

Chapter One

Introduction

Background

There are many definitions defining the closeness from some experts. Here is one of the definitions which can define the closeness itself. According to Bowlby as cited in (Videbeck, 2008) closeness is an instinctive attitude of a person to obtain and maintain a bond of affection with those closest. This proximity attitude is very important for developing senses of security and survival; such senses are required for the success of teaching and learning processes.

Closeness in learning exactly is closeness between the students and teachers. The definition of student-teacher closeness in learning varies. The student-teacher closeness can be defined as the warmth and affections characteristics of the teacher to their students (Pianta, 2001). The student-teacher closeness can also be interpreted as a tool to motivate the students in learning process (Hawadi, 2001)

Those explanations of closeness can be categorized into four types of closeness; those are physical closeness, emotional closeness, intellectual closeness, and social closeness. The student-teacher closeness uses the two type of closeness; those are physical closeness and emotional closeness. Physical closeness can be built by hugging, holding hands, sitting close together, and watching television together. Meanwhile, the emotional closeness can be built by

loving gaze, a gentle touch on the body, the undivided attention during interacting, staring opponent when talking, telling the truth, being a good listener, and asking questions (Ariessandi, 2008). This study only focuses on the student-teacher closeness in learning.

The student-teacher closeness in learning English at PBI UMY (Pendidikan Bahasa Inggris Universitas Muhammadiyah Yogyakarta) also influenced by several factors. The students who have the high achievement, have a high self confidence, active in organisation are closer to the teachers than the students who do not have those attitude.

There are some pros and cons on whether closeness between students and teachers in the learning process especially in the learning English process at PBI UMY. There are some teachers and students who say that the student-teacher closeness is unrequired by them in their learning process. The teachers argue that being close to student may cause the students become impolite to the teachers and also make the students disparage the teachers. In this respect, the teacher expects that by keeping a distance with their students, they can preserve their authoritativeness in front of the students. However, some students and teachers argue that the student-teacher closeness is required in the learning and teaching processes. This case shows that if the students and the teachers have proximity between them the learning process will go smoothly; motivate the students in learning, the existence of good communication between the students and teachers. On the contrary, if there is no proximity between them, the learning process could be less effective.

Comment [SV1]: What does it stand for?

The existing pros, cons, and the phenomena on the student-teacher closeness, especially in PBI UMY it encourages the researcher to study this topic. The researcher conducts a brief survey to the students of PBI UMY on their closeness with their teachers in learning English at PBI UMY. The purposes of this paper are to identify the types of closeness between students and teachers, to examine the factors that influence the closeness between the students and teachers, and to investigate the impact of closeness between students and teachers, especially on PBI UMY.

Statement of the Problem

Student-teacher closeness is much needed on the learning process; because the student-teacher closeness is one of the factors which are influencing the learning process go smoothly. Not only that, but the student-teacher closeness can also motivate the students in learning process.

There are some pros and cons by existancing the student-teacher closeness in learning English at PBI UMY. Then the researcher wants to know all the problems of the existence of the student-teacher closeness in learning English at PBI UMY.

Based on the fact, the researcher would like to conduct a research to discuss all the problems associated with this strategy and offer some possible suggestion for students and teachers in their closeness of learning English at PBI UMY.

Research Question

The main goal of this study is to disclose the student-teacher closeness in learning English at PBI UMY. This research tries to investigate the student-teacher closeness related to the students' opinion when they are learning English in PBI UMY. So this research can identify the types of closeness, to examine the factors that influence the closeness, and to investigate the impact of closeness between the students and teachers in their learning process in PBI UMY. More specifically, research questions in this study are set up as follows:

1. What are the types of closeness used by the students and teachers in their learning English at PBI UMY?
2. What are the factors influencing the closeness between the students and teachers in learning English at PBI UMY?
3. What are the impacts of the closeness between the students and teachers in learning English at PBI UMY?

Objectives of the Research

This study is intended to identify the types of closeness between the students and teachers in learning English at PBI UMY. The second is to examine the factors that influence the closeness between students and teachers on their learning English at PBI UMY. The third is to investigate the impact of closeness between the students and teachers on their learning English at PBI UMY.

Significance of the research

After knowing the types of closeness, factor influencing of closeness, and impact of closeness used in this study; the researcher expected this research can bring benefit for teachers, students and researcher.

Firstly for the teachers, this research expected to evaluate the relationship between the students and teachers in their closeness relationship will go smoothly and effectively.

The second for the researcher and students, this research also gives some evaluations in the students and researcher on their closeness relationship. The significance of the research for the students and researcher writted to be one because the researcher is the students also the students. Then, good relationship to their teachers will make the students and researcher close to the teachers, so if the students close to their teachers it will help the students easily to make closeness relationship between them and it will motivate the students in their learning English process. This can also be an evaluation to the students and researcher as prospective English teacher.

Outline of the research

This research consists of five chapters and each chapter has the sub-chapter to each other as follow:

The first chapter of this study explains the background of this study. It contains statement of the problem, research question, objectives of the study, significance of the research, and outline of the research.

The second chapter explains the literature review that consists of the theories about perception, all aspects about closeness in learning, and also the conceptual framework of the study.

The next chapter discusses the methodology that is used in this study, on how this research is conducted. This part consists design of the research, setting of the research, participants of the research, the data collection method of the research, and finally about the data analysis of the research.

The fourth chapter explains the finding and discussion toward the data. This chapter consists of the data description, findings, and discussion.

And the last chapter on the fifth chapter gives the conclusion and recommendation of this study.