

CHAPTER I

INTRODUCTION

A. Background of the Study

Relationship between teachers and students is important. According to Backwell and Hayness (2010), “Teaching is about relationships. Positive rapport means having good relationships and as teachers, one of our important goals is to build a classroom atmosphere where students feel comfortable and willing to learn” (p. 245). Teachers must connect themselves with their students to build rapport. There are two strategies to build rapport with students. It is stated in the article “*Building Student Rapport*” (2009) that, teachers and students need to build rapport by getting to know students both inside and outside the classroom and learning the students’ names as quickly as possible (para. 4). It means that if I failed to connect with the students, I might not have good relationship with them. I would like to explain my internship and the problem related to rapport in the following paragraphs

I did my internship from 10 November 2017 until 1 February 2018 at SDK III Paulus Jl. Lombok no. 7 Bandung as a teacher assistant for 200 hours.

As an assistant, my jobs were correcting student's work, helping students who had difficulties in doing exercises, helping my supervisor while teaching English and sometimes teaching the students under the teacher's supervision. When there was no English lesson on Monday to Wednesday, Miss Intan, the homeroom teacher, allowed me to teach English on Monday to Wednesday for grade one students.

As mentioned above, during my internship I faced a problem that is I had difficulty in building good rapport as a teacher assistant of grade one students. There were 21 boys and 14 girls in grade one. It is recorded in my internship journal that on my first day teaching, Miss Intan told me to introduce myself to the students. At first, I felt a bit awkward because there were so many students. When I introduced myself to the students, all of them just kept silent, thus, Miss Intan told them to greet me. Then, all students greeted me. I felt a bit relieved because they still responded. It seemed that I did not show good impression when I tried to get to know students' names because I felt uneasy around them. Miss Intan told me to ask the students' names one by one. While some students replied to me with clear and loud voice, some others replied with soft voice so that I could not catch what they said (8th January 2018). Based on my internship journal on my second time teaching, I did not engage with the students. Since I did not know what to say to them, I could not interact well with students (10th January 2018). It is also stated on my internship journal, on the third time teaching, I felt awkward again when interacting with the students. I asked them if they wanted to listen to a song and sing a song together. All of them responded that they want to listen to the song and sing a song. However, when I

played the video of “Are you sleeping” song, they were interested in seeing the cartoon video but they did not follow me to sing together. They were not familiar with the song but I did not realize it at that time. I did not know how to encourage the students to sing together. Therefore, they just moved forward from their seats to see the video clearly and pushed their friends. I did not know what to do and I could not tell them to sit down (17th January 2018). During the recess time, I could not talk to the students because they always played with their friends. Whenever the students greeted me outside, I could only reply to them “Hi”. However, I did not ask what they did with their friends or joined them in their conversation. It is clear that I had a problem related to building relationship with the students.

Based on the above explanation, I would like to discuss my difficulty in building rapport as a teacher assistant of grade one students. If this problem is not solved properly, it will negatively influence the classroom atmosphere. Therefore, this study aims at finding the best solutions to solve the problem.

B. Identification of Problem

The problem that I would like to analyze is formulated in the following three questions.

1. Why did I have difficulty in building good rapport as teacher assistant of grade one students?
2. How did my problem influence the students and I?
3. How should I build a good relationship with grade one students?

C. Objectives and Benefits of the Study

The objectives of this study is to find the causes, effects and the best solution of my problem. This study will give benefit for me, the readers and SDK III Paulus teachers. First, I will be able to solve my problem on building good rapport with grade one students and learn how to communicate and connect well with the students. Second, this research will give the readers information about how to build good rapport with students when they want to work in elementary schools. Finally, teachers at SDK III Paulus can use the solutions when facing similar problem as mine.

D. Description of the Institution

This school institution history is based on a short interview with the school principal Miss Emma Emmelyn (see Appendix D) and the brief history of SDK III Paulus school (see Appendix B). SDK III Paulus was established under Holand ownership and it was named "*Koningin Wilhelmina School*". It was located in Jl. Lombok no. 7 until now. The school was built in 1953 which was on the same day as the birth of the School Foundation PSK Paulus or "*Perkumpulan Sekolah Kristen Paulus*". It was named "*Stichting voor Christelijke Scholen Bandoeng en Omgeving*" in Holand. This school was never renovated to keep the historical value. Students in SDK III Paulus are taught to enhance their skills through music (the guitar, keyboard, choir, recorder and angklung), painting, dancing, computer and internet, sports (basketball, volley, gymnastic), scouts, presenter and *paskibra*. The school vision is to create

students who are happy to learn. While, its missions are creating students with knowledge and good attitude based on the love of Jesus Christ and creating fun and organized learning atmosphere, which focuses on the students' talents and needs.

E. Method of the Study

The method of the study is using field research and library research. For field research, I did class observation and teaching practice, which data was recorded on my internship journals. The data is taken from my internship at SDK III Paulus school from 10 November 2017 until 1 February 2018. I gathered some references from electronic sources such as e-books and website articles. The data is used to discuss the causes, the effects and the best solutions of the problem.

F. Limitation of the Study

There are four limitation of the study. First, the study will focus on my difficulty in building good rapport as a teacher assistant of grade one students. Second, the subject of the research are 35 grade one students, they are 21 boys and 14 girls; and I. Third, the period of time is from 10 November 2017 until 1 February 2018 for 200 hours. Fourth, the place is located in SDK III Paulus Bandung.

G. Organization of the Term Paper

The term paper contains Abstract, Declaration of Originality, Acknowledgements, Table of Contents then followed by Chapter One to Four. Chapter One is divided into seven sub titles, they are Background of Study, Identification of Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter Two is about Problem Analysis which is the analysis of the causes and effects of my problem. Chapter Three is about Potential Solutions which will solve my problem with the analysis of their positive and negative effects. Chapter Four is the conclusion of all the chapters, which is followed by References, which are the list of theories from the electronic resources, and Appendices.

