CHAPTER I

INTRODUCTION

This section discusses six main issues including the background of the research, the research questions, the research purposes, the significances of the research, the research framework, and the research methodology. The research methodology included research design, research site, participants, instruments, and research procedures.

A. Research Background

Teacher's lack of awareness in building a positive relationship to students needs to consider in the educational practices in Indonesia. As English language has gained a reputation among foreign languages in the country, it has been integrated in the national curriculum for high school students. Every student learns English in the formal educational institution.

Learning English as foreign language tends to make students anxious. English, as foreign language, has become challenging subject for students to learn (Mukminin, et al., 2015). Moreover, the other research stated that students in Indonesia show anxieties when speaking English for the oral communication (Haidara, 2016). These psychological barriers require that they need a positive relationship to their teachers, that is a rapport.

Rapport building conducted by a teacher and students in English as Foreign Language (EFL) classroom settings may lead to positive learning outcomes in the learning process (Bouras & Keskes, 2014; Sanchez, Gonzalez, & Martinez, 2013;

Lammers & Jr., 2013; Hannah, 2013). Several researchers have conducted and they resulted that rapport has positive impacts on the classroom environment to be conducive for learning (Rimm-Kaufman & Sandilos, 2016). Moreover, it affected the students' academic behaviors such as their liking and enjoyment to the teacher and the subject matter, and their motivation (Buskist & Saville, 2001).

Creating a positive learning environment is teachers' responsibility. A teacher needs to concern not only on how to deliver the instructional materials but also on how to conduct emotional and interpersonal interaction with his or her students. In order to make an effective language classroom, a teacher needs to build a good relationship to the students. It is for a teacher to foster a good relationship to the groups of students so that they work together cooperatively in a spirit of friendliness and harmonious creativity (Harmer, 2007). Many researchers affirm that it is necessary to build interpersonal relationship between a teacher and students in order to transmit ideas effectively (Webb & Barrett, 2014).

Until recently, the researches on the teacher rapport building have been conducted in several countries, either in general classes or in English classroom settings (Khubyari & Narafshan, 2016; Bouras & Keskes, 2014; Webb & Barrett, 2014). These resulted that rapport building can have positive impacts in the language learning and explored lists of the teacher specific behaviors. On the other hand, the research on rapport building in educational area, specifically English classroom settings in Indonesia needs to be developed.

The research on teacher rapport building in the EFL classroom in Indonesia has been conducted by some researchers. The first, the recent research conducted

by Nova (2017) designed the teacher self-assessment of rapport building in EFL classroom. It established eleven principles of rapport building in EFL classroom and the instrument for assessing it. The second, Hengki (2014) investigated teacher talk in establishing rapport in the English classroom. This research was specified to the teacher's talk during the learning process. Meanwhile, English teacher in the country needs to be aware of rapport building which may further increase students' motivation in learning English. Therefore, the research related to rapport building in EFL classroom settings in Indonesia is important to conduct. This research aims to explore how rapport building is conducted by a teacher and how students perceive the teacher rapport building in EFL classroom settings.

B. Research Questions

Based on the problem explained in previous section, two primary questions are designed to this research.

1. How does teacher build rapport in the EFL classroom settings?

2. How is students' perception toward their teacher rapport building in the EFL classroom settings?

C. Research Purposes

This research aims to explore how rapport is conducted by the teacher in EFL classroom settings and the students' perception toward it. Generated from the main purpose above, the objectives of this research are as the following.

1. To describe the teacher in building rapport in the EFL classroom settings.

2. To describe students' perception toward their teacher rapport building in the EFL classroom settings?

D. **Significances of Research**

The current research is conducted in order to give additional information concerning rapport building in English language learning. Therefore, this research is significant in two main aspects of education in Indonesia.

1. **Theoretical Significances**

This research provides additional information into theories about rapport building in educational area, which is underdeveloped. The teaching theories focusing on relationships are relatively infrequent (Lighthall, 2004; cited on Fleming & Hiller, 2009). In addition, the theories about rapport building in education in Indonesia also need development so that experts and other practical parties in education are more aware of the English teaching learning implementation.

2. **Practical Significances**

The research is expected to have significances in the practical implementation of English language learning and teaching. As English language has been integrated in the Indonesian educational institution, this research is believed to add more knowledge for teachers in implementing and recognizing the issues in English teaching and learning process.

The theories and information of this research are addressed to the following parties. First, this research might become the guidelines for teachers to do and to avoid some behaviors that may build and hinder the good relationships, which in turn might reduce students' motivation from learning English. Second, students as the subject of the learning process are

voiced. Although this research put a teacher as the center of attention, it is believed that this research is conducted in order to be useful for student. Finally, as the one who conducts the research, the researcher expects this paper will be useful for many people, generally for every part in educational area, particularly for the researcher herself.

E. Research Framework

The analysis of rapport building is believed to add the theory in English language learning. As the term rapport is popular in psychological area, this term is also used as one important aspect in the English language learning. Rapport is an important concept to create the positive energy in the classroom (Brown, 2002). Rapport is established by the positive relationship between a teacher and the students. This concept may influences the motivation of EFL students in learning English.

Basic theory of rapport has been taken into research in psychological area. Tickle-Degnen & Rosenthall (1990) studied rapport and stated that there are three components of rapport. They are mutual attentiveness, positivity, and coordination. Moreover, rapport in educational area has been also researched. It is related to interaction and relationships between a teacher and students.

Brown suggested several strategies to build rapport in the EFL classroom below. Those are: a) showing interest in each student as a person; b) giving feedback on each person's progress; c) openly soliciting students' ideas and feelings; d) valuing and respecting what students think and says; e) laughing at them and not at them; f) working with them as a team, and not against them; and

g) developing a genuine sense of vicarious joy when students learn something or otherwise succeed.

A teacher ability to help students learn will be seriously compromised when the interaction among them is not working well (Harmer, 2007). Harmer stated four characteristics to build successful interaction. These are recognizing students, listening to students, respecting students, and being even-handed. Besides, nonverbal communication also plays an important role to the English learning process. Nonverbal behaviors in the EFL classroom settings become the primary function in improving students' affection to the subject matter (Richmond & McCroskey, 2004). The following nonverbal behaviors are several aspects taking from the theory that determines the interpersonal relations. These are gesture and movement, facial behavior, eye behavior, vocal behavior, space, and touch (Richmond & McCroskey, 2004).

In addition to the explanations above, Dyrenforth (2014) showed three factors contributing in rapport building in the classroom. The first is knowing students. It means that the teacher learns his or her students' names and knowing the students' general background. The second is engaging students. This means that the teacher provide him/herself for the students in the classroom and everyday context. The last is showing interest in the students as individuals, which means that the teacher shows his caring to students.

Researches related to rapport in educational area have been conducted by some researchers in other countries. These researches were done in various fields such as in general education classroom and in specific EFL classroom settings.

The recent study conducted by Nova (2017) in the EFL classroom in the Indonesian context created the instrument for assessing the teacher rapport building and eleven principles of rapport building were developed. The eleven principles of rapport building were recognizing students, working cooperatively, building trust, being fair and equal, sharing idea, sharing feeling, sharing experience, sharing humor, listening properly, expressing nonverbal communication, and giving feedback. These principles of rapport building were chosen due to the completeness of the aspects in building rapport in the EFL classroom.

Research questions have been previously stated in the beginning section. Therefore, to answer those questions, the following concept has been designed as the framework of research.
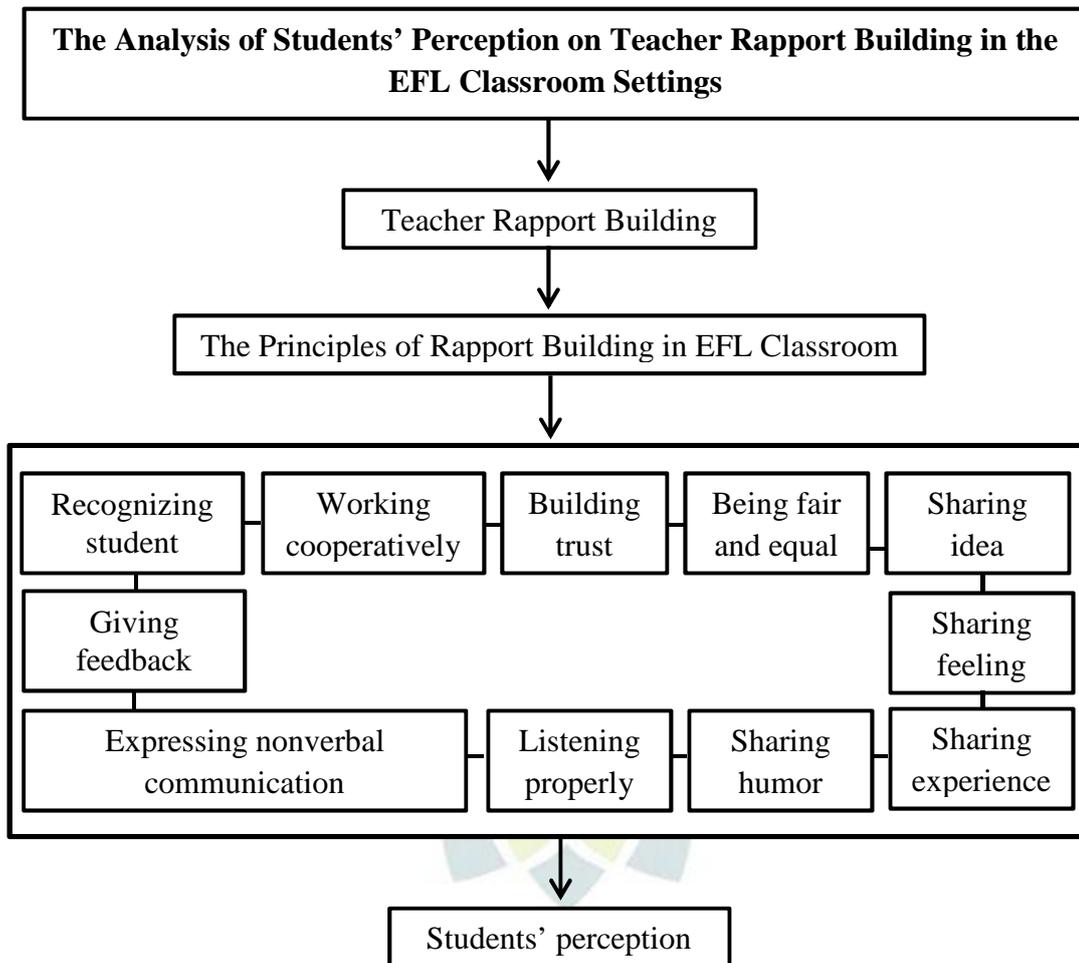
Figure 1.1 Conceptual Framework of Teacher Rapport Building in EFL Classroom

F. Research Methodology

This section elaborates the methodology of the research. It includes the design of research, the research site, participants, instruments, and the research procedures.

1. Research Design

Qualitative approach was used in this research. In addition, case study was used in order to see the real process of the phenomenon in the classroom. The case study was chosen in order to help the researcher answer the questions of research. This case study was believed to support the researcher in investigating the phenomenon. Case study as research strategy is used in many situations to provide information related to individual, group, organizational, social, political, and related phenomena (Yin, 2003). Case study methods allow a researcher to investigate and gain the holistic and meaningful characteristics of real life events (Yin, 2003).

Moreover, this research was in form of descriptive case study. This descriptive case study supported the method of qualitative research. The case study design provided the researcher with the exploration of the phenomenon in particular classroom. This research explored how the phenomenon happened in the EFL classroom settings. Therefore, the descriptive case study was believed to support the qualitative research that was conducted.

Triangulation was used in this research as the tool to convince data reliability. Triangulation, as Rugg (2010: 13) stated, is "a process of combining data from different sources to study a particular social

phenomenon." Therefore, data triangulation was conducted since it contributed to the understanding of the phenomenon. This also helped the researcher draw a valid conclusion (Rugg, 2010).

2. Research Site

The research was conducted at SMAN 12 Garut, located at Jln. Raya Cisewu No. 35 Cisewu, Garut, 44166. The institution was chosen for two main reasons. First, it was easy to gain permission and approval to conduct the research in the institution. Second, the participants in this institution are believed to give rich information related to the phenomena. Qualitative researcher needed to identify participants and site in which the people and place helped us understand the phenomenon (Creswell, 2012: 205).

3. Participants

The focal participants of the research were nine students of SMAN 12 Garut. Their English teacher was chosen as the source of data related to how teacher rapport building was conducted. They were chosen as the sample of convenience. Qualitative research may use, either a purposive sample, or a sample of convenienve in which the sample is selected because it is accessible to the researcher (Mackey & Gass, 2012). The nine students were believed as the representatives of the total sample that can give rich information to the phenomena. They were selected in order to answer the research questions of how they perceive their English teacher related to his rapport building. In addition, the English teacher, who teaches the students,

also became the subject of investigation to see how rapport was conducted in the EFL classroom settings.

Purposive sampling was used in selecting the participants to achieve representativeness. This technique was used to select sample that represented the case as close as possible (Teddlie & Yu, 2007). The samples for qualitative research were the people or site that can help the researcher understand and explore the phenomenon (Creswell, 2012: 206).

4. Instruments

Several instruments were used in collecting the data. To collect the data, classroom observations, questionnaires and interviews were used as the data collection technique. Thus, the tools used were various. Those were field notes of classroom observations, questionnaires for the students and audiovisual materials of classroom observations and the interviews. Here are the detail descriptions of the instruments.

a. Classroom Observations

The observations were conducted as the instrument to see the real process of the issues occurred in the real context. The phenomenon and information occurred in the EFL classroom settings were observed. The observations also specifically answered the questions of how the teacher conducted the principles of rapport building inside the classroom. In this case, non-participants observations were conducted. Observation gives some advantages in data collections. The advantages of these classroom observations are the opportunity to observe the data or information as it

really occurs in the setting place, to study actual behavior, and to study individuals who have difficulty in verbalizing the participants' ideas in questionnaires and interviews (Creswell, 2012: 213). The audiovisual materials included video recorders of English learning and teaching process in the classroom and the audio recorders of the interviews process.

b. Questionnaires

These instruments were the tools to obtain the data related to students' perception. The questionnaires were in form of both close-ended and open-ended questions. In this research, the open-ended questions allowed the participant to create the options for responding the questions (Creswell, 2012: 220).

Close-ended questionnaires were used as the tools to obtain the students' answers related to their perception towards the English learning process. On the other hand, the open-ended questionnaires provided additional responses to the option in close-ended questions so that the various data were acquired.

c. Interviews

The open-ended questions were conducted in the interviews in order to support data acquired from questionnaires. The data obtained focus mainly to answer research questions related to students' perception. The data were more facilitated to acquire. Open-ended questions that were

used in interviews gave the interviewees general responses related to the phenomenon associated with the data.

5. Research Procedures

This research involved some procedures included data collections, data analyses, and data interpretations. The data were required to give in-depth insight into the phenomenon in the classrooms related to teacher rapport building in EFL classroom settings.

Before explaining the data collections, analyses and interpretations, it is important to consider that in the beginning of the research, identifying and gaining access to site and participants are the opening gate to the research process.

a. Data Collection

The types of data were gained from the source using three instruments. These instruments answered the question related to the phenomenon of the teacher rapport building. These were questionnaires, interviews, and classroom observations. These forms were believed to give valuable data related to the phenomenon. As firstly stated in the research questions, the research investigated the phenomenon related to how the teacher conducted the rapport building based on the eleven principles of rapport building suggested by Nova (2017) and the students' perceptions toward their teacher in building rapport with them.

b. Data Analysis and Interpretation

There are six steps in analyzing and interpreting qualitative research data (Creswell, 2012: 236). These are preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

In the proses of data analysis and interpretation of this research, those above steps were performed. First, the data were organized. The process of organizing the data included the process of sorting the types of data instruments such as data from questionnaires, interviews, and classroom observations. After the data being organized, those were transcribed. Since this research included questionnaires, interviews, and classroom observations, it was necessary for the data to be transcribed. As Creswell (2012: 239) stated, the most complete procedure is to have all interviews and all observational notes transcribed.

The next procedure was exploring and coding the data. These were required in order to narrow the data into particular themes. The themes were based on Nova (2017) principles of rapport building that were explored in the next session. Third, the themes were described. The coding of the data described the findings related to the phenomenon of teacher rapport building in the classroom. Since the research used triangulation in the data collection, the teacher rapport building in the

EFL classroom settings and the students' perception toward their teacher in building rapport were facilitated by the coding process.

The fourth was representing and reporting the data findings that were done in narration. In qualitative research, it is essential to represent the database in a narrative (Polgar & Thomas, 2011). The findings related to research questions reported what the teacher and students did in the context of the English learning process.

The fifth step was interpreting the findings. This was done by analyzing the phenomenon in each theme by comparing it to the literature and the previous studies. In line with this, Creswell (2012: 259) argued that the interpretation in qualitative research was conducted by forming larger meaning about the phenomenon based on the researcher's views, the comparison with the previous studies, or both.

Finally, the validation process of data was done by including triangulation, specifically data triangulation. This data triangulation strategy help the researcher avoid invalid findings. Rugg (2010) stated that "findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results". Therefore, three data collection techniques were conducted namely classroom observations, interviews, and questionnaires. The first research question was gained through direct classroom observations and the interviews to the teacher. On the other

hand, the second research question was revealed through giving questionnaires and conducting interviews to the students.

In the following section, the scheme for research procedure is presented in order to understand the steps of procedures.

Research Procedures

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┌─────────────────────────┐
│  Identifying and Gaining │
│    Access to Site and    │
│      Participants        │
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    ┌─────────────────┐
    │  Collecting Data │
    └─────────────────┘
            ⇓
    ┌─────────────────┐
    │    Classroom    │
    │  Observations   │
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┌──────────────┐         ┌──────────────┐
│    Giving     │         │  Conducting  │
│ Questionnaires│         │  Interviews  │
└──────────────┘         └──────────────┘
            ⇓
    ┌─────────────────┐
    │  Organizing Data │
    └─────────────────┘
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    ┌─────────────────┐
    │   Coding Data    │
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            ⇓
┌────────────────────────────────┐
│ Representing and Reporting Findings │
└────────────────────────────────┘
            ⇓
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│ Interpreting the Meaning of the Findings │
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            ⇓
┌────────────────────────────────────┐
│ Validating the Accuracy of the Findings │
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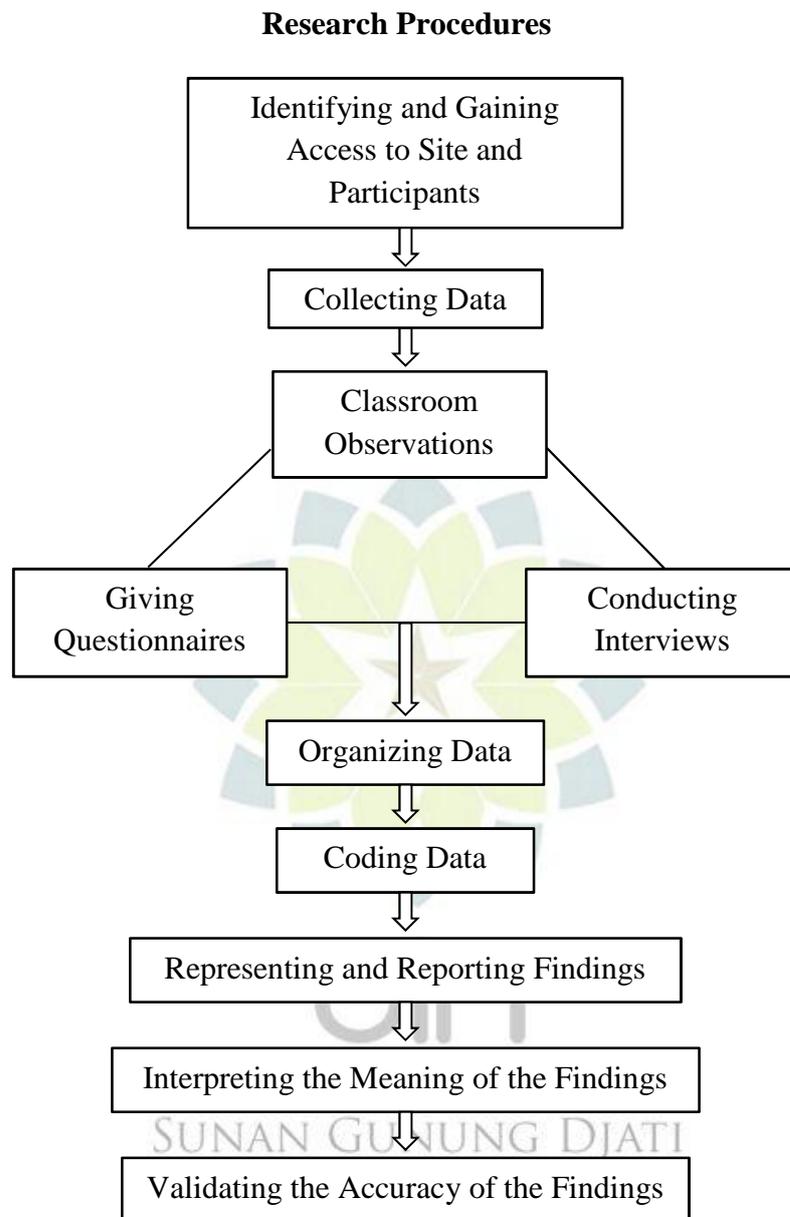
Figure 1.2. Scheme for Research Procedures