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THE INTEGRATION OF RAPPORT IN ENGLISH LANGUAGE TEACHING

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Abstract

This research was intended to notice the finding of what types of rapport built by the lecturer in teaching speaking and what was the student' perception regarding to rapport established by the lecture in the class. This study used descriptive qualitative method. The result of this research was expected to be reference for English teachers and or lecturers and students to enhance the quality of teaching and learning English especially how to build a good relationship between teacher and or lecturer and students in teaching speaking skill. To obtain the data of this research observation sheet, questionnaire, and interview were used. These instruments revealed that the lecturer applied all the observed rapport in this research appropriately and got very positive response from the students. In fact all the applied rapport have created good and friendly atmosphere which stimulate students learn English effectively.

Keywords: *integration, rapport, English langaue, teaching*

Abstrak

Penelitian ini bertujuan untuk melihat jenis hubungan yang dibangun oleh dosen dalam mengajar matakuliah speaking dan apa persepsi siswa tentang hubungan yang dilakukan oleh dosen di kelas. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil penelitian ini diharapkan menjadi acuan bagi guru bahasa Inggris dan atau dosen dan mahasiswa untuk meningkatkan kualitas pengajaran dan belajar bahasa Inggris terutama bagaimana membangun hubungan yang baik antara dosen atau guru dan mahasiswa dalam mengajar khususnya matakuliah speaking. Untuk mendapatkan data dalam penelitian ini lembar observasi, kuesioner, dan wawancara telah digunakan. Ketiga instrument penelitian mendapatkan bahwa dosen yang diobservasi dalam matakuliah speaking menerapkan semua aspek rapport yang diamati dalam penelitian ini dengan baik. Ini ditunjukan dengan adanya respon positive dari hampir semua mahasiswa yang dijadikan respondent. Lebih dari itu, hasil penelitian ini menunjukkan bahwa, bahwa semua aspek rapport yang diterapkan dapat menciptakan suasana yang baik dan ramah yang merangsang siswa belajar bahasa Inggris secara efektif.

Keywords: *pengintegrasian, rapport, pengajaran, bahasa inggris*

INTRODUCTION

Educators today had many roles to fulfill. No longer is the job of a lecturer to simply import knowledge. With all of the current trends and new knowledge about the ways students learnt, educators were called on to teach more and more new things in more and more new ways. In order to be more effective in their classrooms, one of the ways is lecturers need to build good relationships with their students. Students who build good relationships with their lecturers were much more likely to be successful in their studies.

The meaning of relationship between the lecturer and students was rapport. Rapport was the relationship or connection you establish with your students, a relationship built on trust and respect that lead to students' feeling capable, competent, and creative (Brown, 2001). Rapport was a key characteristic of human interaction. It was a commonality of perspective. It was about basic interaction at every level. The relationship and rapport developed between a lecturer and their students was a vital ingredient in the success of any lesson and in aiding students to learn.

Based on the observation that the researcher did on the regular basis the researcher found that lecturer and students were interacted each other in two ways: good rapport and not good rapport. What the research means by the good rapport between lecturer and students here was the relationship that lecturer showed affect and stimulated the students to study independently, and this helped the students to improve their academic achievement.

This typical lecturer was always going to interact with the students. Harmer (2007) devotes several pages to rapport and lists four core capacities that make it up: recognizing students including knowing their names; listening to students; respecting to students; and the last is being even-handed. He also suggests that the quality of 'respect' cuts both way: not only does rapport entail the lecturer respecting the learners, but 'successful rapport derives from students' perception of the lecturer as a good leader and successful professional' (p.113). In fact, mostly the students who was been interact with this lecture they could feel comfortable, enjoyed and independently in learning moreover they like to follow the lesson that given.

In reality, however, there were still some lecturers who do not perform positive rapport in the class, such as they are just coming to the class just to finish the lesson and

after that going home or just give assignment to the students without having clear elaboration and description about the task. This performance might give a negative effect for the students, such as being reluctant and shy; getting confused to ask question, being afraid of making mistakes, being unfriendly to lecturer. These habits will lead the students to be afraid to approach their lecturer; they will prefer to ask to their friends. For this reason, there was a needed to research the establishment of rapport in the normal classes performed by the lecturer in their day to day teaching. The result of the researched will provided feedback to the lectures and it will be used to suggest the lecturers to consider rapport in their teaching.

The outlined problem leads the researcher to investigate: firstly the types of rapport built by the lecturer and students at fourth semester in speaking and secondly the students' perception toward rapport established by the lecture in the class. This research aims to provide constructive benefit for the process of teaching and learning in which the lecturer as well as the trainer of English are highly recommended to integrate rapport in their teaching not only to finish the teaching material. The language educators are encouraged to prepare more techniques in order to create a positive rapport because it will influence to the students to be more active and increase the motivation especially to practice their speaking. This research focused on a lecturer who taught speaking.

Theoretical Framework

There have been great attentions to this area of research, such as a study conducted by by Knoell. M (2012) entitled "the role of student-teacher relationship in lives of fifth grades: a mixed methods analysis. Knoell did this research at grade five of elementary school, in two mid-westerns as a sample of the study. Knoell used mixed research for his design research. From the research, Knoell found that students who are attending both types of schools could have similar, favorable perceptions of their relationships with their teachers and that is the individual teacher which has been effect on student's perception of those relationships.

With regard to the result of the research, some linguists also give positive credits to the integration of rapport in teaching. Firstly, Harmer (1998) defines rapport as the essence, the relationship that the students have with their teacher and vice verse. This definition is strengthen by Pinata (1999) who says that positive student-teacher

relationships are characterized by open communication, as well as emotional and academic support that exist between students and teachers.

Dealing with the importance of rapport, Harmer (2007) devotes several pages to rapport and lists four core capacities that make it up: recognizing students including knowing their names; listening to students; respecting to students; and the last is being even-handed. Harmer suggests that the quality of 'respect' cuts both way: not only does rapport entail the teacher respecting the learners, but 'successful rapport derives from students' perception of the teacher as a good leader and successful professional' (p.113). In this relationship, both teacher and students took same role to create a positive rapport.

Teacher tries to build good rapport with the students in order to produce stimulating and entertaining learning environment that help students to learn better. Stuhlman, Hamre, and Pianta, (2002) state that "building positive relationships between teachers and students can provide the motivation, initiative, and engagement which are essential for academic success" Then the lecturer has to closely to their students such as humorist to them. Gorman (1981) has similar ideas with Stuhlman et al. that rapport is particularly important in contributing to learning as were self-disclose, encouraging student talk, and asking questions about student' viewpoints or feelings.

Secondly, Marzano (2003) emphasizes that developing teacher students' rapport have many benefit such as can lead to increased learning and it can minimize the student problem in the class. Marzano (2003) maintains that teachers who develop good relationships with their students will have fewer discipline problems (p.48). This is due to the fact that students who have respect for their teachers will be more willing to accept the rules and procedures of those teachers. Additionally fewer disruptions will occur. Marzano states that teachers who provide warm, friendly invitations to join in their learning community and continue the same invitation every day increase rapport as well. In line with what Marzano's ideas, Wittler & Martin (2004) state that good creation of rapport will help students to gain their cooperation, keeping them motivated and on task. In fact Stuhlman, Hamre, and Pianta, (2002) revealed that "An emotionally and socially positive school climate contributes to the development of students' self-confidence, teachers' beliefs that they can be effective in their jobs and an atmosphere of cordiality in student-teacher relationships".

Students are not especially likely to be motivated if their other needs aren't being met. One of those very important needs is to have relationships with others (Strong, Silver, Robinson, 1995). Most people work hardest on those relationships that are reciprocal. Students are no exception. They need to feel valued and respected and will return both to teachers who share these characteristics with them. Students are also motivated to perform well in school when the following needs are met: students feel safe; they feel valuable; they have experienced success; students have been involved in making meaningful decisions; students feel cared about; and finally, students feel that teachers are seeking out the best practices that will enable their learning (Rogers and Renald, 1999).

To develop positive relationships, teacher needs to understand other people before they can expect them to understand us.” Teachers must operate from understanding and shift from managing students to managing context. This had the potential to elicit high levels of achievement while teaching students to self-monitor their own behavior. “When our psychological needs are met, we want to perform to the best of our ability in order to experience positive feelings” (Rogers et al., 1999) then Fleming (2003) supports this idea by telling us, “...when we respond to something with emotional intensity, stress hormones excite the part of the brain that transforms impressions or short-term memories into long-term memories. The greater the affective intensity, the easier both the original imprinting and the recall” Rogers and Renard (1999) explain that as we develop the skills needed in a one-on-one relationship, we enter the realm of learning as well.

To sum up what have been discussed in the importance of the integration of rapport, the researcher will draw a general conclusion that learning required motivation, and motivation stems from positive teacher-student relationships. Students are motivated when they believe that teachers treat them like people and care about them personally and educationally. Students should be treated with respect, given fun and interesting learning opportunities, allowed to make valuable choices, and should be able to foster relationships with their teachers that help students see teachers as people and not dictators or enemies.

Although rapport is not the key for student's success their learning achievement but at least by having a good rapport could support the aim of that. “Rapport building

between teacher and learner is not in the top category for factors loading onto a statistical explanation of effective teaching (from student evaluation data) but in a wider range of research literature it is an important and acknowledged attribute for enhancing learning and it makes intuitive good sense” (Fleming, 2003). Fleming further emphasizes that relationships in the classroom have an impact on achievement because ‘the brain does not naturally separate emotions from cognition, either anatomically or perceptually Fleming (2003).

The amount of support a student receives in the classroom determines how engaged he or she will be in their teachers’ lessons. As a result, an autonomy-supportive classroom leads to student motivation. An interpersonal relationship between teacher and student is one way to create this supportive atmosphere and can influence student motivation during instruction. According to Reeve, “When teacher-student interactions go well, teachers function both as a guide to structure students’ learning opportunities as well as a support system to nurture students’ interests and enable students to internalize new values, develop important skills, and develop social responsibility” (Reeve, 2006).

RESEARCH METHODOLOGY

The design of this study was descriptive qualitative. This means that the obtained data will be analyzed qualitatively and describe the numeral data into word or sentences. The subject of this study was one of the lecturers who was teaching speaking to 32 students. This research was conducted at speaking IV class at Muhammadiyah University of Kendari in academic year 2013/2014. The instruments used in this descriptive qualitative study were: observation, questionnaire, and interview.

Before producing the instruments of the study: observation sheet, questionnaires, and interview, the researcher formulated the types of rapport. These types of rapport were adopted from Scrivener (2005) and Harmer (2007). Then researcher sum up those theories into 7 types of rapport. The simplification was made to simplify the process of rapport classification.

The observation sheet was used to see and or observe what the lecturer did during the teaching and learning process. This may mean to see the natural occurrences

of the rapport between lecture and students in the class while the process teaching and learning. Questionnaire sheet enables the researcher to collect the data, and the data themselves were acceptable to quantification (Nunun, 2008). In this study, the questionnaire was used to obtain specific information data gathered from the participant or students. Finally the interview was done to find the accurate information about lecture student rapport. Stainback in Sugiono (2010) stated that interview can help the researcher to get a deeper understanding of how the participant explains a situation or phenomenon that can be acquired through observation alone. Finally all the obtained data were analyzed using the following: data reduction, data display, and drawing conclusion or verification (Miles and Huberman, 1994).

FINDING OF THE RESEARCH

To begin with, the classromm observation revealed that the lecturer performed all the observed types rapport. This could be seen in the following summary.

Table 1. Summary of finding from observation from the first week until third week

No	The types of Lecture Rapport	First Week	Second week	Third week
1.	Showing interest to the students	√	√	√
2.	Listen to the students	√	√	√
3.	Respect to the students	√	√	√
4	Being enthusiasm and humorist	√	√	√
5	Giving clear/ positive feedback	√	√	√
6	Being fair	√	√	√
7	Managing classroom	√	√	√

Based on summary above, the aspects of lecture' rapport entirely was done by lecturer in every meeting when writer did observation. Then, the representation of observation would be supported by students' responds in the following questioners result.

Table 2. The overall result of questionnaire of lecture rapport

No	Types of lecture rapport						Classroom Management (%)	Total percentage (%)
	Shows interest (%)	Listen (%)	Respect (%)	Enthusiasm & humorist (%)	positive feedback (%)	Being fair (%)		
S.1	75	86	90	88	88	80	85	84.5
S.2	55	86	93	96	92	93	95	87.1
S.3	60	60	80	88	80	72	80	74.2
S.4	60	80	100	84	96	87	85	84.5
S.5	85	100	87	80	100	87	90	89.8
S.6	63	80	77	80	80	80	75	76.4
S.7	90	100	97	100	96	73	80	90.8
S.8	65	100	93	92	80	93	90	87.5
S.9	95	93	90	68	92	87	90	87.8
S.10	90	87	93	76	84	93	95	88.2
S.11	100	93	93	84	88	93	80	90.1
S.12	60	87	100	92	80	100	100	88.4
S.13	100	60	93	80	92	93	90	86.8
S.14	85	100	100	96	100	80	100	94.4
S.15	85	100	97	92	88	93	95	92.8
S.16	65	93	90	88	96	87	95	87.7
S.17	60	93	93	96	92	87	95	88
S.18	60	100	100	100	100	93	100	93.2
S.19	85	100	73	92	80	93	95	88.2
S.20	50	100	100	96	96	80	95	88.1

S.21	80	93	97	100	96	100	95	94.4
S.22	75	73	100	96	92	100	95	90.1
S.23	75	93	100	92	92	100	70	88.8
S.24	95	87	97	92	96	100	85	93.1
S.25	95	87	90	96	96	93	85	91.7
S.26	60	93	97	96	82	87	100	87.8
S.27	80	46	97	96	100	93	85	85.2
S.28	80	87	93	96	100	93	95	92
S.29	60	80	87	88	80	93	90	82.5
S.30	85	87	90	96	84	87	100	89.8
S.31	65	87	97	96	96	87	95	89
S.32	55	87	97	92	92	73	100	85.1
S.33	60	93	97	96	96	67	95	86.2
S.34	85	87	80	92	92	73	95	86.2
S.35	95	87	90	84	92	73	85	86.5
S.36	50	100	93	100	100	100	100	91.8
S.37	70	100	76	96	96	100	100	91.1
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Ove rall Aver age	7440 %	88.24 %	92.35 %	91.13%	91.40%	88.18 %	91.35 %	88.15%

The result of interview does not reveal huge gap, rather revealed almost similar result. This may mean the students found the class worthwhile because of good application of rapport by the lecturer. The result of interview could be seen as follows:

Table 3. Summary of students' perception from interview

Aspects of Lecture rapport in teaching speaking	Students' perceptions
Showing interest to the student	<ul style="list-style-type: none"> • Yes...he is always happy when he is teaching us. He keeps smiling then he keeps entertaining us through the way he presents his material • We feel comfortable when we are speaking. Sometimes he comes closely in our chair then re-explain the topic • He is always relax in his teaching, we can see in his performance always calm, smiling so I think he likes to teach in my class • I think my lecture likes to teach us, I can see in his face and expression • I never see bad performance of this lecture when he is teaching but always smile and friendly to all his student
Listen to the student	<ul style="list-style-type: none"> • Before we come to meet him to have consultation, he firstly tells us that we can share our problem anytime to him. • My lecture once said if we have any problem we can find him and he will always listen to me and my friends • My lecture always gives a chance to us to ask about material or lesson that we do not really understand. He always listens carefully then gives motivation to each of us. • When I ask him something about the lessen that I don't know, he always listens carefully then gives me the right answer

	<ul style="list-style-type: none"> • He is very close to me then ask my problems, so I never feel shy to express my idea anymore
Respect to the student	<ul style="list-style-type: none"> • Yes, I think my lecture cares for us. We can see he is always close to us then listen when we are speaking • Our lecture always shows respect to us, I mean when we are speaking the lecture always motivates us. • He always shows great respect to all his students • My lecture always cares for and show respect when we are speaking. He also acknowledges our opinion. He does not judge our ideas harshly if I make mistakes, rather motivates us • He respects us when we practice speaking with our friends
Being enthusiasm and humorist to the student	<ul style="list-style-type: none"> • He loves teaching and humorist teacher • Our lecture always makes jokes to help us not to get bored • He is very kind, and humorist, his joke is about our topic or material that we are learning today • I really like the expression of this lecture when he gives or teaches us pronunciation because he always shows enthusiasm and friendliness to all his friend • As long as I join in his class, I never see the bad performance that he shows to us
Giving clear/ positive feedback	<ul style="list-style-type: none"> • He always gives us feedback in the middle or at the end of his class. • Of course, for each meeting the end of his class he surely gives feedback or like summary or sometimes assessing our homework. • Feedback is very import thing for him because he thinks that feedback can remind us what we have learned and what mistakes that we have made

	<ul style="list-style-type: none"> • Yes, it is one of my lecturer characteristic when he is teaching. He always gives us feedback at the end of his teaching and learning process, and this makes us remember as well as remind what we have learned • I have joined other subjects that he teaches and he certainly gives feedback in his teaching
Being fair	<ul style="list-style-type: none"> • The lecture gives supports based on our ability in speaking. He gives us test in Mid and final test • He give scores in mid or final test and I agree if he gives me that score because it is based on the test and my ability • My lecture does the same thing for all his students, and I think when he gives mark he is always fair because the score is from our test. • He gives scores is based our ability • I think my lecturer always fair when he gives our scores because it is based on outlined and discussed test that we have far before the test is administered
Managing classroom	<ul style="list-style-type: none"> • In speaking activity the lecture let us to sit in pairs but sometimes in group • He divides us in pairs • In speaking activity, the lecture always lets us sit in pair • I practice to speak with friend in pair or group • Usually in pair

DISCUSSION

In this section, the writer would like to discuss the types of lecturer' rapport which has been triangulated through cross validation of observation, questionnaires, and interview.

To begin with, showing interest to the students. During teaching and learning process that was done by the lecturer, all points of showing interest were ticked; it seemed the lecturer's performance such as using casual talks to the students before and or after class and listening to the students attentively. These indicated that the lecturer showed his interest to his students and this made students felt comfortable with him. This was in line with the calculation of questionnaire which showed that showing interest was scored **74.40%** and the positive response from the respondent that mostly said that *"the lecturer like to teach in their class because they lecturer present his material emphatically such as smiling, relax and calm and sometimes humorist"*. This links to Wubbels and his colleagues in Marzano (2003) who state that "briefly, teachers should be effective instructors and lecturers, as well as friendly, helpful, and congenial. Wubbels maintained that lecturer or teacher should be able to empathize with students, understand their world, and listen to them". Good teachers, in fact, are not uncertain, undecided, or confusing in the way they communicate with students.

Secondly, listen to the students. The other point in building good rapport between the lecturer and the students in classroom was the lecturer listened to the student more. This may mean the lecturer cared for and responded the need of the students directly and quickly. This according to Wobbles in Marzano (2003) will help the students learn effectively. From this action students gradually felt confident. The students mostly said that *"our lecturer always listen when we ask something or have problem in learning, moreover he tells us that we can consult our problem with him even after the class"*. This could be seen from the progress of the students to address their ideas from each meeting of the observation. This is very much in line with the result of questionnaire which was scored **88.24%**.

Thirdly, Showing respect to the students. According to Scrivener (2005) respect is a positive and non-judgmental regard for other person. This has been done by the lecturer throughout his class. This could be traced from the following respondent's response *"My lecture always cares for and shows respect when we are speaking. He did not judge our answer harshly even though we make mistakes. He motivates us instead"*. From this point, this research revealed that students learned from their mistakes. This is because the uttered answers were noted by the lecturer and reviewed and reflected after an activity has been done, and for this part students gave **92.35%**. This indicates that they enjoy and learn from the class.

Fourthly, being enthusiasm and humorist to the student. This research also revealed that the lecturer was very enthusiastic and humorist throughout his teaching. This made the students felt relaxed and was not hesitant and mostly enjoyed the whole class activities. Gorman (1981) emphasizes that humor, praising student performance, and engaging in conversations outside class were particularly important in contributing to learning as were self-disclosure, encouraging student talk, and asking questions about students' viewpoints or feelings. The students also stated that "*we enjoy the class because when we get bored our lecturer always makes some jokes*". Based on observation sheet, all columns had been ticked. Then the climate made students enjoyed to follow the lesson because students speak freely, relate to students as people, and this part has been scored **91.13%** by the students.

Next, giving clear/positive feedback. This research also noted that giving clear/positive feedback was scored **91.40%**. Most of the students feel very positive with this. This is because the students learned from the incorrect answers that they have produced. The lecturer both provided spoken and written feedback, and this helps students to learn pronunciation and grammar. The most interesting thing for this part is that the lecturer not only provided feedback on linguistics but also on para and extra linguistic which help the students to understand the context of the learned topic comprehensibly. To highlight the importance of providing clear feedback, Maryam (1994) states that "feedback is essential in helping group members learn more about how they operate and about themselves individually". The students also revealed similar views on the importance of clear/positive feedback; they mostly said that "*we can learn from our mistakes because our lecturer always gives us feedback*".

With regard to being fair in the classroom. This part was scored **88.18%**. This shows that students did not feel that they were not treated fairly. This could be seen from the way the lecturer discussed the marking criteria of the mid and final test. The discussion entailed good and poor mark sample answers. The lecturer also explained the coverage of the material that will be included in the both of the tests. In addition, the lecturer always pairs the poor achievers with high achievers students, and each member from each pair was given different task. This aimed to avoid the high achievers students to nominate the talk during the class. As a result, the poor achievers students were

motivated to talk. The applied fairness in the class by the lecturer could be testified by the students from the given high score of the questionnaire.

Finally, dealing with managing classroom the lecturer also considered this part greatly during his teaching. Since the nature of the class is very small and has set chairs. The lecturer always organized the class in form of pair work and very rare in group work. The lecturer prefers this classroom management because it allows the shy and anxious students to express their ideas, and enable to activate half of the students to communicate in every performed speaking activity. In response to this, Harmer (2007) states pairs work could enable the target learners to practice the learned language together, study a text, research language or take part in information-gap activity. The students, in fact, enjoyed pair work as they said “we could utter our idea through pair work”, and for this reason, students scored this part **91.35%**.

CONCLUSION

This research was intended to notice the finding of what types of rapport built by the lecturer in teaching speaking and what was the student’ perception regarding to the rapport established by the lecture in the class. The result showed that the lecturer used all types rapport in the class. The implication of this research would be all lecturers and or teachers of English are encouraged to ingrate all the observed rapport in this research in their classroom. This is because good integration of rapport could create comfortable and friendly atmosphere during teaching and learning process. In fact, when the students’ psychological needs are met, the students are likely to perform to the best of their ability in order to experience positive feelings (Rogers et al., 1999).

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