

TEACHER-STUDENTS RELATIONSHIPS ON STUDENTS' ENGAGEMENT INSIDE EFL CLASSROOM

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Abstrak

Ada beberapa faktor yang berkontribusi pada ketertarikan/keterikatan murid di dalam kelas, salah satu diantaranya adalah hubungan antara guru dan murid di dalam kelas. Artikel ini ditujukan untuk membagikan hasil penemuan dari hubungan antara guru dan murid pada ketertarikan/keterikatan siswa di dalam kelas dalam studi kualitatif. Studi ini fokus pada efek antara hubungan guru dan murid dengan yang terjadi di dalam kelas Bahasa Inggris sebagai Bahasa Asing menurut ketertarikan/keterikatan murid yang terjadi di dalam kelas, termasuk ketertarikan/keterikatan secara perilaku, emosional, dan kognitif. Hasilnya menunjukkan bahwa hubungan positif antara guru dan murid adalah yang kemungkinan besar membuat ketertarikan/keterikatan murid yang positif. Akan tetapi, ada juga hubungan negatif antara guru dan murid yang membawa ketertarikan/keterikatan yang negatif. Jadi, hubungan-hubungan yang bertanggung jawab atas masing-masing ketertarikan/keterikatan yang dialami oleh murid-murid di dalam kelas EFL (Bahasa Inggris sebagai Bahasa Asing) dijabarkan di artikel ini

Kata kunci: Hubungan antara Guru dan Murid, Keterikatan secara perilaku, Keterikatan secara emosional, keterikatan secara kognitif

Abstract

There are some factors that contribute to students' engagement in the classroom, one of them is a teacher and students relationships inside the classroom. This article aims to share the findings of teacher-students relationships on students engagement inside the classroom under a qualitative study. The study focused on the effect between the teacher and students relationships that happens in English Foreign Language Classroom according to their engagement that happens in the classroom, including behavioral engagement, emotional engagement, and cognitive engagement. The results revealed that positive relationships between teacher and students are most likely lead to students' positive engagement. However, there is also negative relationships between teacher and students that brings a negative engagement. Thus, what relationships that responsible of each engagement that experienced by the students inside EFL Classroom are explained in this article.

Key words: teacher-students relationships, behavioral engagement, emotional engagement, cognitive engagement

INTRODUCTION

Emotions has an impact, not only on people's behavior, what they believe in, and the way they think; but also on their responses to, and relationships with, others in the different contexts in which they live, study and work (Zembilas, 2004). In EFL (English as Foreign Language) Classroom, this emotions happens between teacher and students may have an effect in

teaching and learning process both personal and professional.

According to Day & Leitch, 2001 "feelings and emotion have a vital role in the development of learning". Nowadays, teacher and students relationships in the classroom is seen as one of the most influential factors in language learning. Thus, a

positive relationship inside the classroom is extremely needed.

It is indicated that the relationship between teacher and students is the predictor of engagement and achievement. The connection between teacher-students relationship and achievement can be determined by student's engagement (Connell & Wellborn, 1991; Tucker et al., 2002). Additionally, students' interest and engagement is significantly affected by the learning environment. Students feel more engaged when they are secure and they have a control of the learning process because they are enthusiast with the learning process. Students become active participants in their own education (Skinner & Green, 2008; Maulana, Opdenakker, Stroet, & Bosker, 2013).

Therefore, knowing the importance of teacher and students' relationship and building a positive teacher-student relationship is vital inside the classroom. Based on the explanation, three questions are raised; 1.How does teacher and students relationship affect students' behavioral engagement? 2.How does teacher and students relationship affect students' emotional engagement? 3.How does teacher and students relationship affect students' cognitive engagement?

LITERATURE REVIEW

An EFL classroom occurred in a country where English is not the dominant language. In EFL classroom, students share the same language which English is not their first language. The teacher may be the only English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English (Oxford University Press, 2011).

The teachers who have been teaching in English in EFL classroom is surely agree that the use of the first language should be dismissed, on the contrary, the use of the target language should be maximized. This should be done to reach the goals of an engaging classroom which creates an atmosphere where the students can use the target language as much as possible. In this way, the exposure of the target language is expected to be given to the students to the utmost (Zakaria, 2013)

Schools are more than just buildings, curriculum timetables and meetings. The relationships and interactions among people are also the part of the school (Johnson & Johnson, 1994). Nowadays, teachers cannot disassociate "curriculum" from wellbeing", since both learning and teaching are a social experiment. The teachers have to be attentive about social and emotional context in the classroom. Thus, the relationships between teachers and students are important in teaching and learning process.

The relationships between teacher and students affect either students' achievement or willingness in doing something as well as enhancement of their knowledge (Larson, 2011). Students' achievements are better when the teachers are tend to be supportive (Boynton & Boynton, 2005; Spilt, Koomen, & Thijs, 2011; Skinner & Green, 2008; Rimm-Kaufman & Sandilos, 2012; Gehlbach, Brinkworth, & Harris, 2012). As well as achievement, engagement is also a predictor of supportive teacher-students relationships.

Teacher-Student relationship is the focus of this research which is the important thing in language learning process. A supportive relationship is extremely needed to create safe environments, it provides courage for the students to do something freely and motivated to learn. Furthermore, the students will be able to recall information that they just learned when they have a supportive relationship with teachers (Nielson & Lorber, 2009).

The teachers' beliefs, behaviors, and activities will impact teachers-students relationships. For an instance, a teacher who believes in their students and sets high expectations of them will give the students' motivation and engagement in terms of their accomplishment (National Research Council, 2004). According to Murray & Pianta (2009), by utilizing classroom rules, schedules, structures and exercises build a feeling as a group to students. Also, the teachers ought to mindful of the significance of safety environment that advances positive behavior and make sure to play down distractions and disturbances.

The relationships between teacher and students affects the quality of students' motivation. The students are engaged when they are motivated in the classroom. When a supportive environment is provided by the teachers, students feel engaged and willing to learn collaboratively with the teacher.

Weber, Martin, & Cayanus, 2005 (Mazer, at al., 2013), determined that students identify a significant classroom work when they have the chance to show each their competence and agree about the studying process. Additionally, students will study better if they are fascinated and involved in the learning process. It is integral for instructors now not only having a supportive relationships with their students, but additionally caring of their students' require and traits and giving them the identical probabilities and opportunities to take part inside the studying process. The students will be able to enhance their academic aptitude seeing that they sense comfy and free when interacting inside the classroom because of those opportunities that the instructors provide.

One of the important objectives in teaching is creating an environment where the learners can improve their abilities. Teachers should demonstrate good attitude towards students, being communicative, and making a secure environment. By doing this, the teacher can help the students to be comfortable and motivated to learn a foreign language (Vilar Beltrán, 1995).

Many advantages are shown if the students are comfortable with their teachers and the climate in the classroom, for example, they will have way better relations with their friends. Another advantage is their skill in social context will be improved or they try to behave in one (Larson, 2011). Moreover, Nugget (2009) stated that Students' engagement is determined by how the students are motivated within the learning process by the teachers. Thus, having a healthy relationship with students is one of the teachers' purpose in teaching. Nugget also suggest that considering students' emotional and academic needs help students engaged in the classroom. On that matter, it will be much easier for the teacher for establishing a positive relationship between teachers and students.

METHOD

Research Design

This research aims to find out the relationship between teachers and students. The rationale for using a qualitative approach in this research was to explore and describe the teacher and students' relationships on

three types of engagements which are behavioral, emotional, and cognitive.

This research is qualitative research since it observes the behavior, experiences and feeling of individual inside the classroom for both teacher and students. Observation was the technique basically used for qualitative research (Ary et al., 2010). Besides, it was stated by Burns and Grove (2003) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". Moreover, Paratoo (1997) stated that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual.

Research Setting

The researcher collected the data in the field where the participants experience related issue under study. In this case, in gathering the data the research is conducted inside EFL Classroom of one of junior high school students in Surabaya called SMP Ghufon Faqih. This school was choosen because is is an EFL Classroom, there is a teacher who is experienced more than five years, also the number of the students in one class is not too much nor less so that the teacher can teach easily without feeling overwhelmed,. Besides, the learning proces runs conducively and effectively. They are 20 students in total. The class is consist of both gender; male and female, which is 9 male and 11 female. It is in a suburb area, far from the main road. Thus, the students can study without any distraction from the traffic any other noise from the road.

To support the classroom, the classroom is equipped with one whiteboard, an eraser, two boardmarkers, a fan, a bookshelf, a calender, a clock, some posters, a speaker, and one electrical outlet. If it is needed to teach using LCD, the teacher should borrow from the office and put it back after the class. Also each pair of the student is facilitated with one wooden table and two chairs. Based on the description above, it is quite convicable that the classroom is pretty good for the learning process.

Research Subject

The subject of the study was SMP Ghufon Faqih's students. Junior High School Students is chosen because that particular grade is when teacher-students' relationships affect the most. They are eight graders, this specific grade were chosen since at that

grade the students has established the foundation of relationships with the teacher. The students knew the teacher and the other way around, in addition, they already have a connection. All of the students in one class were observed to know all the three types engagements happens in the classroom; behavioral, emotional, and cognitive.

The other subject is the teacher, the teacher is English teacher who is experienced, has taught more than five years. Experienced teacher who teach for years was chosen because the teacher has known the students well for years, moreover, the teacher is good at managing the classroom due to the experience.

Data and Source of Data

Data of this research is teacher's behavior inside the classroom, for example the enthusiast the teacher has in teaching, interactions with the students, for example how the teacher treats the students with patient and showing no subjectivity, and classroom management the teacher has done in the classroom by creating a safe environment, encouraging the students, and giving them praises. Moreover, the other data is taken from the students' responses towards the teacher inside the classroom of how the teacher treats them. It can be positive responses such as showing engagement, negative responses such as not doing the task or even no responses.

Source of data is gotten from both the teacher and students. The data from teacher is used to see the evidence of teacher-students in the classroom, whether it is positive or negative. In addition, the data from the students is used to see their responses towards the teacher effort. In order to know whether particular indicator that has been done by teacher affect students' engagement inside the classroom.

In collecting the data, the researcher conducted the research by natural observation which is the type of non-participating observation. The researcher is the only one who conduct the research. In addition, the researcher videotaped the learning process which later is transcribed. It is done to avoid missing information in the meetings. The number of meeting that is observed is four meetings, each meeting is a half and an hour that held in one of classroom of eight grader in SMP Ghufro Faqih. The instruments used in this research is observation checklist and field note. Observation checklist is a list of things that an observer is going to look at when

observing in a class. The list has been prepared by the observer. The checklist is used to evaluate the performance and behavior of the teacher and students in a classroom setting.

Field note is a written account of what the researcher heard, saw, and experienced during the process of getting the data. It contains brief information and description during teaching and learning process. It contains of two parts, descriptive part and reflective part. The descriptive one consists of description of setting, people, and reactions, interpersonal relationships, and accounts (who, when, what was done). It tells about the climate inside the class naturally. The other part is reflective, it is about the researcher's personal feeling about the events, comments of the decisions and problems, records of ethical issues and speculation. In this part, the researcher can give notes about teacher-students relationship that has been done by the teacher inside the classroom, the connection between the teacher and students, also how the teacher treats the students.

Data analysis

According to Creswell (2012), analyzing qualitative data "requires understanding how to make sense of text and images so that you can form answers to your research questions". The data in this study were analyzed by researcher interpretation and explained descriptively. Based on Ary et al (2010), there are three stages in analyzing qualitative data research: a.) familiarizing and organizing; b.) coding and reducing; c.) interpreting and representing. Thus, to ease the data analysis, the three stages were applied in order to find out the answer of three research questions in this study.

Based on the data collected before, the data analysis involved the whole class. Firstly, the data from the video is transcribed in order to see the relationships between the teacher and students also the students' responses. Then, the data was classified based on the research questions. Since there are three types of engagements, as a result, there are three classifications. First, teacher-students' relationships on students' behavioral engagement. Second, teacher-students' relationships on students' emotional engagement. Third, teacher-students' relationships on students' cognitive engagement.

After organizing and classifying the data based on the research questions, the next step was reducing. Since

there are a large data taken from the observation, the data was reduced focusing on the part where the students were engaged

FINDINGS

Behavioral Engagement

The teacher encouraged the students to answer the question by saying the questions more than one, making an eye contact to the whole class (picture 1). Giving all the students the same opportunity to answer without pointing out to one students. One of the students answered the question without hesitation even though the answer was grammatically wrong. Finally, when one of the students understood what the meaning of the questions, all of the students seemed comfortable enough to state their opinion regarding the question. This showed one of the types of engagement which is behavioral engagement. The students stated their opinion out, indicated that they were interest with the learning process.

In conclusion, the climate that the teacher created in the classroom gave impact to the quality of the students' learning. Demonstrating respect and interest in all students such as making eye contact, encourages them, Running routines and procedures smoothly throughout the lessons such as offering support and assistance to all, even relate that the students didn't fully understand English by using bilingual in the classroom, and Engaging students in two way communications by responding to learners that promote learning are affecting the students' behavioral engagement in the classroom throughout the learning process.

Emotional Engagement

The students believed in the students' ability by letting to make the questions without giving explanation first. Even though the question was still grammatically incorrect, the general idea can be understood. Thus, the teacher gave them the correct form of question to avoid the same mistake in the future. The students were not only were not only participate with enthusiasm but also emotionally interest by paying attention to the teacher about the grammar

The student felt the sense of belonging, student was given the idea that the student was the part of the learning process, without hesitation the student came forward to write the text. The student having a pride that the text is correct while other students' work was not. This type of attitudes belongs to emotional engagement.

Enthusiasm and enjoyment was displayed as the students try to answer the question together each of the words. They might be still dependent on the teacher to answer the question, but the teacher triggers them and giving them courage to speak. When they speak together, they were not feeling any shyness, or worry to answer wrong. Thus, emotional engagement was happened in this kind of activities.

In conclusion, teacher's behaviors towards students are affecting students' engagement. The teacher has positive rapport with the students by encouraging students appropriately, has routines and procedures that run smoothly and the students assume age appropriate levels of responsibility for example writes clearly on the whiteboard and offering support to the students who need help, has varied learning situations such as whole class learning in order to avoid shyness for answering questions, has two way communications with the students such as uses a range of appropriate teaching strategies to motivate the learners (from listening activities to written form), and has classroom management by monitoring students' behavior if they ever made a mistake in practicing.

Cognitive Engagemet

The students did the assignment shows that the students was engaged in cognitive way. Each of students did the assignment in different way, there were students do it individually, by group, or even by asking a little help from their teacher. Since there was no rule from the teacher how the assignment should be done, any way is possible. However, there was a student who cheat by looking and copying its friend work, thus, this shows how negative engagement possibly happened in the classroom. However, in the end of the task, the students were willingly to submit their task without the teacher asking, this shows engagement in positive way where the students submit it on time.

Cognitive engagement is also happened in the class, where some of the students, one to another tried to make the questions in matter of seconds after the teacher ask them to. That means, the students met or exceed the assignment requirement. They were able to make their own questions based on their prior knowledge on previous meeting despite a little bit of mistake. At least they were not afraid to try proves that they feel safe in the environment.

In conclusion, cognitive engagement is affected by some indicators of positive teacher-students relationships. The indicators are first, the teacher has positive rapport with the students such as give them praises and encourages that they can do the assignment the teacher gave and connect with individual students, which has difficulties, which is above the others. Second, routines and procedures run smoothly such as offering support when he students find obstacles. Third, Transitions are efficient and occur smoothly, for examples the teachers provide various activities in independent work. Lastly, appropriate classroom management, such as clear expectations for students' behavior and monitoring their behavior in learning process.

CONCLUSION

It can be concluded that the teacher has a positive rapport with their students. The teacher also respect and showed interest not for a particular students but all of the students. For example, the teacher made an eye contact to all the students or a particular students when the teacher asked. Besides, the teacher praises the students when being enthusiast in the classroom. Also, the teacher encourage the students when they are hesitant to do what the teacher asked.

Routines and Procedures in the classroom is pretty smoothly run by the teacher. For instance, the teacher started the lesson by asking the condition of the students' and stated the objective of the lessons. This avoids the students to become clueless of what they should do. Moreover, the student write to the board so that the students can see it clearly, what material that they are discussed about. The teacher also provide assistance to the students who find difficulties in doing the task.

Various type of transitions has been done in the classroom. However, there are only two variations of it, they are; whole class and individual work. Even

the teacher provide limited transitions in the classroom, the students still show engagement in the classroom.

The teacher's effort to enhance students' engagement is also shown in the classroom. The teacher used several strategies to deliver the material, for example; the teacher taught using listening strategy which is success, since the students shows the attention, also the teacher provide the written one, the students also shows the interest. The second effort is by asking a lot of questions, the teacher always asked to the students, this help the student' critical thinking to be improved. Because they are pushed to think over and over. This is possible to make them engaged. The third effort is responded to the learner, when the students ask to the teacher, whether they are not understand, they don't hear what the teacher said, or they have difficulties. The teacher always responded to them

The teacher has done a pretty good classroom management in the classroom by giving clear expectation to what the students should behave in the classroom, also monitoring the students' behavior if they did inappropriate thing that make them distracted from the learning process. This also avoid other students to be distracted and stay focused.

To be conclude, teacher-students relationships are important to enhance students' engagement in the classroom in order to improve their performance in learning. Maintaining positive relationships in the classroom from the beginning the lesson until the end might be tough job for the teacher, but once it is established it will be easier for both students and teachers and experiencing enjoyable learning process.

Teachers' main objective in the classroom is not only teach the students, but also consider their students' need emotionally. Thus, establishing a positive relationships in important. Since, it is proved that the students' engagement is enhanced by establishing a positive relationships, teacher should maintain good classroom management in order to avoid no engagement or negative engagement in the classroom.

The second is the teacher should provide various media to teach and various type of task. Giving the students various task so that they are not bored in the classroom. They might interest to a particular type

of task but if it is done for several times the students possibly became bored. Thus, the teacher should give another type of media and task that covered their interest, because the more activities they have, the less bored they are.

The third one is providing a various type of transition in teaching in the classroom. Teacher cannot only teach by whole class or ask the students to work individually but also provide activities for the students to work collaboratively, using small group or even peers.

The last one always monitoring students' behavior should be maintained. Since any misbehaved in the classroom can lead to both negative engagement and no engagement. This makes students cannot experience a quality teaching learning process and even lower their academic achievement.

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