning, it proved from the r score which was 0.534, which refered to moderate correlation.

A study of David (2011) with the titled "The Power of Teacher-Student Relationship in Determining Student Success" revealed that forming and maintaining positive and supportive relationship with the student within classroom was essential. It aimed at developing the students' academic achievement and behavioral success. This study also showed that besides teacher-student relationship, other important things in providing for students' success were the classroom management and school culture.

In accordance to a research that was conducted by Varga (2017) entitled "The Effect of Teacher-Student Relationship on the Academic Engagement of Students", it can be concluded that a positive relationship between teacher and students increased the students' academic engagement in classroom. It proved from the $t_{counted}$ which higher than $t_{table,}$ and it rejected the null hypothesis.

In addition, Lee (2012) did the study about "The Effect of Teacher-Student Relationship and Academic Press on Student Engagement and Academic Performance". This study has 3.748 participants from 147 schools which some of them from 9th grades and some of them from 10th grades. She found that both supportive relationship among teacher and student and academic press were significantly related to behavioral and students engagement in classroom.

C. Research Questions

To address the problem above, this study is guided by the following research questions:

1. How is the relationship between English teacher and students in English classroom at SMPN 2 Sakti and SMPN 1 Keumala?

2. What are the problems that students face in their interaction with English teachers in teaching-learning process?

D. Research Aims

The aims of this study are:

1. To know the relationship between English teacher and students in English classroom at SMPN 2 Sakti and SMPN 1 Keumala.

2. To find out the problems that students usually face when they interact with their teacher in teaching-learning process.

E.   Significance of the Study

There are some significant values of this study, which are:

1. This study is expected to be very useful for the researcher to improve her teaching performance in classroom, and the teacher can be solved the students' problems in English learning.

2. This study is expected to be useful for the students of English Department of UIN Ar-Raniry Banda Aceh especially those who want to know how the teacher-student relationship influences on teching-learning process in English classroom.

3. This study is expected to be useful for the lecturers of UIN Ar-Raniry Banda Aceh. By knowing this information, they can motivate their students in English classroom to learn English more and improve their teaching performance.

F. Terminologies

Based on the title "The Influence of Teacher-Student Relationship on Teaching-Learning Process", this study has some operational definitions correlated to the terms.

1. Influence

According to Rashotte (2011), influence is the capacity to have an effect on the character, development or behavior of someone or something, or the effect itself. In this study, the writer would like to find out the influence of teacher-student relationships on teaching-learning process.

2. Teacher-Student Relationship

Teacher-student relationships are defined as something that offered by teacher such as emotional support and perceived by students in classroom and it influences the students' learning during teaching-learning process also influence on students' outcomes (Wentzel, 2009).

3. Teaching Learning Process

Brown (2007) defines teaching and learning as a process of showing and helping students in the classroom which is doing by the teacher, in order to make student achieve the goals of learning.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer reviews important theories on teacher-student relationship and teaching-learning process. The review covers the definition, some ways in developing relationship, the role of teacher and student in teaching-learning process, the influence of teacher-student relationship on teaching-learning process.

A. Teacher-Student Relationship

1. The Definition of Teacher-Student Relationship

In learning, one of the essential things that the teachers supposed to do is building relationship with all the students within classroom. Teachers' relationship with students is fundamental since the teachers have the power to build students up or to tear them down. According to Leitao & Waugh (2007, as cited in David, 2011) teacher-student relationship is a "characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care, and cooperation" among teachers and all students within classroom (p. 29). In the same words, Bajaj (2009) defines positive relationship between teacher and student as trusting interactions that include care and respect that showed by the teacher to all students in classroom.

Likewise, Pianta (2012) also defines teacher-student relationship as the emotional bond which the student and the teacher share with each other. It makes sense that both teacher and student characteristics are able to shape and change the quality of relationship. Furthermore, Wang & Haertel (1994) state relationship among teachers and students can be defined as cognitive psychology that appears among teacher and student. In line with this, Allen (2013) adds the teacher-student relationship will create student's emotional link. The emotional link constructs the student to feel comfortable in front of the teachers and peers, which results in the student success in teaching and learning in classroom.

Furthermore, student who often credits a positive relationship among his/her teacher in classroom will receive the material faster and behave well in classroom. As Nielson & Lorber (2009) argue that "when students are exposed to positive emotional stimuli, they are better able to recall newly learned information" (p.7). Additionally, Pianta (1999) defines teacher-student relationship as "emotions-based experience that emerges out of the teachers' on-going interactions with their students" (p. 12).

In conclusion, teacher-student relationship is defined as the way the teachers and students are connected through their interaction. It can be interpersonal emotional relation which is created by the teacher and student inside classroom or outside. This relationship considers as something fundamental that both teacher and

student should maintain first. It can be the key to whether negative or positive motivations will exist in student's learning.

2. *Developing Positive Teacher-Student Relationship*

According to Varga (2015), developing positive relationship with students is fundamental in succeeding the teaching-learning process in classroom. As the writer has explained earlier, positive relationship between teachers and students will foster students' cooperation and motivation also increase the students' positive outcomes at school. Positive relationship in school increase opportunities for students in gaining the goals of learning. He also states "experiencing a sense of belonging greatly contributes in developing positive relationship" (p. 10). Means that positive teacher-student relationship makes students consider they are belonging to a group.

The main strategy for developing positive teacher-student relationship is by knowing the students' proficiencies in term of academic performance, interest, and students' personal problem. By knowing all of students' proficiency, teachers are more able to build a good relationship. In the same word, Jones & Jones (1981, as cited in David, 2011) claim about the way to develop positive relationships. Both of them state that teachers must first understand their students before they can expect their students to understand and follow them. Understanding the needs and beliefs of students is crucial in finding ways to increase their motivation in learning. Luz (2015) also declares the teachers supposed to establish both social and psychological

relationship with students as well. It believed can create a positive relationship in classroom and promote the students' social development.

In fact, some teachers in Junior High School are more natural in maintaining positive relationship with his/her students in the classroom, but some of them are not. Usually, most teachers need to apply some strategies in order to develop positive relationship among students. According to Varga (2015), there are some points which the teachers supposed to do to maintain positive relationship in teaching and learning process.

a)   *Teacher Effectiveness*

Generally, students' success and failure can be depending on the effectiveness of the teachers; how the teachers lead and manage the classroom, and how the teachers interact and motivate the students in the classroom. Teachers should demonstrate effective pedagogy in which determines the teachers' effectiveness (Murray & Pianta, 2009). Stronge (2002) describes an effective teacher as someone who knows his/her student properly. It means the teacher not only knows the students' learning styles but she/he also knows their personalities, likes, dislikes, and individual situation that might affect to their performance in learning. Likewise, the effective teacher is more likely to build positive relationship with his/her students since an effective teacher always try to aware of the differences of all students and try to identify these differences in helping the teachers understand each individual of students.

b) Motivation

This is considering as the most primary factors in building and developing the teacher-student relationship in classroom. David (2011) suggests motivation in learning is the tendency of the students in finding the academic meaningful and valuable activities in classroom. Marzano (2003) defines motivation as the level to which students are motivated to be engaged in academic tasks from both external and internal sources. Thus, in school circle, the teacher is the one who can motivate the students inside or outside the classroom.

David (2011) adds "many students enter school excited to learn but after a few short years, this excitement too often falls victim to apathy" (p. 83). It means that students' motivations decrease from time to time. As Jackcson & Davis (2000) have mentioned in their study that motivation usually decreases as students' progress from the low grade through the next grade. This lack of motivation of students in learning can be because of the classroom environment and the quality of the relationship they have in school. Stronge (2002) argues that a high level of motivation in learning of teachers influence a lot on the quality of motivation, interaction, and achievement of students. The link between student motivation and their interaction and achievement is straightforward.

For further, Stronge (2002), claims motivating students included making the students excited about the learning and aware of the importance of the learning itself. Students' motivation can be obtained through the teachers select the academic

activities in classroom. This way aimed at encouraging students to engage in learning since they are interested in the content or since they enjoy the activities. David (2011) also adds that academic achievement and students' motivation and behaviors in classroom accordingly to the quality of the teachers and the relationship among them. Hence, the student's relationship between teachers is depending on their motivation which they catch from the teachers.

c) Feedback

The other important things in building positive relationship are giving feedback to the students. Differently from criticize; feedback can be defined as helpful information that is given to students to tell what can be done in order to improve a performance, product, and so forth. While criticize is expressing disapproval of something: to talk about the problems or faults of something (Merriam-Webster's dictionary, 2015). Hence, according to Skipper & Douglas (2015), process of feedback and emphasizing effort promote student growth. Students who think the teachers care about their mistakes then correct it will think positively toward the teachers and the relationship among them. In this case, the students lead to put hard effort and try to accomplish their goals and maintain positive and productive relationship with their teachers.

In contrast, students who think the teachers are criticizing their work in classroom tend to think negatively about the teachers and relationship among them as well (Van den, Ros & Beijaard, 2014). Thus, positive feedback encourages

students to take responsibility and learn from their mistakes and develops the relationship among the teachers and students.

d) *Familiarity*

Teachers require showing their interest and familiarity with the students' life in order to make the students consider that their teachers care about them. Usually, the students are more likely to respectful when important person; such as parents or teachers in their life show respect and care toward them (Varga, 2015). Boyton & Boyton (2005, as cited in Varga, 2015) state that demonstrating caring is one of the most powerful ways in developing positive relationship among students. Additionally, Cooper & Miness, (2014) add that the teachers who always asking about the students' life and keep interacting with their students are more expected to be a favorite teacher and have a positive relationship with them. As Brown (2010) claims:

> Taking time to show students that their individuality is welcomed and that they are cared about not only helps students feel that they belong but also helps foster an encouraging learning environment where both relationships and education can flourish (p. 16).

Therefore, familiarity with students is essential in developing and maintaining positive relationship. Teachers and students can motivate each other towards enhancing the classroom environment.

e) Communication

Communication is also significant to develop relationship with students, in which the teachers need to build it in a polite and respectful way yet resolutely and wisely. Teachers should not to yell, use sarcasm, or attempt to embarrass them. Varga (2015) claims that being overbearing, authoritarian, or inflexible should never include in communicating with the students inside classroom or outside. Furthermore, according to Brown (2010), the key aspects of communicating with student are body language, voice inflection, and also facial expression. Teachers in classroom should consider students' behavior in line to guarantee their words and actions are always forms of positive communication.

Moreover, when the teachers have to correct and discipline the students' inappropriate behaviors, the teachers have to do it in a constructive way in which the students can reflect themselves from their mistakes and understand the teachers care and respect them enough. It encourages students to responsible also learn from his/her action (Varga, 2015). Thus, this kind of teachers' procedures also maintains the positive teacher-student relationship without evoking resentful feelings due to the discipline.

B. Teaching-Learning Process

1. *The Definition of Teaching-Learning process*

Formal education is composed by teaching and learning. Brown (2007) states that teaching means guiding, enabling and facilitating learning, also setting the conditions of learning. Leo (2013) argues that teaching stands for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate. Moreover, teaching is more than a set of methods. Crawford, (2005) defines teaching as "addressing a set of objectives, for particular group of students, at a certain point in the school, with certain resources, within particular time frame, in a particular school and community setting". It means finding a balance between direct instructions and orchestrating the activity of individual and groups of students. It also means developing students' skills and strategies for learning, at the same time they learn the content of the curriculum.

Kimble & Garmezy (2002) agree that learning is a relatively permanent change in a behavioral tendency and the result of reinforced practice. According to Harmer (2001), learning can be defined as the accepting knowledge process. In line with this, teaching-learning process is an activity involving teachers and students in learning activity. It is defined as an instructional process through the organization and direct instruction of the teacher, students, and materials in the classroom (Richard & Rodgers1998). So, it can be concluded the teaching learning is an

activity involving teachers and students which aim at understanding the English material including four skills then practice and develop it.

2. *The Role of Teacher in Teaching-Learning Process*

In teaching-learning process, teachers are demanded to behave according to the roles she/he plays. According to Richard (1990), role is the part taken by a participant in any act of communication. The role of teachers in classroom is vital because the success of students in teaching and learning depends on the teacher. According to Harmer (2001), there are many roles of teacher in teaching-learning process such as controller, organizer, assessor, participant, and motivator. Further, the explanation of each term is below:

a) *Controller*

Controller means the teachers take a role as someone who controls the whole activities in the classroom. Harmer (2001) claims that an appropriate quantity of control by the teachers over the classroom is vital in language teaching. The teachers control every step of teaching and learning so that the activities in classroom run smoothly and efficiently. If the teachers control the whole class when the students are doing their activities, each student will have an equal chance. So, in order to make student get the same opportunity in learning, the teacher supposed to role as a good controller in classroom.

b) *Organizer*

Students usually do various activities in classroom, and the students' activities should be organized. It aimed at encouraging students to do something which they supposed to do. If the students do not understand what they are have to do in classroom, they will not join and participate in those activities well. Henceforth, the one who can organize students during teaching-learning process is the teacher. As the organizer, teachers should involve and engage all students in teaching and learning process to make them feel that they are belonging to that classroom and important in it.

Then, the teachers should first envisage what kind of activity is going to be like in the classroom. Teachers also need to anticipate the problems that may arise when the activity is being carried out. Furthermore, before students starting the activity, the teacher should give instruction clearly in order to gain the students' understanding of what they supposed to do and how to do that activity. Additionally, teachers also have to check and monitor the whole classroom when the students are doing their activities and clarify the students who do not do the right task.

c) *Assessor*

This is also such important role which the teacher should take responsibility for. As an assessor, the teacher should assess all the students' works in classroom. Harmer (2001) states that as the assessor the teacher should perform three

things which are correcting mistake, organizing feedback, and grading the students. Correcting should be clear, which is means showing the students that incorrectness has occurred, but without making a big excitement about it. Moreover, organizing feedback is an effective way to assess students' performance so that the students are able to observe how well they are doing the activity during teaching and learning process. When organizing feedback, it is very discouraging for the teacher to be critical rather than just focus on student success. Through this way, a success-oriented learning environment can be created.

d) Prompter

Prompter here means as someone who leads students to do an activity or to continue the activity. Teachers need to give prompt to all students when they get confused of how to start an activity, what to do next, or what to say next. For example, if students find the difficulty when starting to talk in a task where they have to tell about their family, the teacher supposed to tell them to consider everything related to their family and so forth. Additionally, when students do not seem to be ready for an answer, the teachers are allowed to give them instruction to be followed; when a student finishes with a very short answer, the teacher should elicit more by saying "and…?" "And then?" "Anything else?, and so on. Therefore, Harmer (2001) believes that prompts the students through this way will encourage them to learn more and make them motivated.

e) *Participant*

Participant means that teacher joins the students when they are doing the activities in classroom. Harmer (2001) claims that teachers also need to participate well in classroom activity. Besides monitoring the classroom activity, the teacher can also join one or two groups as a participant. However, the teacher should change his/her role once he/she joins the students. Teachers should not dominate or appear to be authoritative so that the students regard it is good chance to practice English with someone who speaks English better than themselves.

f) *Motivator*

The role of the teachers as motivator is encouraging all students in learning in order to enhance the success of the teaching and learning. Teaching and learning process will run well if the students in the classroom motivated and interested in learning. David (2011) claims that teachers are expected to encourage students in learning rather than just transfer the knowledge to them. Thus, this is the most essential things that the teachers supposed to do in teaching-learning process because motivation affects a lot on students' success in learning.

3. **The Role of Student in Teaching-Learning Process.**

Students as the subjects of teaching and learning play many roles in the learning process. According to Nunan (2002), there are some roles of student, which are:

a. Students consider as a negotiator who is giving and taking. Means that students should join and contribute to group or activity in the classroom well. This role allows students to share their opinions and take responsibility for what they said and they did in the classroom.

b. Students as a listener and performer in the classroom. This role demands students to become a good listener of what the teachers teach and listen to all his/her peers' opinions, they also have to perform what they have been studied in the classroom and perform anything required in the classroom.

c. Students act as a tutor for his/herself and peers. According to Fosch (2017), students can be a tutor or provider feedback to others. Students adopt dual function as a tutor, firstly, a teacher for other students, for example in a group-learning activity. Secondly, a teacher for his/herself about the learning progress, which is meant the students can evaluate and monitor their own learning progress.

Thus, the student is the one who is responsible to learn a certain subject, that is why the students' role is crucial in the teaching-learning process.

C. The Influence of Teacher-Student Relationship on Teaching-Learning Process

As mentioned in previous explanation, students' success and failure depend on the effectiveness of the teachers. A caring teacher always tries to create a positive classroom environment in order to make students comfortable and be more able to learn. A supportive teacher is really needed in creating a comfortable classroom environment and offering students confidence to learn without pressure and being motivated in learning. According to Maulana, Opdenakker, Stroet, & Bosker (2013), the learning environment is one of the keys in developing students' motivation in learning. When a teacher creates a comfortable environment and cares about students' proficiencies, learning tends to be interesting. Murray & Pianta (2009) believe that good teaching in classroom depend on well-managed classroom environment and such safe classroom rules in which created by the teachers. It can provide student with a consistent, also allow them to develop a sense of trust and comfort with all members within classroom. This also provides teachers an opportunity to develop a valuable relationship with students in classroom, since the teachers in such environments and rules comfortable more to engage students in more positive interaction. Positive classroom environment can positively create positive relationship between teachers and students as well.

Hence, Maulana, et al. (2013) claim creating relationship among students in classroom is significant rather than just transferring knowledge to them, because

positive relationship is believed can positively impact on students' behavior in teaching and learning process and maintain the students' interest and their activeness in learning.

Students need a teacher who can build a strong relationship with them, focuses on their necessities and strengths while maintaining high expectation for success (Gablinske, 2014). The teachers who understand the students' proficiencies are able to transmit knowledge and create an interesting classroom effectively. On the same hand, when the activities in the classroom are interesting, students will engage in those activities without any compulsion (Skinner & Greene, 2008). Thus, the teachers' relationship with students is vital in students' participating in learning. David (2011) agrees that every teacher affects the attitudes of the students, whether the students perceive a school as a place in which to be thrived or as a place to be feared is depending on the teachers.

Undoubtedly, teacher relationship with students is essential. Students usually feel secure in classroom if they can trust and depend on the teacher because all students come to school with the same needs. They need to feel comfortable and secure both physically and emotionally. They also need to consider that they belong to a group and important in it so that they are able to share similarity with the member of classroom. When students feel their teachers are supportive enough and trustworthy people, students lead to see the teacher as someone who will protect and give them the opportunity to enhance in learning. As a result, they will behave and

cooperate well in the classroom (Pianta, 1999, as cited in Luz, 2015). Similarly, the relationship between teachers and students is the foundation in teaching-learning process. Students enjoy or fail to enjoy the teaching-learning process is largely depend upon the relationship which created by teachers. If positive teacher-student relationship is constructing, emotional deposits are made to students and emotional withdrawals are avoided. This is making students feel respected. Then, this feeling of respect will motivate and engage students to increase positive productivity in classroom (David, 2011).

However, if teacher-student relationship is lacking, it impacts negatively on students' behaviors. Students will not respect and trust the teachers; and break the rules and procedures in classroom (Boynton, 2005). This kind of relationship also influence on students' outcomes and achievements. Gehlbach, Brinkworth, & Harris (2012) find that poor teacher-student relationship consistently relates to lower grades in Math and English. In this case, students also tend to be passive in classroom because they are lacking of motivation and interest in learning in classroom.

Thus, the most significant motivator for the students is relationship. The relationship that teachers create with his/her students in classroom influences a lot on students' behavior and their interaction in teaching-learning process. It makes sense that one of the reasons for students' successful in learning is because of they have such positive relationship with their teachers. On contrary, the failures of students in

classroom also depend on how the relationship which the students have with their teachers.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer elaborates the research design, research location, research subject, and the way the data were collected and analyzed.

A. Research Location

Two junior high schools in Pidie were selected as the research location. These schools represented the schools in suburban area and remote area. The school which located in suburban area is SMPN 2 Sakti, and another one which located in remote area is SMPN 1 Keumala.

1. *SMPN 2 Sakti*

SMPN 2 Sakti is located in Jl. Tangse Km. 6,5, Desa Lingkok, Kec. Sakti, Pidie. It is one of the schools in Pidie which is under control of Ministry of Education and Culture. This school is led by Hizbullah, S.Pd. and has 31 teachers which consist of 21 permanent teachers and 10 non-permanent teachers, two of them are English teacher. SMPN 2 Sakti has 9 staffs which are staff of administration officers and librarians. They are graduated from different universities such as UIN Ar-Raniry, Syiah Kuala University, Jabal Ghafur University, and many more.

For supporting the teaching and learning process, this school applies curriculum K-13 as the guidance in classroom. The teaching-learning process at SMPN 2 Sakti starts from 08.00 AM to 02.00 PM. Furthermore, the facilities of this school are sufficient to support the teaching-learning process. There are six classrooms provided in this school; two parallel classrooms available for each level, which are class VII^A, VII^B, VIII^A, VIII^B, IX^A, and IX^B. It also provides one computer laboratory, one science laboratory, one library, and one football field as well.

Besides, SMPN 2 Sakti has 123 total students in academic year 2018/2019. The description in more detail can be seen in the following table:

Table 3.1

The total students of SMPN 2 Sakti

NO.	Class	The Numbers of Students		Total
		Male	Female	
1.	VII	18	10	28
2.	VIII	23	21	44
3.	IX	20	26	46
	TOTAL			123

Source: The Administration Office of SMPN 2 Sakti (2019).

2. SMPN 1 Keumala

SMPN 1 Keumala is located in Jl. Tangse Km. 9,8 Gampong Paloh Naleung, Kec. Titeue, Pidie. This school works under control of Ministry of Education and Culture. The headmaster of this school is Adnan, S. Pd., M. Pd. Additionally, there are 25 teachers who teach in this school, it consists of 17 permanent teachers and 8

non-permanent teachers, and it includes two English teachers. This school has 4 staffs; they are staff of administration officers and librarians.

SMPN 1 Keumala also applies curriculum K-13 as the guidance in teaching-learning process. In this school, the teaching-learning process takes time about six hours a day; it begins from 08.00 AM to 02.00 PM. Moreover, SMPN 1 Keumala provides eleven classrooms, but there are only three classrooms available for each level, which are class VII[1], VIII[1], and IX[1]. The other rooms in this school are one computer laboratory, one science laboratory, one library, and one football field.

Besides, SMPN 1 Keumala has 68 total students in academic year 2018/2019. It can be seen in the following table:

Table 3.2

The total students of SMPN 1 Keumala

NO.	Class	The Numbers of Students		Total
		Male	Female	
1.	VII	17	15	32
2.	VIII	7	5	12
3.	IX	13	10	23
		TOTAL		68

Source: The Administration Office of SMPN 1 Keumala (2019).

B. Research Design

Mixed research method was chosen as the methodology in this study. It is a research design with philosophical assumption as well as method of inquiry in which combining both qualitative and quantitative research method to collect and analyze

data (Creswell & Plano, 2007). This study used this design of method because mixed method design provides detail, interpretation, and comprehensive data in order to achieve the studies' aims and answer the research questions that have been mentioned earlier. In line with this, Hyland (2003) states that combining both quantitative and qualitative research method in a study will obtain more complete about the result of the study.

Moreover, in order to answer the first research question, the writer used quantitative which used correlational method in which correlated two variables. This method was chosen which aimed at finding out whether or not the relationship exists between two variable of this study. The independent variable of this study is the teacher-student relationship as variable X and the dependent variable is teaching-learning process as variable Y. However, in order to answer the second research question, the writer used qualitative method. Therefore, the writer attempted to use this type of research method to investigate whether the relationship between the teachers and students influences the teaching-learning process at SMPN 2 Sakti and SMPN 1 Keumala.

Henceforth, in obtaining and collecting data, the writer began with distributed questionnaire to participants and interviewed a few of them in order to be able to explore more about this study and to find out the students' problem during teaching and learning process.

C. Research Participant

1. *Population*

According to Creswell (2014), a number of groups who have the same personalities and characteristics are called population. In the same words, a population is a number of groups in which the researcher would like to find out the results of the study to be reported. Arikunto (2010) defines that population is overall research subject. Thus, the population of this study is the students of SMPN 2 Sakti and SMPN 1 Keumala. Furthermore, the population is focused on the all third-grade students of both of the schools. In SMPN 2 Sakti, the classrooms were divided into two classes; IX ^{A} & IX ^{B}, which the total of them is 46 students. While in SMPN 1 Keumala, there was only one class provided, which is X^1 in which has 23 students.

2. *Sample*

Sample is a representative part of the total population. The writer chose the sample by using purposive sampling, which is meant the sample selected based on the characteristics of a population and the objectives of this study. Creswell & Plano (2011) state that purposive sampling involved identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. Additionally, Robson (2011) adds purposive sampling as a technique of selecting participant which depends on the researcher's specific need in his/her research. Moreover, the specific characteristics that the writer need in this study were the students of Junior High school in suburban area and remote area,

students who are learning English, and students in such grade who know their English teacher better than the other grades.

Thus, the writer selected the third-grade students of SMPN 2 Sakti and SMPN 1 Keumala because they are suitable for the characteristics which the writer looked for. The writer chose class IX^A from SMPN 2 Sakti which consists of 20 students and class IX^1 from SMPN 1 Keumala which has 23 students. The writer also chose a teacher from each selected schools as the participants in order to gather more data and information about this study.

D. Method of Data Collection

This research was conducted by using two data collection, which are:

1. *Questionnaire*

The writer used questionnaire in obtaining the data needed. Brown (2001, as cited in Mackey & Gass, 2005) defines questionnaire as "any written instrument that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting them among existing answers" (p. 92). There are two types of questionnaire; Closed-ended and Open-ended questionnaire.

For this study, the writer selected closed-ended questionnaire. Closed-ended questionnaire usually involves a greater uniformity of measurement and typically the writer decides the possible answer in the questionnaire (Mackey & Gass, 2005). This instrument was distributed to the students in getting more information about their

relationship with English teacher on teaching-learning process. The total statement of the questionnaire were 22 statements which were categorized into 2 categories; 11 statements were used to measure the relationship among teacher and student, and 11 other statements were used to measure the teaching-learning process on both classroom selected. In this study, the questions were translated into Bahasa Indonesia in order to avoid the possibility of different perception in understanding the statement and to ease the participants in answering the statement.

Moreover, the writer provided the participants with Likert Scale model of questionnaire, in which they were asked to choose one of five available options (always, often, seldom, and never). The indicator scoring on a Likert Scale questionnaire items can be seen in the following table:

Table 3.3

Indicator scores on Likert Scale Questionnaire

No.	Alternative answer	Score	
		Positive Statement	Negative Statement
1.	Always	4	1
2.	Often	3	2
3.	Seldom	2	3
4.	Never	1	4

Here is the example of the questionnaire protocol; it can be seen in the picture below (see Appendix IV for complete questionnaire).

QUESTIONNAIRE

THIS QUESTIONNAIRE IS USED TO COLLECT THE DATA IN A STUDY UNDER TITLE "THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIP ON TEACHING-LEARNING PROCESS"

Name   :
Class   :
School   :

Instruction:
- Please read all of the statements carefully and answer it honestly!
- Your answer in this questionnaire will NOT influence to your achievement.
- Please put a tick (√) in the column which is appropriate with your answer! In which:
  ALW : Always
  OFT : Often
  SEL : Seldom
  NVR : Never
- Thank you.

Teacher-student relationship questionnaire

No.	Statement	Alternative answer			
		ALW	OFT	SEL	NVR
1.	English teacher used understandable words in explaining the lessons.				
2.	I could ask the English teacher if I found some difficulties in learning.				
3.	The English teacher boosted my willingness to understand the lessons.				

Picture 3.1 **The example of questionnaire protocol.**

2. *Interview*

The writer also used interview in obtaining the data. Interview is a process of gathering data by asking some questions to interviewee. McNamara (2009), states that interview is particularly useful for getting the story behind a participants' experiences and obtaining in-depth information about the topic. The writer used semi-structured interview in this study. The interview was implemented at the end of this study by choosing four students and two English teachers; two students and one English teacher from each selected school, as the interviewees. They were asked five questions in which aimed at finding out the problems that students' faced when they interacted with their English teacher during teaching-learning process. Also, it is to investigate both students' and teachers' perceptions about how intense the teacher-student relationship influences the teaching-learning process and their interaction in English classroom. To avoid the different understanding of the interviewee, the questions in the interview were translated into Bahasa Indonesia.
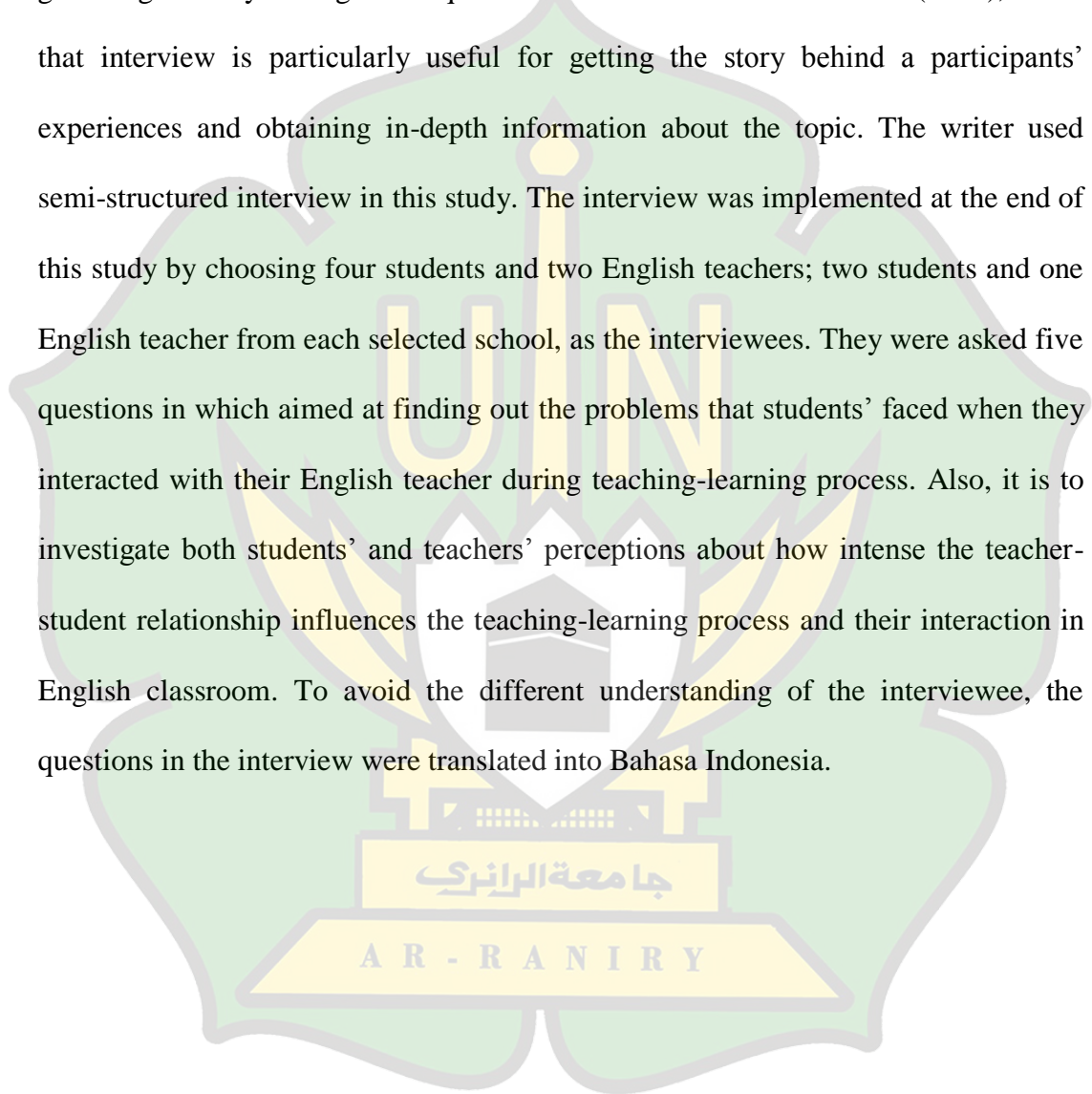
The following picture is the picture for Interview Protocol (see appendix VI for the complete Interview).

Interview Protocol

Time   :

Place   :

Interviewer   :

Interviewee   :

Questions:
1. What do you know about teacher-student relationship on teaching-learning process? Could you please mention the example?
2. In your opinion, how is good teacher-student relationship? Can you explain it? Could you please mention the example?
3. Do you have any difficulty in interacting or building relationship with your students/teacher in classroom? Could you please mention the difficulties?

Picture 3.2 **The example of the interview protocol.**

E. Method of Analysis

In this study, the writer analyzed the data by using both qualitative and quantitative methods.

1. Questionnaire Analysis

Questionnaire was the primary data collection. The answer of the participants in questionnaire was to uncover information about the students' relationship with their teachers on teaching-learning process. The writer classified the relationship among teachers and students; also the teaching-learning process in SMPN 2 Sakti and SMPN 1 Keumala into three categories which are high, sufficient, and low. In order to classify it, the writer used Interval formula (Amari'a, 2012), as follows:

$$i = \frac{R + 1}{k}$$

where:

i= Interval

R= Range (highest score-lowest score)

k= Number of interval

Additionally, the data which obtained from the questionnaire were analyzed using percentage formula (Arikunto, 2010), as mentioned below:

$$P = \frac{f}{n} \times 100\%$$

where:

P   = Percentage

F   = Frequency

N   = Number of Students

100   = Constant Value

Furthermore, for measuring the influence of relationship between teacher and student on teaching-learning process also to see the coefficient correlation, the writer used the formula of Pearson Product Moment (Arikunto, 2010), in which:

$$r_{xy:} \frac{N\,(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2]\,[N \sum Y^2 - (\sum Y)^2]}}$$

which:

r   = The coefficient correlation between variable X and Y.

N   = Number of participant

X   = Teacher-Student Relationship score

Y   = Teaching-Learning Process score

$\sum X$ = Sum of X score

$\sum Y$ = Sum of Y score

$\sum X^2$ = Sum of quadrate of X score

$\sum Y^2$ = Sum of quadrate of Y score

$\sum XY$ = Sum of score of variable X and Y

The Pearson correlation formula was used when the writer intended to measure the correlation. The range of correlation in this formula is 1.000 until 0.00 in which 1.000 stands for a very high correlation between both variables, and 0.00 stands for a very low or no correlation at all. To provide a better explanation, the correlation coefficient table can be seen as follow:

Table 3.4

Correlation coefficient table

Product moment (r)	Interpretation
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Moderate correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

Source: Arikunto (2010).

2. *Interview Analysis*

The interview was the secondary data collection because it gave extra information and strengthened the primary data collection. The analysis of the interview was based on participants' answers and it shown in the form of words. Every sentence and phrase which described by the writer was to find out the students' problems in building relationship with their English teacher in school.

The interview was analyzed based on Miles and Huberman (1994) model which have three points. First, data reduction, which is meant summarizing, choosing the essentials, and focusing on the things that important. Second, data display, which means the writer make short all the data based on the data reduction. It can be done in the form of charts, table, flowchart, and so forth. Third, conclusion in which the writer focused on how to conclude all of the data that the writer got in the field.

CHAPTER IV

DATA ANALYSIS

This chapter analyzes the result of research in order to answer the research questions that have been mentioned in chapter I. The data were taken from the instruments, which are questionnaire and interview.

A. Research Finding

1. The finding of the questionnaire

In conformity with the research that was conducted at SMPN 2 Sakti and SMPN 1 Keumala, the writer found some results of how the teacher-student relationship and teaching-learning process at both schools. This instrument aimed at investigating whether or not the teacher-student relationship influences the teaching-learning process at the two schools. The students from both schools were provided 22 items of statements regarding their relationship with the teacher.

a. The finding of the questionnaire at SMPN 2 Sakti

In SMPN 2 Sakti, the questionnaires were distributed on January 14th 2019. Here is the finding of the questionnaire in this school.

1) *The Teacher-Student Relationship (variable X).*

The finding of teacher-student relationship at SMPN 2 Sakti can be seen in the following table:

Table 4.1

Teacher-student relationship at SMPN 2 Sakti

No	Participant	Score											Total
		1	2	3	4	5	6	7	8	9	10	11	
1	AA	2	1	2	1	1	2	1	1	3	1	2	17
2	DG	4	3	4	1	4	4	4	4	4	4	4	40
3	DMS	4	3	3	3	3	3	2	4	4	4	4	37
4	FQ	3	2	2	3	3	2	2	3	4	3	4	31
5	HL	2	3	1	1	2	4	2	2	2	4	4	27
6	IA	4	3	3	1	3	4	2	4	4	4	4	36
7	JA	2	2	2	1	1	2	1	1	1	1	4	18
8	MJ	3	4	4	4	3	4	3	2	2	2	2	33
9	MZ	1	2	2	1	1	2	1	3	2	1	1	17
10	MS	1	2	2	1	1	1	1	1	4	2	1	17
11	NR	3	2	3	1	3	4	2	3	3	4	4	32
12	NS	3	2	3	3	4	3	3	3	4	4	4	36
13	NZ	1	1	1	1	3	1	3	1	4	2	4	22
14	NH	2	2	2	1	2	2	1	1	4	4	3	24
15	RM	3	3	3	2	3	4	2	3	3	4	4	34
16	SF	2	4	1	2	2	4	2	3	4	4	1	29
17	US	3	3	3	4	3	4	3	2	2	2	2	31
18	WH	4	3	3	3	4	4	3	2	2	2	2	32
19	YR	2	3	2	1	2	3	1	2	4	4	4	28
20	ZS	3	2	4	1	3	4	2	1	4	4	4	32

The table above shows the questionnaires' score of the relationship among teacher and student at SMPN 2 Sakti are varied. It ranges from 17 to 40 in which 40

is the highest score, while 17 is the lowest one. There are 3 participants who got the lowest score, like AA, MZ, and MS. Whereas; there is only a participant who got the highest score which is JA. Moreover, the other participants were got different score from one to another; the score was varied from 18, 22, 24, 27, 29, 31, 32, 33, 34, 36 and 37. In addition, to see how the relationship between teacher and student, the writer applies the interval formula:

$$i = \frac{R + 1}{k}$$

$$i = \frac{(40 - 17) + 1}{3}$$

$$i = \frac{24}{3}$$

$$i = 8$$

From the calculation above, it proves that the interval of each category is 8. In order to make it easy in interpreting each category of relationship at SMPN 2 Sakti, the writer presents it in the following table:

Table 4.2

Teacher-Student Relationship category

No.	Teacher-student relationship category	Interval
1.	High	33-40
2.	Sufficient	25-32
3.	Low	17-24

The table shows the interval of each category of teacher-student relationship at SMPN 2 Sakti. It demonstrates that the high relationship among teacher and students in this school range from 33 to 40, sufficient relationship among teacher and student range from 25 to 32, and low relationship start from 17 to 24.

Furthermore, to see how many students are in high, sufficient, or low relationship between their teachers, the writer presents it in the table below:

Table 4.3

The frequency of teacher-student relationship classification

No.	Teacher-student relationship category	Interval	Frequency
1.	High	33-40	6
2.	Sufficient	25-32	8
3.	Low	17-24	6
TOTAL			20

Table 4.3 shows that from 20 students in the classroom, there were 6 students who have a high relationship, 8 students have a sufficient relationship, and the leftovers have a low relationship with his/her teacher.

Then, the writer interprets each category into percentage by applying the formula:

$$\mathbf{P} = \frac{f}{n} \times \mathbf{100}\%$$

1. For high relationship category, there are 6 participants:

$$P = \frac{6}{20} \times 100\%$$

P = 30%

2. For sufficient relationship category, there are 8 participants:

$$P = \frac{8}{20} \times 100\%$$

P = 40%

3. For low relationship category, there are 6 participants:

$$P = \frac{6}{20} \times 100\%$$

P = 30%

The calculation above concluded that there were only 30% of students who have a high relationship with his/her teacher, 40% of them have sufficient relationship, and 30% have a low relationship with their teacher. Simply, it can be seen in the following table:

Table 4.4

The percentage of teacher-student relationship classification

No.	Teacher-student relationship category	Interval	Frequency	Percentage
1.	High	33-40	6	30%
2.	Sufficient	25-32	8	40%
3.	Low	17-24	6	30%
TOTAL			20	100%

2) *Teaching-Learning Process (Y)*

The finding of teaching-learning process at SMPN 2 Sakti can be seen in the following table:

Table 4.5

Teaching-learning process at SMPN 2 Sakti

No.	Participant	Score											Total
		1	2	3	4	5	6	7	8	9	10	11	
1	AA	4	2	2	2	2	2	1	3	2	4	3	27
2	DG	4	4	4	2	2	2	4	4	4	3	2	35
3	DMS	4	3	4	3	3	3	4	4	4	4	4	40
4	FQ	3	3	4	3	2	2	2	4	2	4	4	33
5	HL	3	4	3	2	2	1	2	3	3	3	4	30
6	IA	3	4	3	2	2	2	3	4	4	4	4	35
7	JA	2	2	2	1	1	1	1	2	2	1	3	18
8	MJ	4	4	3	2	4	4	2	4	3	2	3	35
9	MZ	1	2	2	2	3	2	1	3	2	2	3	23
10	MS	1	3	3	1	2	2	1	4	2	4	4	27
11	NR	4	3	2	3	2	3	3	2	3	4	3	32
12	NS	3	2	3	2	3	2	2	4	4	2	3	30
13	NZ	3	3	3	4	3	2	4	3	2	2	1	30
14	NH	2	3	3	2	1	1	2	2	3	4	4	27
15	RM	3	3	3	2	1	2	3	2	3	3	3	28
16	SF	4	3	1	3	1	4	4	2	4	2	1	29
17	US	4	4	3	4	4	3	3	4	2	1	3	35
18	WH	4	4	3	3	4	4	3	4	2	3	3	37
19	YR	4	3	3	2	2	3	4	3	2	2	3	31
20	ZS	4	4	3	2	4	4	4	4	4	4	4	41

The table shows that the questionnaires' score of the teaching and learning process at SMPN 2 Sakti varies with each other. From 20 participants of this school, the score is range from 18 to 41, which means 18 is the lowest score and 41 is the

highest one. In line with this, there is only a participant who is the lowest score which is DG. While the participant whose in the highest score is ZS. The remains of the participants were getting different score with each other; the score is starting from 23, 27, 28, 29, 30, 31, 32, 33, 35, 37 to 40.

In addition, to see the process of teaching and learning in this school, the writer applies the Interval formula:

$$i = \frac{R + 1}{k}$$

$$i = \frac{(41 - 18) + 1}{3}$$

$$i = \frac{24}{3}$$

$$i = 8$$

The calculation above confirms that the interval value of each category of teaching and learning process of SMPN 2 Sakti is 8. Furthermore, the description in more detail can be seen in the following table:

Table 4.6

The teaching-learning process category

No.	Teaching-learning process category	Interval
1.	High	34-41
2.	Sufficient	26-33
3.	Low	18-25

Moreover, to identify the frequency of how many students have high, sufficient, and low in teaching and learning process at SMPN 2 Sakti, the writer presents it as follow:

Table 4.7

The frequency of teaching-learning process category

No.	Teaching-learning process category	Interval	Frequency
1.	High	34-41	7
2.	Sufficient	26-33	11
3.	Low	18-25	2
TOTAL			20

From the table, it can be concluded that there are 7 students in high, 11 students in sufficient, and only two students in low teaching-learning process.

Then, the writer interprets each category into percentage by applying the formula as mention below:

$$P = \frac{f}{n} \times 100\%$$

1. For high teaching-learning process category, there are 7 participants:

$$P = \frac{7}{20} \times 100\%$$

$$P = 35\%$$

2. For sufficient teaching-learning process category, there are 11 participants:

$$P = \frac{11}{20} \times 100\%$$

$$P = 55\%$$

3. For low teaching-learning process category, there are 2 participants:

$$P = \frac{27}{20} \times 100\%$$

$$P = 10\%$$

The description in more detail can be seen in the following table:

Table 4.8

The percentage of the teaching-learning process category

No.	Teaching-learning process category	Interval	Frequency	Percentage
1.	High	34-41	7	35%
2.	Sufficient	26-33	11	55%
3.	Low	18-25	2	10%
TOTAL			20	100%

From the table above, it can be seen that the teaching and learning process at SMPN 2 Sakti also classified into three categories in which high teaching-learning process, sufficient teaching-learning process, and low teaching-learning process. Firstly, the result of high teaching-learning process at this school is 35%. Secondly, the result of sufficient teaching-learning process is 55%. Lastly, the result of low teaching-learning process is 10%.

b. *The finding of the questionnaire at SMPN 1 Keumala*

1) *The Teacher-Student Relationship (X)*

In this school, the writer distributed the questionnaire on January 14th 2019. The finding of teacher-student relationship at SMPN 1 Keumala can be seen in the following table:

Table 4.9

Teacher-student relationship at SMPN 1 Keumala

No.	Participant	Score											Total
		1	2	3	4	5	6	7	8	9	10	11	
1	AM	3	3	4	2	3	3	2	2	4	4	4	34
2	AS	3	4	4	3	4	4	2	2	4	4	4	38
3	AAS	4	3	3	2	3	3	2	3	4	4	4	35
4	BG	3	3	4	2	3	4	3	3	4	4	4	38
5	MA	3	4	4	3	4	4	2	2	4	4	4	38
6	LM	4	4	4	3	4	4	3	4	4	4	4	42
7	MWR	4	3	4	3	4	3	3	2	2	4	4	36
8	MM	4	3	4	3	3	3	2	3	4	4	4	37
9	MAH	3	3	3	2	3	3	2	2	4	4	4	33
10	MN	3	3	2	3	4	3	2	3	3	4	4	34
11	MR	4	3	4	2	2	2	1	2	4	4	4	32
12	MJ	4	3	3	2	3	4	2	3	4	4	4	36
13	NR	4	3	4	3	4	4	3	2	1	4	4	36
14	NA	4	4	4	3	3	3	3	3	4	4	4	39
15	NL	4	4	4	3	4	4	4	3	4	4	4	42
16	PR	3	2	3	1	2	2	2	1	4	3	4	28
17	RS	4	3	3	2	3	3	2	2	4	4	4	34
18	RA	4	3	4	2	4	4	3	2	4	4	4	38
19	SR	4	3	4	2	4	4	3	2	2	4	4	36
20	SKS	4	3	4	3	4	4	3	4	4	4	4	41
21	SB	4	3	4	3	3	4	2	3	1	4	4	35
22	TW	2	1	3	1	4	3	2	2	4	4	4	30
23	ZA	4	3	4	2	4	4	3	2	2	4	4	36

Table 4.9 explains that the questionnaires' score of the relationship between English teacher and students at SMPN 1 Keumala are differing from one participant to another. Their score is range from 28 to 42. Which is meant 28 is the lowest score and 42 is the highest one. From the table, there is only a participant who obtained the lowest score which PR, and there are 2 participants obtained the highest score, such as LM and NL. Additionally, most of participants were getting variety score; from 30, 32, 33, 34, 35, 36, 37, 38, 39, to 41.

Moreover, the result of interval score, frequency of students and percentage of teachers-students relationship at SMPN 1 Keumala can be seen clearly in the table below:

Table 4.10

Percentage of teacher-student relationship category

No.	Teacher-student Relationship Category	Interval	Frequency	Percentage
1.	High	38-42	8	35%
2.	Sufficient	33-37	12	52%
3.	Low	28-32	3	13%
TOTAL			23	100%

From the table above, it can be concluded that the relationship between teacher and students at SMPN 1 Keumala diverse. For the first, the interval score of each classification is 5. Then, the result of high relationship at this school is 35% with 8 participants. The result of sufficient relationship is 52% with 12 of number of

participants. Then, the result of low relationship with 3 of number of participants is 13%.

2) Teaching-Learning Process (variable Y)

The finding of teaching-learning process at SMPN 1 Keumala can be seen in the following table.

Table 4.11

Teaching-learning process at SMPN 1 Keumala

No.	Participant	Score											Total
		1	2	3	4	5	6	7	8	9	10	11	
1	AM	3	3	3	3	3	3	3	3	3	4	3	34
2	AS	2	3	3	3	4	2	3	4	4	3	3	34
3	AAS	3	4	3	4	3	2	4	4	4	3	4	38
4	BG	4	2	3	2	3	2	4	4	4	4	4	36
5	MA	2	3	3	3	4	2	4	4	4	3	3	35
6	LM	4	4	4	3	3	3	4	4	3	3	3	38
7	MWR	3	4	4	4	2	3	1	2	1	4	3	31
8	MM	4	4	3	3	3	3	4	4	3	4	4	39
9	MAH	3	3	3	3	3	3	3	3	3	4	3	34
10	MN	2	3	2	3	2	2	3	2	2	3	2	26
11	MR	4	3	3	2	3	2	4	3	2	3	4	33
12	MJ	4	4	4	3	2	3	4	4	4	3	3	38
13	NR	4	4	3	4	4	4	4	4	4	1	4	40
14	NA	4	4	3	3	3	3	3	3	4	3	3	36
15	NL	4	3	3	3	4	3	4	4	4	3	2	37
16	PR	3	2	2	1	2	3	2	3	3	4	4	29
17	RS	3	3	3	3	2	2	3	3	4	3	4	33
18	RA	3	4	4	3	3	4	4	4	3	3	4	39
19	SR	4	4	3	3	4	4	4	4	3	3	4	40
20	SKS	4	4	3	3	4	3	4	4	3	4	3	39

21	SB	4	4	3	4	3	3	4	4	4	3	4	40
22	TW	3	4	4	3	1	4	4	4	4	4	4	39
23	ZA	4	4	3	3	4	4	4	4	3	3	4	40

Table 4.11 indicates that the score of the questionnaire of the teaching and learning process in SMPN 1 Keumala differ. It starts from 26 until 40 in which 40 is the highest score, while 26 is the lowest one. From 23 participants, there is only a participant in the lowest scores which is MN. Whereas, there are 4 participants in the highest score like NR, PR, SR, and SB. Moreover, the other participants were got differ score; the score was variety; from 29, 31, 33, 34, 35, 36, 37, 38, and 39.

Additionally, the description of the result of interval score, frequency of students and percentage of teachers-students relationship in SMPN 1 Keumala can be seen in the following table:

Table 4.12

The percentage of teaching-learning process category

No.	Teaching-learning process category	Interval	Frequency	Percentage
1.	High	36-40	7	30%
2.	Sufficient	31-35	14	61%
3.	Low	26-30	2	9%
TOTAL			23	100%

Table 4.12 demonstrates that the teaching and learning process in SMPN 1 Keumala is slightly different. The result of interval of each classification is 5. The result of high teaching-learning process in this school is 30% with 7 participants. The result of sufficient teaching-learning process is 61% with 14 of number of

participants. Then, the result of low relationship with 2 of number of participants is 9%.

2. **The Finding of Correlation of Teacher-Student Relationship and Teaching-Learning Process**

a. SMPN 2 Sakti

To gain a better description, the writer interprets the result of teacher-student relationship and teaching-learning process with followed some steps:

a. Computing the correlation between teacher-student relationship and teaching-learning process.

b. Computing the significant correlation
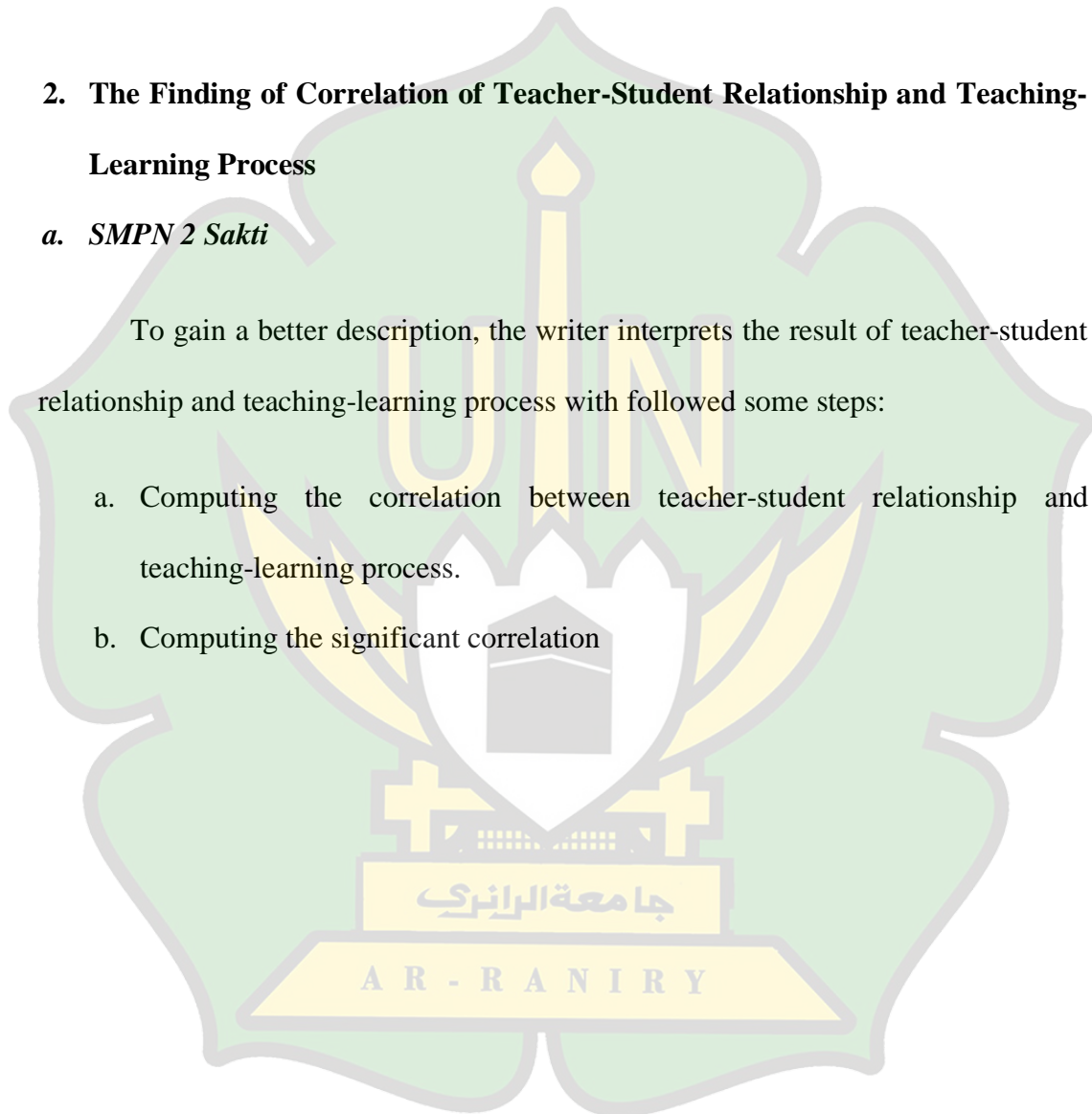
1. *The computation of teacher-student relationship score and teaching-learning process score can be seen clearly in the following table:*

Table 4.13

The teacher-student relationship and teaching-learning process score at SMPN 2 Sakti

No.	Participants	Teacher-student relationship score (X)	Teaching-learning process score (Y)	X^2	Y^2	XY
1.	AA	17	27	289	729	459
2.	DG	40	35	1600	1225	1400
3.	DMS	37	40	1369	1600	1480
4.	FQ	31	33	961	1089	1023
5.	HL	27	30	729	900	810
6.	IA	36	35	1296	1225	1260
7.	JA	18	18	324	324	324
8.	MJ	33	35	1089	1225	1155
9.	MZ	17	23	289	529	391
10.	MS	17	27	289	729	459
11.	NR	32	32	1024	1024	1024
12.	NS	36	30	1296	900	1080
13.	NZ	22	30	484	900	660
14.	NH	24	27	576	729	648
15.	RM	34	28	1156	784	952
16.	SF	29	29	841	841	841
17.	US	31	35	961	1225	1085
18.	WH	32	37	1024	1369	1184
19.	YR	28	31	784	961	868
20.	ZS	32	41	1024	1681	1312
TOTAL		573	623	17405	19989	18415

From *table 4.13*, it can be seen that the teacher-student relationship as independent variable (X), it confirms that the highest score of teacher-student relationship is 40 and the lowest score is 17. From 20 participants, the total of the teacher-student relationship score is 573. Moreover, the teaching learning-process is dependent variable (Y). The highest score of teaching learning-process is 41 and the lowest score of teaching learning-process is 18. The table above proves that the total

score of teaching learning-process is 623. Furthermore, the total score of X^2 is 17405, the total score of Y^2 is 19989, and the total score of XY is 18415.

In order to calculate the teacher-student relationship and whether it influences on the teaching-learning process, the writer applies the correlation coefficient (r) formula:

$$r_{xy:} \frac{N(\sum XY)-(\sum X)(\sum Y)}{\sqrt{[N\sum X^2-(\sum X)^2][N\sum Y^2-(\sum Y)^2]}}$$

$$r_{xy:} \frac{20(18415)-(573)(623)}{\sqrt{[20(17405)-(328329)][20(19989)-(388129)]}}$$

$$r_{xy:} \frac{368300-356979}{\sqrt{[348100-(328329)][399780-(388129)]}}$$

$$r_{xy:} \frac{11321}{\sqrt{[19771][11651]}}$$

$$r_{xy:} \frac{11321}{\sqrt{230351921}}$$

$$r_{xy:} \frac{11321}{15177,34}$$

$$r_{xy:} \mathbf{0,745}$$

From the calculation above, it indicates that the correlation between teacher-student relationship and the teaching learning process in SMPN 1 Sakti *(r)* is 0.745. In order to know to what extent both variables correlate each other, the writer looked

at the correlation interpretation table by Arikunto (see *table 3.4*) in the previous chapter. Moreover, from the table, it can be seen that there is a high correlation between the two variables which means that the relationship between teacher and students has a high correlation with the teaching-learning process in this school.

2. *The computation of the correlation significant*

In order to identify the significant correlation between the two variables (X and Y), the writer applied the formula as mention below:

$$t_{counted} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{counted} = \frac{0.745\sqrt{20-2}}{\sqrt{1-(0.745)^2}}$$

$$t_{counted} = \frac{0.745(4.24)}{\sqrt{1-0.555}}$$

$$t_{counted} = \frac{3.158}{\sqrt{0.445}}$$

$$t_{counted} = \frac{3.158}{0.66}$$

$$t_{counted} = 4.784$$

As mentioned in the previous chapter, if $t_{counted} \geq t_{table}$, it meant there is a significant correlation, if $t_{counted} \leq t_{table}$, so there is no significant correlation. In determining the t_{table} value, the writer applied the formula as follow:

df= n-k

where:

df = degree of freedom

n= the number of participant

k= the number of variable.

df = n-k

df = 20-2

df = 18

The t_{table} for df 18 with 5% level of significant of 0.025 is 2.109. Both calculation $t_{counted}$ and t_{table} showed that $t_{counted} \geq t_{table}$, which is meant that there was a significant correlation. So, it can be concluded that there was a significant correlation between teacher-student relationship and teaching-learning process in this school.

b. SMPN 1 Keumala

To make it easy to interpret the finding between teacher-student relationship and teaching-learning process, there are some steps that should be made:

a. Computing the correlation between teacher-student relationship and teaching-learning process.

b. Computing the coefficient correlation.

   1. *The computation of teacher-student relationship score and teaching-learning process score can be seen clearly in the following table:*

Table 4.14

The teacher-student relationship and teaching-learning process score at SMPN 1 Keumala

No.	Participants	Teacher-student relationship score (X)	Teaching-Learning process score (Y)	X^2	Y^2	XY
1.	AM	34	34	1156	1156	1156
2.	AS	38	34	1444	1156	1292
3.	AAS	35	38	1225	1444	1330
4.	BG	38	36	1444	1296	1368
5.	MA	38	35	1444	1225	1330
6.	LM	42	38	1764	1444	1596
7.	MWR	36	31	1296	961	1116
8.	MM	37	39	1369	1521	1443
9.	MAH	33	34	1089	1156	1122
10.	MN	34	26	1156	676	884
11.	MR	32	33	1024	1089	1056
12.	MJ	36	38	1296	1444	1368
13.	NR	36	40	1296	1600	1440
14.	NA	39	36	1521	1296	1404
15.	NL	42	37	1764	1369	1554
16.	PR	28	29	784	841	812
17.	RS	34	33	1156	1089	1122
18.	RA	38	39	1444	1521	1482
19.	SR	36	40	1296	1600	1440
20.	SKS	41	39	1681	1521	1599

21.	SB	35	40	1225	1600	1400
22.	TW	30	39	900	1521	1170
23	ZA	36	40	1296	1600	1440
TOTAL		828	828	30070	30126	29924

From the table, the teacher-student relationship is as independent variable (X), it shows that the highest score of teacher-student relationship is 42 and the lowest score is 28. The total of the teacher-student relationship score is 828. The teaching learning-process is as dependent variable (Y). The highest score of teaching learning-process is 40 and the lowest score of teaching learning-process is 26. The table above shows that the total score of teaching learning-process is 828. Then, the total score of X^2 is 30070, the total score of Y^2 is 30126, and the total score of XY is 29924 from 23 participants of this school.

In order to recognize the correlation between both variable teacher-student relationship and teaching-learning process, the writer applies the correlation coefficient (r) formula:

$$r_{xy:} \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy:} \frac{23(29924) - (828)(828)}{\sqrt{[23(30070) - (685584)][23(30126) - (685584)]}}$$

$$r_{xy:} \frac{688252 - 68554}{\sqrt{[691610 - (685584)][692898 - (685584)]}}$$

$$r_{xy:} \frac{2668}{\sqrt{[6026][7314]}}$$

$$r_{xy:} \frac{2668}{\sqrt{44074164}}$$

$$r_{xy:} \frac{2668}{6638,83}$$

$$r_{xy:} \mathbf{0,401}$$

From the calculation above, it shows that the correlation between teacher-student relationship and the teaching learning process *(r)* is 0.401. In turn to know to what extent both variables correlated to each other, the standard of correlation coefficient proposed by Arikunto which have been mentioned in the previous chapter are referred. From the previous discussion, it can be seen that the interpretation of the calculation result is 0.401 which indicate that the correlation between teacher-student relationship and teaching-learning process has a moderate correlation.

2. *The computation of the significant correlation*

In order to know the significant correlation between the two variables (X and Y), the writer applied the following formula.

$$t_{counted} = \frac{r\sqrt{n}-2}{\sqrt{1-r^2}}$$

$$t_{counted} = \frac{0.401\sqrt{23}-2}{\sqrt{1-(0.401)^2}}$$

$$t_{counted} = \frac{0.401(4.58)}{\sqrt{1-0,1608}}$$

$$t_{counted} = \frac{1.8365}{\sqrt{0.8392}}$$

$$t_{counted} = \frac{1.8365}{0.916}$$

$$t_{counted} = 2.004$$

Then, in determining the t_{table} value, the writer applied the formula as follow:

df= n-k

df = 23-2

df =21.

From the calculation, it can be concluded that there was no significant correlation between teacher-student relationship and teaching-learning process. It is proved from the result of t_{table} for df 21 with 5% level of significance of 0.025 is 2.079.
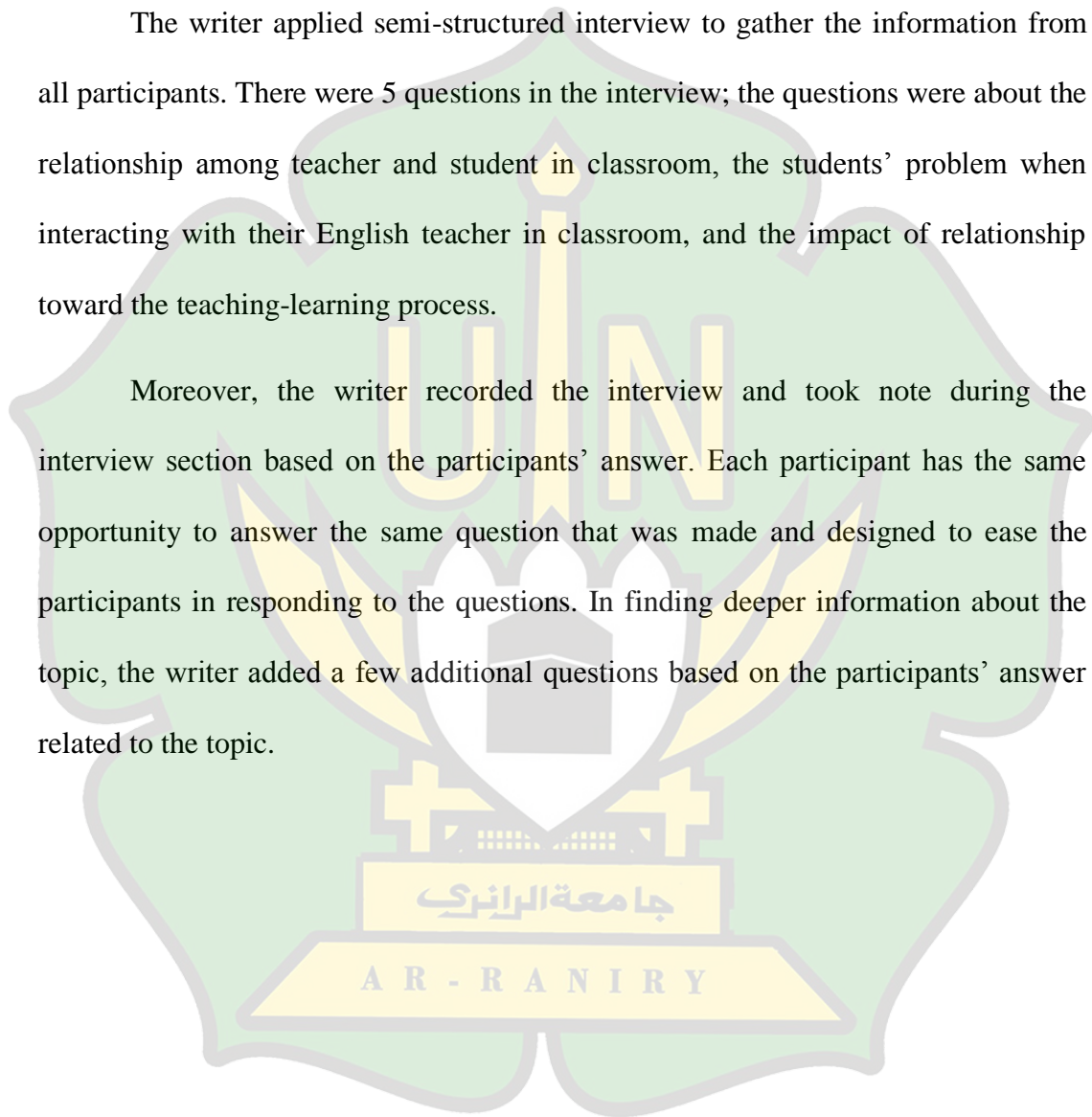
3. The Finding of Interview

The interview was implemented at both schools in conducting this study. In SMPN 2 Sakti, the interview was done on Monday, January 14th 2019. In SMPN 1 Keumala, it was done on Thursday, January 10th 2019. The interviewees were chosen

purposively; they were 4 students from both schools who got the highest and the lowest score in questionnaire, and 2 English teachers from each selected school.

The writer applied semi-structured interview to gather the information from all participants. There were 5 questions in the interview; the questions were about the relationship among teacher and student in classroom, the students' problem when interacting with their English teacher in classroom, and the impact of relationship toward the teaching-learning process.

Moreover, the writer recorded the interview and took note during the interview section based on the participants' answer. Each participant has the same opportunity to answer the same question that was made and designed to ease the participants in responding to the questions. In finding deeper information about the topic, the writer added a few additional questions based on the participants' answer related to the topic.

Here are the findings of the interview section:

1. *What do you know about teacher-student relationship on teaching learning process? Could you please mention the example?*

Table 4.15

Brief description of teacher-student relationship

Participant	A good communication	A good relationship	Familiarity	A Good classroom management
1.	√			
2.	√			
3.		√		
4.			√	
5.		√		
6.				√

The table above shows that the interviewees' answers are slightly different. The first and the second interviewee have the same perception about the definition of teacher-student relationship; both of them argued that teachers-student relationship is where both student and teacher have a good communication with each other. The third and the fifth interviewee said that teacher-student relationship is such a good relationship between teacher and students in a classroom. For instance, the students can confidently ask question to the teacher during teaching-learning process and the teacher response his/her students' questions wisely. The forth interviewee has different response; she claimed that when teacher and students got to know each other and there is a familiarity between both, it called a teacher-student relationship.

Then, the last interviewee argued that teacher-student relationship is when the teachers are able to manage the classroom also the students within classroom.

2. *In your opinion, how is good teacher-student relationship? Can you explain it? Could you please mention the example?*

Table 4.16

The definition of teacher-student relationship

Participant	Understand for each other	Trust for each other	A good communication	Consider student/teacher as a friend
1.	√			
2.		√		
3.				√
4.			√	
5.			√	
6.			√	

Table 4.16 shows that the opinion of each interviewee about good relationship among teacher and students. The first interviewee said that a good teacher-student relationship is the teacher and students understand for each other. The second interviewee argued that when the teacher and student trust each other so both of them should be have a good relationship. Additionally, the third interviewee pointed out that a good relationship between teacher and student is a condition where the teacher or the student considers his/her student or his/her teacher as a friend. The last three interviewees gave the same perception about this question; they argued that

if the teacher and student have a good communication, it means have a good relationship as well.

3. *Do you have any difficulty in interacting or building relationship with your students/teacher in classroom? Could you please mention one of the difficulties?*

Table 4.17

The difficulty in building relationship in classroom

Participant	No	Sometimes
1.		√
2.		√
3.	√	
4.		√
5.		√
6.		√

The table above shows that five of six interviewees agreed that sometimes student faced some difficulties in interacting or building relationship with the teacher. Then, there is only one interviewee who said that the students did not have any difficulty in interacting with the English teacher in classroom. Moreover, the difficulties come from different sources, it sometimes from the student or the teacher. The first and the second interviewee pointed out that they sometimes diffident asking or talking to the teacher, it happened because they consider that the teacher as the senior teacher in that school. The fourth and fifth interviewee claimed that they are sometimes ignored by the teacher. Different from other interviewees, the third

interviewee argued that student never got any difficulty in interacting with her. She said that she usually ask the students directly if the students have problem or difficulty in learning.

4. *In your opinion, how importance is having a good relationship with your students/teacher in classroom?*

Table 4.18

The important of having a good relationship in the classroom

Participant	Very Important
1.	√
2.	√
3.	√
4.	√
5.	√
6.	√

The table above tells about the interviewees' response to the question number four. Their responses to this question almost the same. They argued having a good relationship with the teacher or student in classroom is very essential. They said it influences a lot on succeeding the teaching-learning process, motivating student in learning, also encouraging student to be more confident.

5. *In your opinion, what might be happened if the teacher-student relationship is low in relation to the teaching-learning process in classroom?*

Table 4.19

The impact of low relationship on teaching-learning process

Participant	Disrupt the teaching-learning process	Teacher will be disrespected	Reduce the students' enthusiasm
1.			√
2.			√
3.	√		
4.	√		
5.		√	
6.	√		

  Table 4.19 shows the interviewees' answers on the impact of the low teacher-student relationship toward the teaching-learning process in classroom. Based on the interviewees' answer there were three possible problems that will emerge if the teacher-student relationship is poor in classroom. The problems were it disrupted the teaching and learning process, reduced the students' enthusiasm, and decreased the student respect to the teacher. Moreover, the first and the second interviewee have the same answer; they claimed that the students' enthusiasm will reduce if the relationship among teacher and students is low. The third, fourth, and the last interviewee also gave the same answer; they pointed out it will impact to unsuccessful of teaching and learning process in classroom. The fifth interviewee perceived that when the relationship between English teacher and student is low, it will push students to unbehaved and disrespect the teacher.

B. Discussion

After having analyzed the data, the discussion of the research questions as stated in chapter I is necessary. The discussion is presented below.

The first research question of this study is *how is the relationship between English teacher and students in English classroom at SMPN 2 Sakti and SMPN 1 Keumala?* In SMPN 2 Sakti with the number of participants is 20, the result of the questionnaire presented that students have sufficient relationship with his/her English teacher. The statement is drawn from the calculation of student score of questionnaire. There were 6 students (30%) who have a high relationship with his/her teacher, 8 of students (40%) who categorize to sufficient relationship, and 6 of them (30%) who have a low relationship with their teacher. Similar to SMPN 2 Sakti, in SMPN 1 Keumala with 23 of total participant, the result of the questionnaire also stood at the category of sufficient relationship between teacher and student. The calculation from the questionnaires showed that there were 8 students (35%) who have a high relationship, 12 of them (52%) have a sufficient relationship, and 3 students (13%) who have a low relationship with his/her English teacher. Therefore, it can be concluded that the students of both schools SMPN 2 Sakti and SMPN 1 Keumala have a sufficient relationship with their English teacher in classroom.

The result of this study is relevant to Amari'a (2012) which found that there was a sufficient relationship category between teacher and student in classroom. It can be seen from the result which shows that from 35 participants, there were 43% of

them have high relationship, 46% have sufficient relationship, and the rest 11% have low relationship. She also stated that students had such relationship with their teacher because some students were not paid full attention to answer the questionnaire which is given.

Furthermore, a research by Multazam (2015) also found that the relationship between teacher and student in SMP Islam Ngebruk stood at sufficient relationship. The result showed there were 40% of student who have high relationship with the teacher, 58% of student in sufficient relationship category, and only 2% of them in low relationship category.

In addition, the result of calculating the data from SMPN 2 Sakti found that the correlation between teacher-student relationship and teaching-learning process (r) was 0.745, which based on the term of value (0.60-0.799) refer to high correlation. Furthermore, it was strengthened by the score of $t_{counted}$ which was higher than $t_{table.}$ Therefore, it can be concluded that the teacher-student relationship influenced the teaching-learning process at SMPN 2 Sakti. However, the calculation result of Pearson Product Moment (r) of SMPN 1 Keumala is different from SMPN 2 Sakti. The r score was 0.401, which meant the correlation between variable X and Y was moderate correlation. It was proven by the score of $t_{counted}$ which was lower than $t_{table.}$ Therefore, it can be concluded that the teacher-student relationship did not influence the teaching-learning process at SMPN 1 Keumala.

In line with this, the previous research finding of Varga (2017) indicated that there was a significant relationship between teacher-student relationship and students' academic engagement. It was proven by the score of $t_{counted}$ which was higher than $t_{table.}$ Therefore, the better the teacher and student relationship the better the students' academic engagement. Varga's research finding was relevant to the writer research finding at SMPN 2 Sakti, which indicated there was a significant relationship between two variables. However, the writer research finding in SMPN 1 Keumala contradicts the result of Varga. The result confirmed that the $t_{counted}$ was lower than $t_{table,}$ which meant that there was no significant correlation between variable X and Y.

The second research question is *what are the problems that students faced in their interaction with English teacher in teaching-learning process?* The writer used interview to gather the information about this question. Most of interviewees gave the answer of what the students' problem in interacting with his/her English teacher. The problems came from different sources, it sometimes from the student or the teacher. The problems were, first, the students were diffident asking or talking to the teacher because they were shy and afraid of making some mistakes when asking. Second, the students sometimes were diffident asking or talking to the teacher, it because they considered that the teacher as one of the senior's teacher in that school. The last, they sometimes got ignored by the teacher.

Similar study was confirmed by Baker (1999) which investigated the teacher-student interaction at risk-classroom. She found that students' relationship with their teacher in the classroom did not perceive as a caring and supportive one. It happened because the students felt alienated and disenfranchised from the school culture. This study also showed that such relationship/interaction between the teacher and student impact on the students' got poor developmental in teaching-learning process.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter covers up with conclusions and recommendations based on findings and discussions in the previous chapter.

A. Conclusions

In accordance with the research finding and data analysis in the previous chapter, several conclusions can be made as follow. Firstly, there was a sufficient relationship between the English teacher and students of SMPN 2 Sakti. It was bear out from the percentage score of the calculation result in this school which showed 40% of 20 students were in sufficient relationship with his/her teacher in classroom. The rest 60% of students had a high and a low relationship with the English teacher. Furthermore, such relationship influenced the teaching-learning process in the classroom. It was evidenced by the Raw (r) score which was 0.745, which based on the standard level of r table (0.60-0.799) referred to high correlation, meaning that there was a high correlation between teacher-student relationship and teaching-learning process. It also can be seen from the score of $t_{counted}$ which was higher than $t_{table.}$ It meant that the teaching-learning process in this school influenced by the relationship among teacher and student.

Moreover, the result finding at SMPN 1 Keumala was slightly different. According to the research finding, it can be concluded that there was a sufficient relationship among English teacher and students. The result can be seen from the percentage result which was 52% of 23 students stood at sufficient relationship with the English teacher. However, the result informed that the teacher-student relationship in this school did not influence the teaching-learning process in the classroom. The *r* score which was only 0.401 illustrated that there was a moderate correlation between teacher-student relationship and teaching-learning process. Another proof which is the t-test score also confirmed the teaching-learning process in this school did not influenced by the teacher-student relationship because $t_{counted}$ was lower than $t_{table.}$

Secondly, the problems that the students faced in building the relationship with their English teacher were; the students were felt shy and embarrassed, the students were unwilling to the teacher, and they were ignored by the teacher.

B. Recommendations

Having discussed the findings of the research, some recommendations can be drawn as follows. First, the teachers should be intense in interacting and building a good relationship with the students at school in order to succeed the teaching and learning process in classroom. Furthermore, the teachers also need to care and understand the students more. It is necessary because based on the interview with a

few participants, the writer found some of them were too shy to interact with his/her English teacher in classroom or outside. Additionally, they were also got ignored by their teacher. In order to decrease this problem, the writer suggests the English teacher for giving more attention to all students.

Second, the students themselves should be aware that building a good relationship with his/her English teacher is very important. They do not need to be embarrassed or shy to interact with the English teacher. The students just need to recognize the teacher as their parents or friends, so that the students will more able to tell their difficulties and problems in English learning. Third, this study still has some weaknesses in some parts, one of them in reviewing the three categories of teacher-student relationship. Hopefully, further researchers will elaborate more about those categories.
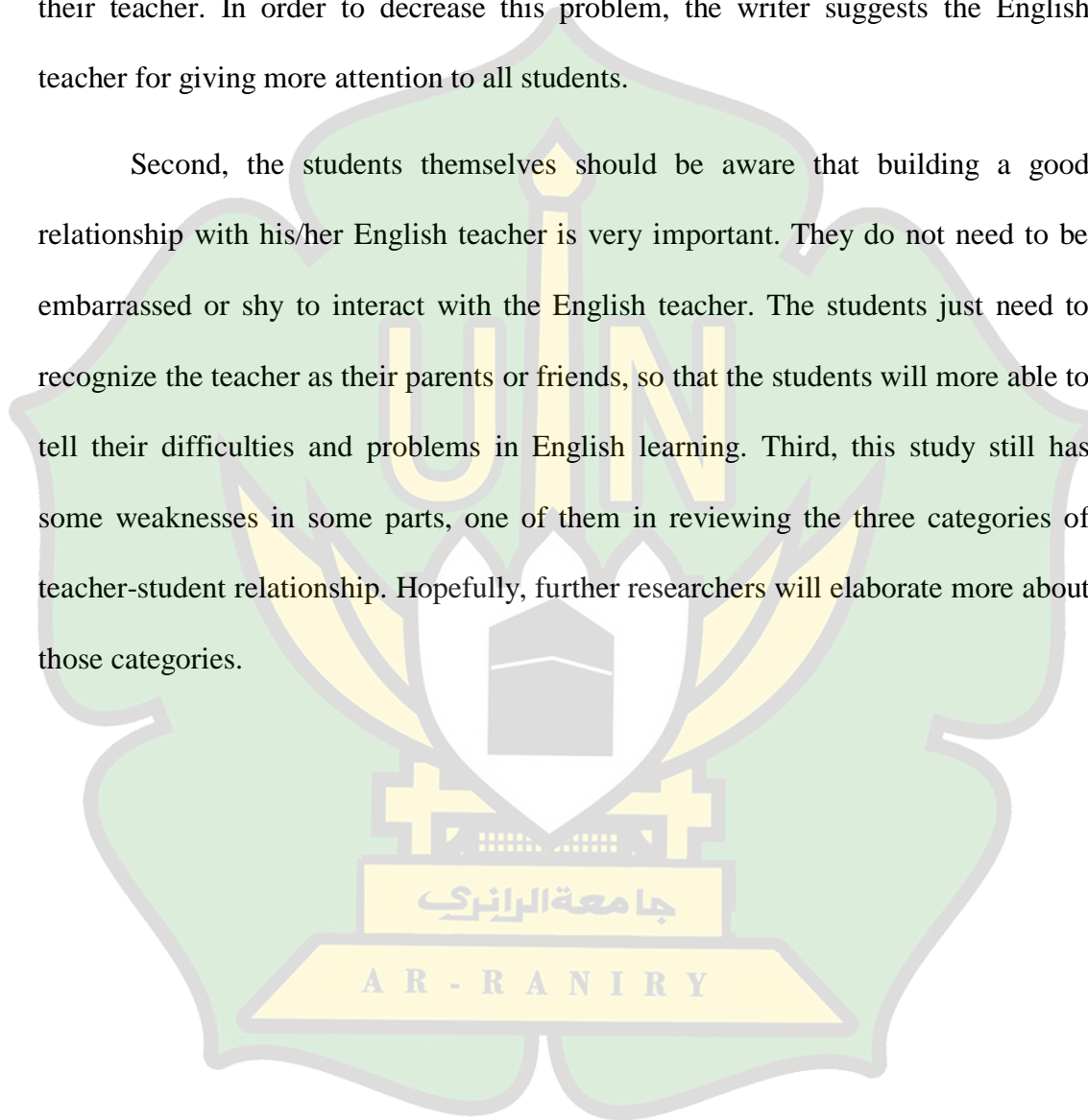
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Appendix A

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10376/UN.08/FTK/KP.07.6/10/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. Esl., M.TESOL, Ph.D   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Ulfa Maghfirah**
NIM : **140203242**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Influence of Teacher-Student Relationship on Teaching-Learning Process (A Study at SMPN 2 Sakti and SMPN 1 Keumala)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2018
An. Rektor
Dekan

Mujiburrahmli

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B

Recomendation Letter for Conducting Research from Fakultas Tarviyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-14277/Un.08/Tu-FTK/TL.00/12/2018   28 Desember 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
   Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama   : Ulfa Maghfirah
NIM   : 140 203 242
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat   : Jl. Adam No.7 Kp. Ateuk Makam Pahlawan Banda Aceh

Untuk mengumpulkan data pada:

SMPN 2 Sakti dan SMPN 1 Keumala

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Teacher-Student Relationship on Teaching-Learning Process (A Study at SMPN 2 Sakti and SMPN 1 Keumala)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

Safi Farzah Ali

Kode 7742

Appendix C

Corfirmation Letter from SMPN 2 Sakti and SMPN 1 Keumala

PEMERINTAH KABUPATEN PIDIE
DINAS PENDIDIKAN
SMP NEGERI 2 SAKTI
Jalan : Tangse Km .6.5 Telepon . (0653) 821348

SURAT KETERANGAN PENELITIAN
Nomor : 420 / 175 / 2019

Berdasarkan Surat Kepala Dinas Pendidikan Kabupaten Pidie Nomor : B-114277/Un.08/Tu-FTK/TL.00/12/2018 tanggal 28 Desember 2018, tentang izin mengadakan Penelitian Mahasiswa UIN Ar-Raniry Darussalam Banda Aceh, Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Sakti Kabupaten Pidie dengan ini menerangkan bahwa :

Nama	:	Ulfa Maghfirah
NPM	:	140 203 242
Prodi	:	Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas teiah melaksanakan Penelitian pada SMP Negeri 2 Sakti Kabupaten Pidie sejak tanggal 14 Januari S/d 16 Januari 2019, untuk memperoleh data dalam menyusun skripsi dengan judul :

" **The Influence Of Teacher-Student Relationship On Teaching-Learning Process**
(A Study at SMPN 2 Sakti) "

Demikianlah surat keterangan penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Kotabakti, 21 Januari 2019
Kepala, SMP Negeri 2 Sakti

HIZBULLAH, S.Pd
NIP : 197406152008011002

PEMERINTAH KABUPATEN PIDIE
DINAS PENDIDIKAN
SMP NEGERI 1 KEUMALA

Jalan. Tangse KM. 9.8 Gampong Paloh Nalueng Kecamatan Titeue Kode Pos. 24165 Keumala

SURAT KETERANGAN PENELITIAN
Nomor : 800.2 / 085 / 2019

Kepala Sekolah Menengah Pertama (S M P) Negeri 1 Keumala Kabupaten Pidie Propinsi Aceh ,dengan ini menerangkan bahwa :

Nama	:	*ULFA MAGHFIRAH*
N P M	:	*140203242*
JURUSAN / PRODI	:	*Pendidikan Bahasa Inggris*

Telah mengadakan penelitian pada SMP Negeri 1 Keumala Kabupaten Pidie sejak 09 sampai dengan 10 Januari 2019 untuk melengkapi bahan dalam penyusunan skripsinya yang berjudul :

"THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIP ON TEACHING-LEARNING PROCESS (A STUDY AT SMPN 2 SAKTI AND SMPN 1 KEUMALA)".

Demikianlah surat keterangan ini kami berikan agar dapat dipergunakan dan Seperlunya .-

Keumala, 22 Januari 2019.
Kepala Sekolah,

ADNAN, S. Pd., M. Pd
NIP. 19720702 199702 1 001

Appendix D

Instrument Used in During Data Collection

QUESTIONNAIRE

THIS QUESTIONNAIRE IS USED TO COLLECT THE DATA IN A STUDY UNDER
TITLE "THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIP ON
TEACHING-LEARNING PROCESS"

Name   :
Class   :
School   :

Insruction:

- Please read all of the statements carefully and answer it honestly!
- Your answer in this questionnaire will NOT influence to your achievement.
- Please put a tick (√) is the column which is appropriate with your answer!
  In which:
  ALW : Always
  OFT   : Often
  SEL   : Seldom
  NVR   : Never
- Thank you.

Teacher-student relationship questionnaire

No.	Statement	Alternative answer			
		ALW	OFT	SEL	NVR
1.	English teacher used understandable words in explaining the lessons.				
2.	I could ask the English teacher if I found some difficulties in learning.				
3.	The English teacher boosted my willingness to understand the lessons.				
4.	I could tell my personal problem to the English teacher and she/he always gave a good response.				
5.	The English teacher considered and cared about				

	my need and my health.				
6.	The English teacher is friendly.				
7.	The English teacher used interesting tools in teaching-learning process.				
8.	The English teacher gave me reward and praised me when my English ability improved.				
9.	The English teacher caused me to laziness				
10	The English teacher used angry tone when talking and interacting with students.				
11	The English teacher used harsh words to talk with students.				

Source: Nugent (2009).

Teaching-learning process questionnaire

No.	Statement	Alternative answer			
		ALW	OFT	SEL	NVR
1.	I like to attend the English class				
2.	I like to listen closely to the English teacher's explanation.				
3.	I did the assignments of English class.				
4.	I love reading books which related to the English subject.				
5.	I could ask the questions to the teacher during/after the teacher's explanation.				
6.	I used English in my daily life because I realized that was important.				
7.	I love English subject.				
8.	I did a note-taking during the teacher's explanation.				
9.	Teaching method which used of the English teacher was boring.				
10.	I am happy if the English teacher forgot the assignments which she/he gave in the previous meeting.				
11.	I ignored the English teacher during class session.				

Source: Luz (2015).

Interview Protocol

Interview Protocol

Time   :

Place   :

Interviewer :

Interviewee :

Questions:

1. What do you know about teacher-student relationship on teaching-learning process? Could you please mention the example?
2. In your opinion, how is good teacher-student relationship? Can you explain it? Could you please mention the example?
3. Do you have any difficulty in interacting or building relationship with your students/teacher in classroom? Could you please mention the difficulties?
4. In your opinion, how important is having a good relationship with your students/teacher in classroom?
5. In your opinion, what might be happen if the teacher-student relationship is low in relation to teaching-learning process in classroom?

Transcript of Interview

First interviewee: PR

Ulfa : *Assalamualaikum Wr… Wb…*

PR : *Waalaikumsalam Wr… Wb…*

Ulfa : Well, today I am going to interview one of my participants of SMPN 1 Keumala. What is your name?

PR : PR.

Ulfa : Alright, for the first question, what do you know about teacher-student relationship on teaching learning process?

PR : In my opinion, teacher-student relationship on teaching-learning process is… there is a good communication among teacher and students in classroom.

Ulfa : Okay, could you please mention the example?

Pr : The example… if I don't understand about the lesson, I can ask my teacher, and the teacher answer my question.

Ulfa : Alright, the second question is based on your point of view, how is good teacher-student relationship? Can you explain it?

Pr : Good teacher-student relationship is… where the teacher and students in classroom can understand for each other whether in communication or in teaching and learning process.

Ulfa : Could you please mention the example?

Pr : For example, the teacher raises the students' motivation up and so on.

Ulfa : Okay, for the next question, do you have any difficulties in interacting or building relationship with your English teacher in classroom? Could you please mention one of the difficulties?

PR : Maybe… sometimes. I am not really confident asking the question to my teacher mmm… because my teachers have already old. I feel embarrassed and shy.

Ulfa : Well, the next question is in your opinion, how important is having a good relationship with your English teacher in classroom?

PR : Mmm… I think that is very important, because… it very useful in teaching-learning process in the classroom.

Ulfa : Okay, the last question, in your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

PR : I think maybe… mmm… it will impact on students learning, it causes laziness. I mean… it makes students lazy on learning English.

Ulfa : Alright. Thanks for your participation. *Assalamualaikum wr… wb…*

Second Interviewee: SKS

Ulfa : *Assalamualaikum wr… wb*

SKS : *Waalaikumsalam wr… wb*

Ulfa : Well, I am going to ask you some questions, firstly, what is your name?

SKS : My name is SKS

Ulfa : Well SKS, the first question,what do you know about teacher-student relationship on teaching learning process?

SKS : teacher-student relationship is… mm… is like interaction between teacher and student. Mmm.. yeah.

Ulfa : Could you please mention the example?

SKS : The example… mmm… I mmm… I can tell my teacher if I feel sick.

Ulfa : enough?

SKS : Yes.

Ulfa : Alright, the question number 2, based on your point of view, how is good teacher-student relationship? Can you explain it?

SKS : Mmm… a good teacher-student relationship is like a good interaction between teacher and student in classroom… the student can trust the teacher and students can learn in the classroom and feel comfortable.

Ulfa : Could you please mention the example?

SKS : Teacher motivates students to learn English.

Ulfa : Okay! The third question is do you have any difficulties in interacting or building relationship with your English teacher in classroom?

SKS : Sometimes.

Ulfa : Could you please mention one of the difficulties?

SKS : When I did not understand the material, I feel embarrassed to ask to my teacher.

Ulfa : Well, the next question, in your opinion, how important is having a good relationship with your English teacher in classroom?

SKS : Very important… mmm… it makes students motivate to learn more and more.

Ulfa : The last question is in your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

SKS : Mmmm… I think… mm… that will influence on the students' motivation in learning. That's it, miss.

Ulfa : Hmmm. Emough? All right, thank you so much SKS. *Assalamualaikum …wr… wb…*

Third interviewee: ST

Ulfa : *Assalamualaikum wr… wb*

ST : *Waalaikumsalam wr… wb*

Ulfa : well, I am going to ask you some questions, firstly, what is your name?

ST   : My name is ST.

Ulfa   : Well ST, the first question, what do you know about teacher-student relationship on teaching learning process?

ST   : The teacher-student relationship is an interaction among students and teacher in teaching and learning process. Mmm… without interaction the teaching-learning process will not effective.

Ulfa   : Could you please mention the example?

ST   : Okay, mmm… when the students ask question about what teacher teach, the teachers explain it clearly.

Ulfa   : Alright, the second question, based on your point of view, how is good teacher-student relationship? Can you explain it?

ST   : Mmm… a good teacher-student relationship is like… mmm… the teacher considers the students as his/her child, or the students consider the teacher as their friend.

Ulfa   : Could you please mention the example?

ST   : As an example... the teacher asks students about their problem in learning directly.

Ulfa   : Okay! The third question is do you have any difficulties in interacting or building relationship with your English teacher in classroom?

ST   : No.

Ulfa   : If there is a difficulty or problem in building relationship, could you please mention one of the difficulties?

ST   : Mmm… If the students do not understand about the lesson, teacher should explain clearly.

Ulfa   : Well, the next question, in your opinion, how important is having a good relationship with your English teacher in classroom?

ST   : Very important, like I said before, without interaction the teaching-learning process will be ineffective.

Ulfa   : The last question is in your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

ST   : The students… mmm.. Repeat the question please!

Ulfa   : What might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

ST   : The students will scare toward the teacher… and… the lesson that the teacher taught will not interesting anymore. That's all from me.

Ulfa   : All right, thank you so much. *Assalamualaikum wr… wb…*

Fourth interviewee: DMS

Ulfa   : *Assalamualaikum Wr. Wb*

DMS *: Waalaikumsalam Wr. Wb*

Ulfa   : Well, today I am going to interview one of my participants of SMPN 2 Sakti. What is your name?

DMS : My name is DMS

Ulfa   : So, I am going to ask you, the first question, what do you know about teacher-student relationship on teaching learning process?

DMS : In my opinion, the relationship between teacher and students is like chumminess, I mean like the teacher has good communication with the students, so there is nothing ignorance between both teacher and students, if the teacher and students ignore for each other…mmm the students will not exited in learning.

Ulfa   : Okay, could you please mention the example?

DMS : For example if…mm… the teacher and students play game, so that the student will not get bored during teaching-learning process.

Ulfa   : Alright, the next question is based on your point of view, how is good teacher-student relationship? Can you explain it?

DMS : Yea, I think the most important is communication. So, mmm… like I said before the teacher and student caring for each other, making joke, so… mmm… not serious in learning, like teacher and student make a joke sometimes… in leisure time.

Ulfa   : So, do you mean not really serious in learning?

DMS : Yes.

Ulfa : Could you please give an example?

DMS : Mmm… I mean… mmm… yea the teacher motivates the students in learning, so that the student always motivated to study.

Ulfa : Okay, the third question, do you have any difficulties in interacting or building relationship with your English teacher in classroom?

DMS : I don't have any difficulties in interacting with my English teacher in school.

Ulfa : If for example you have a problem in interacting with your English teacher, what kind of problem is that? Could you please mention it?

DMS : oh… mm… the problem is… my English teacher sometimes ignore us. Yeah… after gave us the material, he went out and we (read; students) have to stay in classroom, he played game from his phone, or played his phone or he smoking… the point is he went out from classroom, and we have to learning by ourselves in classroom. So, I think that was the problem.

Ulfa : Alright, beside the problem from your teacher, is there the difficulty or problem from you?

DMS : No, I always excited in learning English.

Ulfa : Good, and then, in your opinion, how important is having a good relationship with your English teacher in classroom?

DMS : Ohh, that is very important, miss, if there is nothing… good communication, yea it will make the teacher and student ignore for each other and not excited in learning, not… for example.. not… how to say… I mean not ready (red: to study), not excited, not focus. The point is the teaching-learning process is ineffective.

Ulfa : Alright, the last question, in your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

DMS : Like I said before, the students will not focus, I mean not excited in learning, and we will not understand the material. So, that will happen if the teacher-student relationship is poor.

Ulfa   : Alright, Thank you so much, Dipa. AssalamualaikumWr. Wb.

DMS   : WaalaikumsalamWr. Wb.

Fifith interviewee: JA

Ulfa   : *Assalamualaikum wr..wb..*

JA   *:Waalaikumsalam wr… wb…*

Ulfa   : Alright, today I am going to ask you some questions related to my research. For the first question, what do you know about teacher-student relationship on teaching learning process?

JA   : Teacher-student relationship is like interaction between teacher and student… mmm… like the teacher talk to students or vice versa.

Ulfa   : Okay! Could you please mention the example?

JA   : For instance, mm… me, myself often donott really understand about the lesson which taught by the teacher, mmm so… mm I can ask the teacher about it. That's all.

Ulfa   : The second question, Based on your point of view, how is good teacher-student relationship? Can you explain it? Could you please mention the example?

JA   : The students ask question to the teacher and teacher responses it well.

Ulfa   : Could you please explain more?

JA   : The good relationship?

Ulfa   : Yes.

JA   : Mmm… I am actually having an experience of good relationship with my teacher. So… mm… last week my school held an event to celebrate the Maulid Prophet Muhammad S.A.W, so in that event we all can see mmm… all of teachers and students in this school cooperate well in succeeding this event. The students can easily request something to the teacher, for example flowers from the teachers' home, trycicle and many more. So mmm I think, it called mmm good teacher-student relationship.

Ulfa : Okay, next question, do you have any difficulties in interacting or building relationship with your English teacher in classroom? Could you please mention one of the difficulties?

JA : No, but mmm… I think yes sometimes.

Ulfa : Could you please mention one of the difficulties?

JA : My English teacher mmm… after he gave us the lesson, he went out. We were got ignored by our teacher after she gave lesson. He is sometimes smoking, playing handphone.

Ulfa : Alright. Beside the problem from your teacher, do you have personal problem in interacting with your English teacher?

JA : Yes, I do.

Ulfa : For example?

JA : for example, I am … eemm… for example I scare to ask the teacher if the the teacher got mad with us.

Ulfa : The fourth question, in your opinion, how important is having a good relationship with your English teacher in classroom?

JA : In my opinion that quite important, without English teacher we cannot speak in English, it means we cannot talk English with the foreign. So… mmm… that is why good relationship is important, by building good relationship we can learn English from English teacher easily.

Ulfa : Okay, the last question is In your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

JA : Mmmm… maybe it will make the students do not respect the teacher… then the lesson will not… not..how to say… mmm… will not effective. Okay that's all.

Ulfa : Alright, thankyou so much for your response. *Assalamualaikum wr… wb…*

Sixth interviewee: TAS

Ulfa : *Assalamualaikum Wr. Wb*

TAS : *Waalaikumsalam Wr. Wb*

Ulfa : Well, today I am going to interview one of my participants. What is your name?

TAS : TAS.

Ulfa : Alright, for the first question, what do you know about teacher-student relationship on teaching learning process?

TAS : In my opinion, teacher-student relationship on teaching-learning process is how the teacher mange the student to make the student allow the roles in classroom… mmm… yeah.

Ulfa : Okay, could you please mention the example?

TAS : The example… if there is an undisciplined students, nah… the teacher's role here is to make this student… mmm… motivate in learning.

Ulfa : Alright, the second question is based on your point of view, how is good teacher-student relationship? Can you explain it?

TAS : Good relationship?

Ulfa : Yes.

TAS : Good teacher-student relationship… first of all, the teacher should first understand the students in order to bring the student to learn English more.

Ulfa : So, how is a good teacher-relationship?

TAS : A good relationship means good interaction, talking to students nicely, everything nice.

Ulfa : Okay, for the next question, do you have any difficulties in interacting or building relationship with your English teacher in classroom?

TAS : Some of students are difficult in interacting with the teacher, but some of them are not.

Ulfa : Okay. Could you please mention one of the difficulties?

TAS : the example of the difficulties… for example if the teacher asks students to do exercises, they won't to do that.

Ulfa : Okay, the next question is in your opinion, how important is having a good relationship with your English teacher in classroom?

TAS : Mmm… I think that is very important, because… it is important for teaching-learning process.

Ulfa : Okay, the last question, in your opinion, what might happen if the teacher-student relationship is poor in relation to the teaching-learning process in classroom?

TAS : When the teacher-student relationship is poor, the teaching-learning process will disorganize.

Ulfa : Eh-hem?

TAS : yeah, I mean when we cannot understand the students, and the students can't understand the teacher, how come? I mean the teaching-learning process will ineffective.

Ulfa : Alright. Thanks for your participation. *Assalamualaikum wr… wb…*
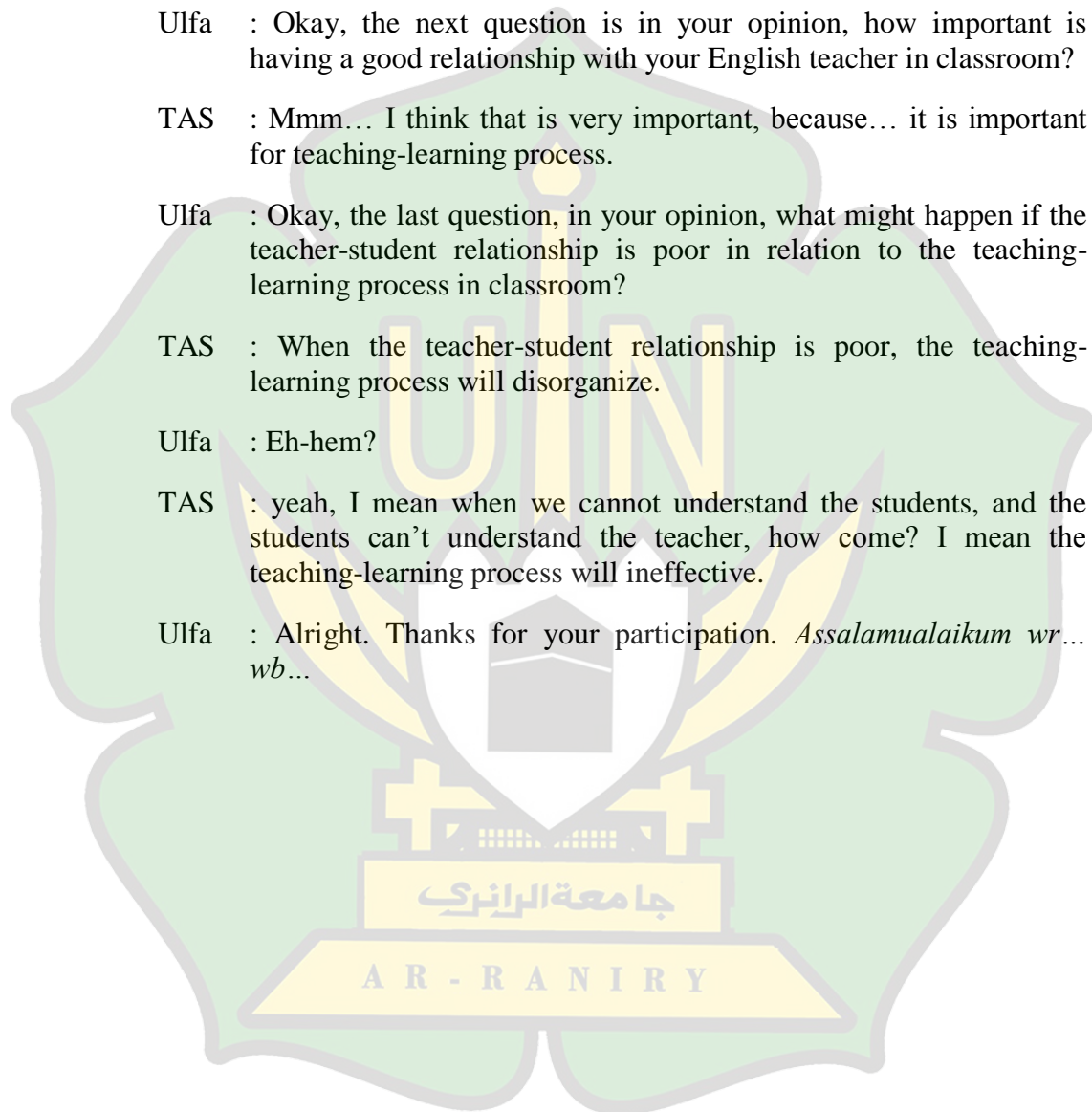
APPENDIX F

PICTURES

A. Conducting Research at SMPN 2 Sakti

(The Researcher distributed questionnaire to the participants)

(The researcher gave instruction to the participants)

(Interview Section)

B. Conducting Research at SMPN 1 Keumala

(The Researcher Distributed Questionnaire to the participant)

(The Researcher gave instruction to the participants)

(Interview Section)

AUTOBIOGRAPHY

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    a. Elementary School : SDN 1 Keumala, graduated 2008
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Banda Aceh, May 25th, 2019

Ulfa Maghfirah