



P-ISSN 2355-2794
E-ISSN 2461-0275

Teacher-Student Relationships: An Influence on the English Teaching-Learning Process¹

Khairiah Syahabuddin*
Rahmi Phonna
Ulfa Maghfirah

Department of English Language and Education, Faculty of Teacher Training and Education, Universitas Islam Negeri Ar-Raniry, Banda Aceh 23111, INDONESIA

Abstract

There are two main purposes navigated in this study; first of all, it was carried out to investigate the teacher-student relationship; secondly, it was also conducted to find out whether there was a correlation between teacher-student relationship and English teaching-learning process. A number of 14 teachers and 43 students participated in this study; they are from two publish junior high schools in Aceh, Indonesia. Questionnaires for the students and interviews with the teachers were used to discover the influence of the relationship between English teachers and students, and the problems that students faced during their interactions with the teachers. There were twenty-two items in the questionnaire and five questions in the interviews that the participants needed to answer. The collected data from the questionnaire were then analysed by using a Likert scale and the Pearson product-moment correlation coefficient, meanwhile, the data from the interviews were analysed by following the stages of Miles and Huberman's (1994) model. In the first junior high school, a significant correlation appeared between the teacher-student relationship and teaching-learning process, with the raw score of 0.745 that refers to a high correlation. The t_{count} was higher than the t_{table} ($4.784 \geq 2.100$). However, at second junior high school, had no significant correlation detected between the two variables with the raw score of 0.401 that referred to moderate correlation, where t_{count} was lower than t_{table} ($2.004 \leq 2.097$). This research is expected to have a beneficial impact on

¹ Some parts of the research results were presented at the 2nd English Education International Conference (EEIC) in conjunction with the 9th Annual International Conference, held on September 18-19, 2019 at Universitas Syiah Kuala, Banda Aceh, Indonesia.

* Corresponding author, email: khairiah.syahabuddin@ar-raniry.ac.id

Citation in APA style: Syahabuddin, K., Phonna, R., & Maghfirah, U. (2020). Teacher-student relationships: An influence on the English teaching-learning process. *Studies in English Language and Education*, 7(2), 438-451.

Received June 8, 2020; Revised August 9, 2020; Accepted August 11, 2020

<https://doi.org/10.24815/siele.v7i2.16922>

©Syiah Kuala University. All rights reserved.

the English teaching-learning process especially in the areas of the two schools, where this study took place, as well as the teachers and educators from other institutions spread in Aceh and Indonesia in general.

Keywords: Influence, teacher-student relationship, English teaching-learning process, junior high school students.

1. INTRODUCTION

As a universal language, English is one of the languages that most 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 an education circle, English has become one subject matter that has to be mastered by students at school. However, to master English is not easy. The students need good motivation to encourage them in learning English. Good motivation can be obtained from different sources such as parents, friends, teachers, and environments. Hence, in the education circle, teachers play a significant role to take responsibility for it (Varga, 2017). Wang et al. (1994) state that the relationship among teachers and students can be as cognitive psychology that appears among teachers and students. In line with this, Allen et al. (2013) add that the teacher-student relationship will create a student's emotional link. The emotional link constructs the student to feel comfortable in front of the teachers and peers, which results in student success in teaching and learning in the classroom. Likewise, Pianta et al. (2012) also define the teacher-student relationship as the emotional bond which the student and the teacher share with each other. A student who often credits a positive relationship among his/her teacher in a classroom will receive a material faster and behave well in the classroom. It makes sense that both teacher and student characteristics can shape and change the quality of the relationship. Thus, the more the teacher motivates the students, the better students will learn.

According to Varga (2017), developing a positive relationship with students is fundamental in succeeding the teaching-learning process in a classroom, since the positive relationship between teachers and students will foster students' cooperation and motivation, and also increase the students' positive outcomes at school. Positive relationships in school increase opportunities for students in gaining the goals of learning. Varga (2017, p. 10) also states "experiencing a sense of belonging contributes greatly in developing positive relationship", meaning that the positive teacher-student relationship makes students consider to belong to a group.

The main strategy for developing a positive teacher-student relationship is by knowing the students' proficiencies in terms of academic performance, interest, and students' personal problems. By knowing all students' proficiency, teachers are more able to build a good relationship. In the same words, Jones and Jones (1981), as cited in Camp (2011), claim about the way to develop positive relationships. Both 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 relationships with students as well. It is believed to create a positive relationship in the classroom and promote the students' social development.

Many studies have been done to solve the problem of motivating and making learning English interesting to students. According to [Whitaker \(2004\)](#), the major variable in the classroom is not the student, but the teacher. According to [Nugent \(2009\)](#), the best productivity in a classroom comes from effective cooperation between the teachers and the students, as well as students and students. There are many ways to motivate and encourage students in learning English. One of them is by building a positive relationship and communication among students. It is agreed that good teaching involves good communication among teachers-students as well as student-student. Additionally, [Marzano \(2003\)](#) considers the relationship between teachers and students as a key to succeed in the teaching-learning process. Teaching that has been run well, thus, leads to building good communication between the teachers and the students, and students to students.

Some teachers in junior high school are more natural in maintaining a positive relationship with his/her students in the classroom, but some of them are not. Due to the need for respect to the abovementioned, this study seeks to explore the influence of the relationship between the English teachers and students in English classrooms at two junior high schools in Aceh, Indonesia, and the problems that students faced in their interaction with English teachers in the teaching-learning process at both schools.

2. LITERATURE REVIEW

A teacher is a centre in a teaching-learning process, and the most significant element in teaching-learning activities and education is the teacher ([Friere, 1990](#), as cited in [Hussain, et al., 2013](#)). As a profession, teachers devote themselves to succeed the students on the right path ([Khan, 2011](#)). A teacher, then, needs not only to be supportive, which means a person who creates a positive and comfortable classroom environment and the one who encourages students' interest and motivation in learning, but also is effective, which means that a teacher needs to know the students formally and informally since they contribute to the impact of the teacher-student relationship on their behaviour and personal self-esteem ([Spilt et al., 2011](#)). Therefore, the roles of a teacher can be vital to the effectiveness of language learning in the classroom ([Luz, 2015](#)). To support this belief, [Camp \(2011\)](#) strongly states that students' success and failure in learning can be depending on the effectiveness of the teachers.

In line with this, [Larson \(2011\)](#) argues that the teacher-student relationship has an important influence on the attitudes and achievements of the students; and the relationships which they create in the school as well. Similarly, [Myers and Claus \(2012, p. 389\)](#) note that "classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a supportive or a defensive manner". [Cooper and Miness \(2014\)](#) also agree that teacher who often asks about the students' life and keeps interacting with them are more likely to become a favourite teacher among the other teachers. [Nasseri \(2014\)](#) believes that when teachers often support students' self-confidence and foster students' self-trust, students' motivation will raise, and that leads the teachers to succeed in teaching and learning in the classroom.

According to [Yunus et al. \(2011\)](#) and [Roorda et al. \(2011\)](#), the issues such as students' motivation, students' academic achievement, and students' success in the teaching-learning process are strongly influenced by the quality of relationship among

teachers and students at school. The relationship between teachers and students in the classroom is especially important (O'Connor, 2010; Fosen, 2016) for both teachers' and students' development at school (Hershkovitz, 2018). Pianta et al. (2012) posit that the nature of the teacher-student relationship is essential to understand the students' engagement in the classroom. Maulana et al. (2013) point out that creating a relationship among all students in the classroom is significant rather than just transferring knowledge to them. It means that the relationship between teachers and students should be based on mutual respect, trust, and understanding between both teachers and students (Mokhele, 2006).

The teacher-student relationship is defined as trusting interaction which includes respect and care that showed by the teacher as well as by students in the classroom (Bajaj 2009, as cited in Stouffer, 2016). The relationship between the teacher and student is furthermore described by Sabol and Pianta (2012) as the emotional bond which the teacher and student share with each other and as a way the teacher and student are connected through their interaction which can be interpersonal and emotional relation (Frymier & Houser, 2000), which is created by both teacher and student inside or outside the classroom (Dobransky & Frymier, 2009). A good teacher-student relationship is fundamental since the teacher is the one who has the power to build up or tear up students.

Most people believe that if teachers can create a good relationship with students, it can lead the students to learn and understand more about the materials. Varga (2017) declares that a positive relationship between teachers and students is fundamental in succeeding in the teaching-learning process. Teachers are supposed to build a good relationship with all the members within the classroom. The good teacher-student relationship creates students' emotional link, which results in students feeling comfortable and confident in front of their peers and their teachers (Allen et al., 2013). The relationships can be, among others, good communications between the teacher and their students. Effective communication makes it easier to maintain understanding (Pratolo, 2019). White (2013) describes a good teacher-student relationship as teachers and students who are having low levels of conflict and high levels of closeness. It is agreed that good teaching involves good communication between the teachers and the students and among students as well. Baker (2006), as cited in Gablinske (2014, p. 3) also states that "positive teacher-student relationships may be one of the most important environmental factors in changing a child's educational path".

Similarly, Hamre and Pianta (2006) believe that by covering a loyal relationship with teachers at school, the students feel safer, securer, and more competent and they can create higher academic achievement. Rebrean (2017, p. 45), in line with this, states "perceiving the care that teachers manifest for their professional future and their respect towards them as persons contributes the most to the improvement of academic performances". Furthermore, Skipper and Douglas (2015) argue that students who consider the teacher cares about their life and their mistakes then correct it will think positively toward the teacher and the relationship between them. If the students are comfortable with the teachers, the environment, and all members of the school, they will be able to create more positive relations. For instance, friendship relations and social interaction skills, which will provide a positive influence on students' participation and teaching-learning process as well (Hattie, 2015), as it can promote students to behave well and to be cooperative in the classroom.

On the contrary, a low relationship will give a negative impact on the teaching-learning process and the students themselves. Students tend to be passive in the classroom because they are lacking motivation and interest in learning within the classroom. This kind of relationship usually leads to poor classroom interaction, a lack of motivation among students as well as lack of interest in learning. The poor relationship between teacher and student damages students. This means that such a relationship causes students feelings of distress and insecurity, also limiting the students' ability to concentrate on learning (Spilt et al., 2012). On the other hand, increasing teacher supports toward the students has a good impact on reducing depressive symptoms and gaining more self-confidence (Reddy et al., 2003), and they are able to improve a better way to behave in a social context (Hughes, 2012).

3. METHODS

The mixed research method was chosen as the method of this study. It is a research method design which combines both qualitative and quantitative forms of research. According to Creswell (2014, p. 62), "mixed method research is the method to the inquiry involving collecting both qualitative and quantitative data". The quantitative method was used to find out whether or not the relationship exists between two variables of this study. The independent variable of this study is the teacher-student relationship as variable X, and the dependent variable is the teaching-learning process as variable Y. However, the qualitative method was applied to investigate whether the relationship between the teachers and students influences the teaching-learning process at two junior high schools in Aceh, Indonesia, which is SMPN 2 Sakti and SMPN 1 Keumala. They are referred to as School 1 (SMPN 2 Sakti) and School 2 (SMPN 1 Keumala) in this study.

For this study, a closed-ended questionnaire, which generally the researchers provided an alternative answer to select in the questionnaire (Acharya, 2010), was applied. This instrument was distributed to 43 students in getting more information about their relationship with an English teacher on the teaching-learning process, where 20 students were from School 1 and 23 students were from School 2. The total statements of the questionnaire were 22 statements which were categorized into two categories: 11 statements were used to measure the relationship among teacher and student, and the other 11 statements were used to measure the teaching-learning process in both classrooms selected. In this study, the questions were translated into Bahasa Indonesia in order to avoid the possibility of different perception in understanding the statements and easing the participants in answering the statements. Moreover, the researchers provided the participants with a Likert Scale model of the questionnaire, in which they were asked to choose one of the four available options ('always', 'often', 'seldom', and 'never'). The indicator scoring on a Likert Scale questionnaire items can be seen in Table 1.

The researchers also used a semi-structured interview in obtaining the data. The interview was implemented at the end of this study by choosing 14 English teachers as interviewees; seven of them are from School 1, and seven others are from School 2. The respondents were asked five questions, which aimed firstly at finding out the problems that teachers faced when they interacted with their students during the teaching-learning process. Secondly, it was to investigate the teachers' perceptions

about how intense the teacher-student relationship influenced the teaching-learning process and their interaction in the English classroom. The questions in the interview were translated into Bahasa Indonesia to avoid the different understandings of the interviewees.

Table 1. Indicator scores on the 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

The Pearson correlation formula was used when the researchers 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. For a better explanation, the correlation coefficient table is shown in Table 2.

Table 2. 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)

Besides, the interview was analysed based on Miles and Huberman's (1994) model, which has three points. First, data reduction, which means summarizing, choosing the essentials, and focusing on the important things. Second, data display, which means the researchers make short all the data based on data reduction. It can be done in the form of charts, tables, flowchart, and so forth. Third, the conclusion in which the researchers focused on how to conclude all of the data that they received from the field.

4. RESULTS

4.1 The Findings of the Questionnaire

4.1.1 School 1

The findings of the questionnaire of School 1 consisted of two points which are: 1) The Teacher-Student Relationship (variable X), and 2) Teaching-Learning Process (Y). In the Teacher-Student Relationship (variable X), the findings of the teacher-student relationship varied, which ranged from 17 to 40 (the highest score). With the interval of each category at 8, it demonstrated that the high relationship among teachers and students in this school ranged from 33 to 40, the sufficient relationship ranged from 25 to 32, and the low relationship started from 17 to 24. For the students, from

20 students in the classroom, six students had a high relationship, eight students had a sufficient relationship, and the rest had a low relationship with their teachers.

In the Teaching-Learning Process (Y), the results also varied among students. Based on the calculation above the interval value of each category of teaching and learning process of the school, the result was 8. Therefore, it can be concluded that there were seven students in the high category, 11 students in the sufficient category, and only two students in the low category for the teaching-learning process.

4.1.2 School 2

The findings of the questionnaire of School 2 consisted of two points which are: 1) The Teacher-Student Relationship (variable X), and 2) Teaching-Learning Process (Y). In the Teacher-Student Relationship (variable X), the findings were different from one participant to another. Their score's ranges were from 28 to 42, which meant that 28 was the lowest score, 42 was the highest one, and with only one respondent who obtained the lowest score.

In the Teaching-Learning Process (Y), the scores of the questionnaire of the teaching and learning process were different between the participants ranging between 26 and 40. Among them, only one participant obtained a low score, while others obtained good scores.

4.2 The Findings of Correlation of Teacher-Student Relationship and Teaching-Learning Process

4.2.1 School 1

The finding of the correlation of School 1 was based on three steps of consideration: 1) computation of the correlation between the teacher-student relationship and teaching-learning process, 2) computation of the significant correlation, and 3) computation of teacher-student relationship score and teaching-learning process score.

The calculation above indicated that the correlation between both variables in the school (r) was 0.745. Moreover, there was a high correlation between the two variables, which meant that the relationship between teacher and students had a high correlation with the teaching-learning process in this school.

4.2.2 School 2

The finding of the correlation of School 2 was based on three steps of consideration: 1) computing the correlation between teacher-student relationship and the teaching-learning process, 2) computing the significant correlation, and 3) computation of teacher-student relationship score and teaching-learning process score.

From the calculation, it can be concluded that there was no significant correlation between the two variables. It was proved from the result of t_{table} for df 21 with a 5% level of significance of 0.025 was 2.079.

4.3 The Findings of Interview

The semi-structured interviews were conducted in order to ask the following questions to the fourteen English teachers about 1) the relationship among teacher and student in the classroom, 2) the students' problem when interacting with their English teacher in the classroom, and 3) the impact of relationship toward the teaching-learning process.

Each participant had the same opportunity to answer the same questions that were designed to ease the participants in responding to the questions. In finding more in-depth information about the topic, the researchers added a few additional questions based on the participants' answers related to the topic.

The first question inquired about the teacher-student relationship in the teaching-learning process. For this question, the interviewees' answers were slightly different. They believed that both student and teacher had a good communication, for instance, the students could confidently ask questions to the teacher during the teaching-learning process that caused the teacher to respond to his/her students' questions wisely. They also thought that the teacher-student relationship included the ability of the teachers to manage both the classroom and the students.

The second question inquired about the extent of the teacher-student relationship. In the students' opinion, a good teacher-student relationship was when the teacher and students understood each other, had a good relationship and good communication, and considered their students as friends.

The third question asked about difficulties in interacting or building a relationship with students in the classroom. Most of the teachers agreed that students faced some difficulties in interacting or building a relationship with the teacher. The teacher saw that students felt it difficult to get the teachers' attention or to talk to their teachers or even felt being ignored.

The fourth question asked about the importance of having a good relationship with the students/teacher in the classroom. The interviewees' responses to this question were almost the same. They believed that having a good relationship with the teacher or student in the classroom is essential. They said it influenced a lot on succeeding in the teaching-learning process, motivating students in learning, also encouraging the students to be more confident.

Finally, the last one questioned what would happen if the teacher-student relationship is low concerning the teaching-learning process in the classroom. Based on the interviewees' answers, three possible problems would emerge if the teacher-student relationship was poor in the classroom. The problems were: 1) it disrupted the teaching and learning process, 2) reduced the students' enthusiasm, and 3) decreased the student's respect to the teacher.

5. DISCUSSION

The first aim of this study is to identify how is the relationship between the English teachers and students in the English classrooms at two junior high schools in Aceh, Indonesia. School 1, with the number of 20 student participants, showed the results of the questionnaire, in which the students have sufficient relationship with their English teachers. The statement is drawn from the calculation of the student score

of questionnaires. There were six students (30%) who have a high relationship with his/her teacher, eight of the students (40%) were categorized into sufficient relationships, and six of the students (30%) had a low relationship with their English teachers in the classroom. Similar to School 1, in School 2 with 23 student participants, the result of the questionnaire also stood at the category of sufficient relationship between the teachers and the students. The calculation from the questionnaires showed that there were eight students (35%) who had a high relationship, 12 of them (52%) had a sufficient relationship, and three students (13%) had a low relationship with his/her English teachers in the classroom. Therefore, it can be concluded that the students of both schools had a sufficient relationship with their English teachers in the classroom.

In addition, the result of calculating the data from School 1 found that the correlation between teacher-student relationship and teaching-learning process (r) was 0.745, and based on the term of value (0.60-0.799), this refers to high correlation. Furthermore, it was strengthened by the score of t_{count} , which was higher than the t_{table} . Therefore, it can be concluded that the teacher-student relationship influenced the teaching-learning process at the school.

However, the calculation result of Pearson Product Moment (r) of School 2 is different from School 1. The (r) score was 0.401, which meant the correlation between variable X and Y was moderate. It was proven by the score of t_{count} , which was lower than t_{table} . Therefore, it can be concluded that the teacher-student relationship did not influence the teaching-learning process at School 2.

In line with this, the previous research finding of [Varga \(2017\)](#) indicated that there was a significant relationship between teacher-student relationships and students' academic engagement. It was proven by the score of t_{count} , which was higher than t_{table} . Varga also stated that, the better the teacher and student relationship, the better the students' academic engagement. Varga's research finding was relevant to the researchers' research finding at School 1, which indicated there was a significant relationship between the teacher-student relationships and the teaching-learning process. However, the researchers' findings in School 2 contradicted the result of Varga's research. The result confirmed that the t_{count} was lower than t_{table} , which meant that there was no significant correlation between both variable X and variable Y.

The result of this study is relevant to [Amari'a \(2012\)](#), who found that there was a sufficient relationship category between teacher and student in the classroom. It can be seen from the results which show that from 35 participants, there were 43% of them have a high relationship, 46% of the students have sufficient relationship, and the rest 11% of them have a low relationship. She also stated that students had such a relationship with their teacher because some students were not paid full attention to answer the questionnaire, which is given by the researchers.

Furthermore, the research by [Multazam \(2015\)](#) also found that the relationship between the teacher and student in a junior high school in East Java, Indonesia, stood at sufficient relationship. The result showed that there were 40% of the students who have a high relationship with the teacher, 58% of the student in a sufficient relationship category, and only 2% of them in low relationship with their English teacher.

Similarly, [Luz \(2015\)](#) who researched 50 students at Bridgewater State University found that 50% of the students had a good relationship with the teacher, and the rest 50% of them had a very good and not good relationship with their teacher

(38% and 12%, respectively). It can be concluded that there was a good (sufficient) relationship between the teacher and the students there.

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

The other aim of this research is to recognize the problems that students faced in their interaction with the English teacher in the teaching-learning process in the classroom. In this case, the interview was utilized to gather more information. Most of the interviewees answered the students' problems in interacting with his/her English teacher in the classroom. The problems came from different sources, 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 because they considered that the teacher as one of the senior teachers in that school. Lastly, they sometimes got ignored by the teacher.

A similar study was confirmed by [Baker \(2006\)](#), 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 a relationship/interaction between the teacher and student impact on the students' poor development in the teaching-learning process.

Furthermore, a study by [Camp \(2011\)](#) who researched the power of teacher-student relationship toward the students' success revealed that forming and maintaining a positive and supportive relationship with the student within the classroom was essential. Besides, it will develop the students' achievement. It also will create the students' behavioural success. This study also showed that besides the relationship between teacher and student, other essential things in providing for students' success in the teaching and learning process were the classroom management and school culture. [Camp \(2011\)](#) believes that when both teacher and student have a positive relationship, there are also positive classroom environment and school culture, the possibility in students' success in the teaching-learning process will generate.

6. CONCLUSION

In accordance with the research findings and data analysis, several conclusions can be drawn as follows. Firstly, there was a sufficient relationship between the English teachers and the students in School 1. It was bear out from the percentage

score of the calculation result in this school, which showed that 40% of 20 students were in a sufficient relationship with his/her teacher in the classroom. The rest 60% of students had a high and a low relationship with the English teacher. Furthermore, such a relationship influenced the teaching-learning process in the classroom. It was evidenced by the raw (r) score which was 0.745, which was based on the standard level of r table (0.60-0.799) referring to high correlation, meaning that there was a high correlation between the teacher-student relationship and teaching-learning process. It also can be seen from the score of t_{count} , which was higher than t_{table} . It meant that the teaching-learning process in this school was influenced by the relationship between teachers and students.

Moreover, the result at School 2 was slightly different. According to the research finding, it can be concluded that there was a sufficient relationship between English teachers and students. The result can be seen from the percentage result, which was 52% of 23 students stood at a sufficient relationship with the English teachers. 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 the teacher-student relationship and the teaching-learning process. Another proof was the t -test score also confirmed the teaching-learning process in this school was not influenced by the teacher-student relationship because t_{count} was lower than t_{table} . Secondly, the problems that the students faced in building the relationship with their English teacher were regarding their shyness and embarrassment, unwillingness, and ignorance by the teachers. However, the teachers and students believed that a good teacher-student relationship is important to enhance the better English teaching-learning process. In conclusion, this research has a beneficial impact on the teaching-learning process in the areas as well as the teachers and educators there.

This study looks at the teacher-student relationship and its influence on the English teaching-learning process. However, it has two limitations. First, it was conducted at only two schools. While the present results are applicable for both schools, the coverage for the whole regency should be taken into account in order to achieve maximum benefit. Second, the data did not include observation which is important to witness teacher-student relations when the teaching-learning processes take place at the schools. It is hoped that in the future, other researchers would take the limitation of this study under their consideration should they are interested in conducting any research similar to this topic.

REFERENCES

- Acharya, B. (2010, June 5). *Questionnaire design* [Working paper]. Saciwaters. http://www.saciwaters.org/CB/IFRM/IFRM/IV.%20Literature/Module%20_Qualitative%20Research%20Methods/6.4%20Questionnaire%20Design_Acharaya%20Bidhan.pdf
- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system secondary. *School Psychology Review*, 42(1), 76-98.

- Amari'a, S. U. H. (2012). *Pengaruh keakraban guru dengan siswa terhadap semangat belajar siswa Madrasah Aliyah Al-Ma'arif Saripan Jepara* [The influence of teacher-student relationship on students' motivation of Madrasah Aliyah Al-Ma'arif Saripan Jepara] [Unpublished bachelor's thesis]. STAIN Salatiga.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* [Research procedure: A practical approach]. Rineka Cipta.
- Bajaj, M. (2009). Why context matters: Understanding the material conditions of school-based caring in Zambia. *International Journal of Qualitative Studies in Education*, 22(4), 379-439.
- Baker, J. A. (2006). Contributions of teacher-child relationship to positive school adjustment during elementary school. *Journal of School Psychology*, 44(3), 211-229.
- Camp, M. D. (2011). *The power of teacher-student relationship in determining student success* [Unpublished doctoral dissertation]. University of Missouri.
- Cooper, K. S., & Miness, A. (2014). The co-creation of caring student-teacher relationships: Does teacher understanding matter? *High School Journal*, 97(4), 264-290.
- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches*. Sage.
- Dobransky, N. D., & Frymier, A. B. (2009). Developing teacher-student relationships throughout of class communication. *Communication Quarterly*, 52(3), 211-223.
- Fosen, D. M. (2016). *Developing good teacher-student relationships: A multiple-case study of six teachers' relational strategies and perceptions of closeness to students* [Unpublished doctoral dissertation]. University College London.
- Friere, P. (1990). *Pedagogy of the oppressed*. Continuum.
- Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49(3), 207-219.
- Gablinske, P. B. (2014). *A case study of student and teacher relationships and the effect on student learning* [Unpublished doctoral dissertation]. University of Rhode Island.
- Hamre, B. K., & Pianta, R. C. (2006). Student-teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59-71). National Association of School Psychologists.
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79-91.
- Hershkovitz, A. (2018). The student-teacher relationship in the one-to-one computing classroom. *Revista Páginas de Educación*, 11(1), 37-65.
- Hughes, J. N. (2012). Teacher-student relationships and school adjustment: Progress and remaining challenges. *Attachment and Human Development*, 14(3), 319-327.
- Hussain, N., Nawaz, B., Nasir, S., Kiani, N., & Hussain, M. (2013). Positive teacher-student relationship and teachers' experience: A teacher's perspective. *Global Journal of Management and Business Research Interdisciplinary*, 13(3), 1-4.
- Jones, V. F., & Jones, L. (1981). *Responsible classroom discipline*. Allyn & Bacon, Inc.
- Khan, I. A. (2011). An analysis of learning barriers: The Saudi Arabian context. *International Education Studies*, 4(1), 242-247.

- Larson, R. (2011). *Teacher-student relationships and student achievement*. University of Nebraska
- Luz, F. D. (2015). *The relationship between teachers and students in the classroom: Communicative language teaching approach and cooperative learning strategy to improve learning* [Unpublished master's thesis]. Bridgewater State University.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Association for Supervision and Curriculum Development.
- Maulana, R., Opdenakker, M., Stroet, K., & Bosker, R. (2013). Changes in teachers' involvement versus rejection and links with academic motivation during the first year of secondary education: A multilevel growth curve analysis. *Journal of Youth and Adolescence*, 42(9), 71-1348.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd edition). Sage Publication.
- Mokhele, P. R. (2006). The teacher-learner relationship in the management of discipline in public high schools. *Africa Education Review*, 3(3), 148-159.
- Multazam, A. (2015) *Pengaruh interaksi sosial guru dan siswa dalam pembelajaran terhadap akhlak siswa SMP Islam Ngebruk Malang* [The influence of the social interaction between teachers and students for students' moral learning at Malang Ngebruk Islamic Middle School] [Unpublished bachelor's thesis]. Universitas Islam Negeri Maulana Malik Ibrahim.
- Myers, S. A. & Claus, C. J. (2012). The relationship between students' motives to communicate with their instructors and classroom environment. *Communication Quarterly*, 60, 386-402.
- Nasseri, Y. S. (2014). Impact of students-teacher relationship on student's learning: A review of literature. *International Journal of Nursing Education*, 6(1), 168-171.
- Nugent, T. T. (2009). *The impact of teacher-student interaction on student motivation and achievement* [Unpublished doctoral dissertation]. University of Central Florida.
- O'Connor, E. (2010). Teacher-child relationships as dynamic systems. *Journal of School Psychology*, 48(3), 187-218.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (p. 365-386). Springer Science + Business Media.
- Pratolo, B. W. (2019). Integrating body language into classroom interaction: The key to achieving effective English language teaching. *Humanities & Social Sciences Reviews*, 7(3), 121-129.
- Rebrean, L. C. (2017). The effects of teacher-student relationships on academic achievement: A college survey. *Philosophy, Social and Human Disciplines*, 1, 39-51.
- Reddy, R., Rhodes, J. E., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and Psychopathology*, 15(1), 119-138.
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and

- achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.
- Sabol, T. J., & Pianta, R. C. (2012). Recent trend in research on teacher-child relationship. *Attachment & Human Development*, 14(3), 213-231.
- Skipper, Y., & Douglas, K. (2015). The influence of teacher feedback on children's perceptions of student-teacher relationships. *British Journal of Educational Psychology*, 85(3), 276-288.
- Spilt, J. L., Hughes, J. N., Wu, J. Y., & Kwok, O.M. (2012). Dynamics of teacher-student relationships: stability and change across elementary school and the influence on children's academic success. *Child Development*, 83(4), 1180-1195.
- Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationship. *Educational Psychology Review*, 23(4), 457-477.
- Stouffer, J. D. (2016). *Eternity in mind: A grounded theory study on building positive teacher-student relationships in Christian schools* [Unpublished doctoral dissertation]. Liberty University.
- Varga, M. (2017). *The effect of teacher-student relationships on the academic engagement of students*. Goucher College.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). Toward a knowledge base for school learning. *Review of Educational Research*, 63(3), 249-294.
- Whitaker, T. (2003). *What great principals do differently?* Eye on Education Inc.
- White, K. M. (2013). Associations between teacher-child relationships and children's writing in kindergarten and first grade. *Early Childhood Research Quarterly*, 28(1), 166-176.
- Yunus, M. M., Osman, W. S., Ishak, N. M. (2011). Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia Social and Behavioural Sciences*, 15, 2637-2641.