

CHAPTER I

INTRODUCTION

A. Background of the Study

Relationship between a teacher and students is important. The relationship or “rapport” (Crookers 162) between the teacher and the student can help the teacher to communicate with the students effectively. It is stated that, “The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly” (“The Positive Teacher – Student Relationship” par. 4). Therefore, it can be seen that rapport is significant in the process of teaching.

The relationship between the teacher and the students can bring a lot of positive effects for both sides. Sara Rimm-Kaufman (par.1) believes that if the teacher and the students can establish a good relationship, the class will become more comfortable. Moreover, it can create “better classroom behavior” (Sara Rimm-Kaufman par. 1), and make both sides respect each other. Furthermore, the teacher can make the students “achieve at higher level academically” (Sara Rimm-Kaufman par. 1). Jonas also explains that, “Academic achievement and student behavior are influenced

by the quality of the teacher and student relationship” (qtd. in “The Positive Teacher – Student Relationship” par. 4). It is shown that the teacher has an important role in helping the students performances in the classroom.

Referring to the students and the teacher relationship, I found a similar problem when doing my internship at Active Communicative English Study (henceforth, ACES) English Course in January to February 2012. I became a teacher assistant at ACES for one month. I assisted the kindergarten and the primary school level students. The age levels are five to eleven years old, and the total number of students that I assisted at ACES is twenty-nine students. I worked six days a week, from Monday to Saturday. In ACES, I assisted two to three groups of learners each day. Each group of learners consisted of five to six children. Each session lasted for about one and a half hours. Miss Lani was the teacher who was responsible for the groups that I assisted. She was also my supervisor during my internship. As a teacher assistant, I assisted the students in learning Grammar, Vocabulary, Reading, and Speaking (Conversation) lesson. My job was helping the supervisor in monitoring, assisting, and teaching the students. If the students needed help, they could ask me or the supervisor. For example, when they had a difficulty in answering the questions in Grammar lesson, I would help them and assist them in answering the questions. I might also explain again the Grammar Pattern that had already been explained by Miss Lani to the students, so that they could understand about it and answer the questions.

During the first two weeks of my internship, I found that I had a difficulty in building relationship with eight out of twenty nine students. Those students were from to different groups of learners. When I first came to teach them, I had a difficulty in approaching those eight students, I also felt unconfident with myself, and they felt unfamiliar with my presence. Furthermore, the teaching and learning process became uncomfortable for the students and me. This situation shows that I have a problem related to establishing a good rapport with the students. That is why it is important to solve the problem.

The purpose of my term paper is to analyze the problem of building a good relationship with eight pupils of primary school level during the first two weeks of teaching at ACES. In addition, this research aims at discovering the best solutions to handle such problem.

B. Identification of the Problem

There are several research questions that will be discussed in this term paper:

1. Why did I have difficulties in building a good relationship with the eight students of primary level in five groups of learners at ACES during the first two weeks of my internship?
2. How did the problem influence me as the teacher assistant and the students?
3. How could I overcome the problem of building a good relationship with the students effectively?

C. Objectives and Benefits of the Study

The objectives of this term paper are to analyze the causes of having a difficulty in building a good relationship with the students. It is also to analyze the effects of the problem and to present the best solutions to overcome the problem.

The benefit of this study for the teachers at ACES is to inform them about building a good relationship between the teacher and the students. The benefit for the readers is they can gain some useful insights on how to build relationship with their students. I also expect that the readers will know how to have a good communication with the students. As for me, I expect that I could improve and develop my social skills especially in building relationship with the students.

D. Description of the Institution

Based on my interview with Mrs. Rhimelda, as the owner of ACE KIDS at Bandung, it is stated that ACES was named ACE KIDS when it was first established by Dra. Leonny Siswanti Tanama in Jakarta in 1998. The name ACE KIDS was turned into Active Communicative English Study (ACES) in 2010. This name was chosen because there were also some parents and college students who were interested in studying English at ACES. Thus, the new name implies that this English course is not only for kids, but it also opens for adults. ACES' slogan is "ACES starts with the end in mind". ACES' vision is to improve the quality of education in

Indonesia, especially in the new era of globalization where English has become a world language. It is expected that this course will become a bilingual school, starting from kindergarten level. ACES' mission is to make children, parents and adults improve their English. ACES' first branch in Bandung was located at Padjajaran Street, started on 1 April 2002, but it was closed in 2006. Another branch was opened in Kopo on 1 May 2006, yet it was also dismissed in 2007 or 2008. The other branch is located at Astina Street, which was established on 1 January 2006, and it still runs until now. ACES is the centre for studying English that includes Grammar, Vocabulary, Reading, Speaking (Conversation), Listening and Writing. ACES has two teachers namely Ms. Cherry and Ms. Lani. It also has one receptionist, Mrs. Desti, and one office boy, Mr. Indra.

E. Method of the Study

Data collection for writing this term paper is from my teaching experience at ACES English Course. The period of my internship is one month from 4 January 2012 to 7 February 2012, and the supporting data is collected from field and library research. The field research includes observation while teaching and helping the teacher in the class, which is recorded in my internship journal, and the last is interview with the owner of ACES. The library research is from printed sources and online sources. The data is used to analyze the causes, the effects and the potential solutions of my term paper.

F. Limitation of the Study

The focus of this study is on building relationship with the students. The subjects of the research are eight students aged six to eleven years of primary school level, who belong to five different groups of learners at ACES English Course. They are Robert (11), Anchel (10), Daniel (10), Felix (10), Bryan (9), Devina (7), Gio (7), and Fiona (6). My internship was done for one month at ACES English Course, which started from 4 January 2012 to 7 February. My work time at ACES was from Monday to Saturday; Monday to Friday from 2 PM until 6 PM, and on Saturday was from 10 AM to 4 PM.

G. Organization of the Term Paper

The term paper consists of several parts. It starts with the Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. There are four chapters. Chapter One is Introduction, it contains the Background of the Study, Identification of the 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 describes the Problem Analysis, including the causes and the effects of the problem. Chapter Three consists of the analysis of Potential Solutions, along with the positive and negative effects of each potential solution. Chapter Four is the Conclusion, followed by the Bibliography. The last part is Appendices. It contains a Flowchart, the transcription of the interview and the samples of the worksheets.