

Chapter One

Introduction

In this part, the researcher explains why the researcher is interested to take the topic. The first is the background of the study, then identification of the problem, delimitation of the problem, research question, research objective, and organization of the research. The researcher is interested about this topic because the researcher wants to know how the teacher and student relationship have affected study especially in learning English.

Background of Study

The English we learn and use today has become the mother tongue of approximately 400 million people worldwide (Iriance, 2018). Moreover, for people who work in foreign companies or a teacher who teaches English, it is certain that in communicating they must use English. *Lingua Franca* became a language designation used to communicate with people who have different language backgrounds (Iriance, 2018). English has been named the *Lingua Franca* of the many languages that exist around the world. English is used as a liaison language between people with different languages from various countries and that is also the reason English has become an international language.

Being an international language and a liaison language (*Lingua Franca*) make English studied by many people in the world, especially those whose main language is not English. English is learned to make it easier to communicate if

people want to go abroad, find a job or because they are really interested in learning the language (Mackenzie, 2014). In addition, in various countries English is become as the main language, second language and foreign language. The first language is like they used to use English or the mother tongue such as America, Australia and others. The second language which is in that country there is a separate main language, but English in that country is used as the daily conversation for example in the Malaysia. Then there is English as a foreign language, where English in that country is learned just in the form of lessons not became their daily language (Sari et al, 2020). In English as foreign language, English learned to get purpose like to find job and so that people can communicate with all people in the world and can know the 4 existing skills, namely listening, writing, reading and speaking (Agustina, 2014). So, it makes English as foreign language in Indonesia.

English in Indonesia is a foreign language. This makes the problem that English is quite difficult to understand and because English in Indonesia is mostly obtained during formal (school) and semi-formal (courses) lessons, students at school are reluctant or not interested in learning it. The reason why students are reluctant to learn it is because of their difficulty and disinterest in English (Sari et al, 2020). For example, to master the 4 skills of English, students must understand about the meaning, know how to pronounce vocabulary correctly, how to order sentences correctly and how to speak fluently (Sari et al, 2020).

The tasks mentioned above will be easy to understand if students have an interest in learning English and of course also the role of the teacher as a

motivator for students in understanding English. Not every student have an interest in English, so to make student enjoy their learning, the researcher thinks make a good relationship with students is good and that is also a good start. In learning, teachers have a teaching object which is their student. Students also have to make teacher as their learning object. Teacher not only gave a student a lot of task but also have to build their relation with student so the learning in the class can run optimally. Reyes (2012) has shown that quality teacher-student relationships are important for student learning and more specifically, that classrooms with highly emotional classroom climates tend to increase student engagement and academic achievement. Based on Reyes it means that in learning if the teacher built a relationship with the student it can make a good relationship between them and create a good atmosphere in the class so the learning can be ease. Also, relationship is a critical component between mentor and students to make an effective class (Webb & Barret, 2014a). Based on that it means building a relationship between a teacher and student is an important thing to make the classroom atmosphere better. It is hoped the relation between teacher and students can be a good relation.

Actually, building a relationship is not a new phenomenon in life because basically in communicating with others we have to build a good relationship to create good communication. Some previous studies revealed the importance of building the relationship between teachers and students. Building a rapport is also a benefit between teacher and student to know more about personal level on each other (Kalhori, 2014). Also, to make positive atmosphere in classroom, building a

rapport between teachers and students is extremely needed (Webb & Barrett, 2014b).

Despite several studies related to the relationship between teacher and student, only a few studies have shown the strategies to maintain relationship with student but there have not discussed about the barriers or challenges that teacher face while building a rapport in the school with student. So, this research will discuss the strategies that teacher build with their student in learning English and the challenges that teacher face while teaching then their solutions on facing that challenges.

In the world of education, English has become a compulsory subject that must be learned by students in Indonesia at school, especially at one of these private Islamic secondary schools in Yogyakarta. Based on Desi's (pseudonym) interview, the English lessons they learned turned out to be quite difficult to understand because English is not a daily language and is only obtained from school and the majority of new students come from schools whose educational curriculum uses the 2013 curriculum. Automatically, they receive English lessons when they enter middle school. This is because the 2013 curriculum does not include English lessons in sub-subjects for the elementary school level (Permendikbud, 2013). So, the English teacher must be extra in teaching, not only establishing a good relationship with students but also maintaining a good relationship in order to not affect the student learning process. Based on that, this research will focus on education which is specified to determine the development

of rapport between teachers and students in learning English as a foreign language.

Identification of The Problem

Based on the researcher's personal observation at a Private Islamic Junior High School in Yogyakarta, there were students who enjoyed the process of learning itself, but some of them felt bored with the teaching mode. The phenomenon that occurs during learning is the lack of massive learning that is followed by students in carrying out learning. For example when the teacher was explaining there were some students who were engrossed in talking and do not care about the teacher explaining the material in front of them. Although in the end they were reprimanded by the teacher and then returned to study.

Moreover, before the last two or three years, Indonesia was still using online learning. Because during online learning the teacher can only monitor through online classes and communicate with parents without being able to control students directly. As a result, after conditions improved, learning in the class took place face-to-face and it turned out that many obstacles occurred during learning, such as the quality of learning comprehension and decreased student activity in doing assignments. There were several students who stated that during online learning their assignments were done by their families at home and they also did not receive intense assistance while studying. That's what causes the quality of learning to decrease. As a good start, researchers think that building good relationships at the beginning will make learning run quite effectively in the

future. Therefore, it is necessary to establish good communication so that the learning relationship goes well.

From observations, there are teachers who teach the same class at the same level. Empirically, the researcher saw that the results of the two teachers' teaching made a difference. In the first teacher's class, almost all of the students followed the lesson, listened, were not noisy and did their homework well, but on the contrary in the second class, the students were very noisy and some even slept and did not do their assignments. Regarding the incidents that occurred, the teacher could return to the effectiveness of these problems. Students who initially studied diligently but when there were problems online, they were able to return to doing assignments honestly and independently when students were face-to-face with the teacher. Researchers are curious about what strategies are used by teachers in building the atmosphere and conditions so that the class becomes effective and how the teacher deals with the challenges when building the strategies.

Delimitation of The Problem

Based on the discussion, research that discusses the relationship between teachers and students is very broad in scope. To be more focused, this research will be limited to discussing what strategies teachers use in establishing and maintaining relationships and what challenges teachers encounter while establishing relationships with students. This research will be conducted at a Private Islamic Junior High School in Yogyakarta. There were also participants in this study followed by 3 English teachers who had teaching experience of more

than 5 years. As a result, the findings of this research will explain the strategies that English teachers use and what challenges they face in teaching English at this Private Islamic Junior High School in Yogyakarta.

Research Question

Based on the research background above, raises the following research questions:

- 1) What are the teachers' strategies in building and maintaining rapport with student in learning English?
- 2) What are the barriers in building a rapport with student in learning English?

Research Objective

Based on the research question, the research objectives are as follows:

- 1) To explore what are the teacher's strategies in building and maintaining rapport with students in learning English.-
- 2) To ascertain the obstacles in building a rapport with student in learning English.

Significance of The Research

For teachers. Teachers can also package activities that are appropriate for student through learning. This research can be used as a reference for teachers in the teaching and learning process on how to build good relationships with students so that activities or processes in teaching and learning are effective.

For other researchers. As a new research, this research is useful for other researchers to be used as a reference dealing with the final project or research conducted.

For institutions. This research is useful for educational institutions such as universities or schools, both formal and non-formal, the most important thing is that there is a teaching system because with this research learning activities can feel more alive and to add library references.

Organization of The Chapter

This research paper is divided into five chapters. The first chapter is an introduction in which the researcher presents the research background and explains the reasons why the researcher is interested in conducting research. In addition, the identification of problems is also presented in this chapter. These problems are formulated and two questions that lead to research are formed.

The second chapter is a literature review that provides several theories and concepts that are used as the basis for this research in relation to teacher-student rapport in learning English. In a literature review which will show several theories related to this research. In addition, this second chapter discusses the theory from previous researcher of rapport, teacher-student rapport, strategies to building and maintain rapport also the barriers in building rapport that relate to the research.

The third chapter is the methodology, which consists of several points. The first is the methodology used. The methodology used here uses a qualitative method with descriptive as research approach in conducting this research. The

second part is the setting or location of the research which describes the place where this research will be carried out. The third part covers the research participants, use nonprobability sampling with purposive sampling technique. Then, data collection method includes the instruments and the procedures describe how the researcher collected data using triangulation. The last methodology is data analysis which describes how to analyse the data carried out and trustworthiness also add in this chapter.

In chapter four, it includes finding and discussion. Research findings will be the rapport between students and teachers. In addition, the discussion describes detailed findings supported by various theories from experts and related studies.

The last is chapter five. Chapter five contains coverage of the conclusions and recommendations, as well as the implications of this research. These conclusions explain some of the important findings of the study. In addition, this study contains recommendations and implications submitted to several parties related to this study, especially teachers for English teachers, other researchers, and social institutions.